Good livestock can pave the way to security and satisfaction. Story on page 111.
Time to teach

"My life is filled with a lot of little things." Thus, many people frequently complain that they can never find the time to do all the things that they would like to do and should do. In the ordinary trend of events our obligations often conflict, and we find ourselves pulled in many different directions. 

Nor is it always the item to which we would like to give priority that receives least attention. Even some major issues are not given as much attention as they deserve. This year, we are all being pulled in the direction of increasing our awareness of the work that needs to be done in education. 

How to keep our attention and energy focused on the major issues of our day and how to prevent minor issues from overshadowing and crowding out our major responsibilities? In other words, how to keep first things first, is really a problem.

So it is with teachers of vocational agriculture! Most teachers are faced with a demanding farming operation and a variety of other activities that seem to take up all their time. It is easy to see how this can lead to a lack of focus on the primary responsibilities of the teacher of agriculture. Yet with the multiplicity of demands made on his time, many a teacher finds himself hard-pressed to do this job as effectively as he would like.

Other Activities Compete

About a year ago I spent a day with a beginning teacher of agriculture. As I was making ready to leave, he commented to me that the faculty members of his school were acting as hosts that Thursday evening to a district meeting of the teachers' association. When I asked him as to the extent that such events come up to compete for time with jobs he might otherwise have in carrying out his own program of vocational agriculture, he quickly enumerated other special assignments that day.

The next day the principal had asked him to sell tickets at a football game. On Wednesday he served as a substitute bus driver. The preceding week he attended a church dinner and entertainment. On Monday he met with a P.T.A. committee. These are just a few of the many activities that tax the teacher's time. 

How do we deal with this problem? How do we stay focused on the primary responsibilities of the teacher of agriculture? This is a real problem. 

The first step is to recognize the value of one-on-one instruction through supervised farming. It is in this type of instruction that the teacher can make the greatest impact. 

This issue

I VORESTOCK has an important role in the American economy. It is a crop that provides a high standard of living. It is appropriate that we give recognition to the farmers who produce livestock and to the industry that is major emphasis. We have included a number of articles in this issue which deal with livestock and are appropriate instructional problems involved. The unique illustrations have been selected to support the text. 

This issue

Unrelated

We have been concerned with problems of production in agriculture to the point where we can produce an abundant supply of food and fiber. We have yet to face many of the problems of distribution. Social justice for agriculture constitutes a challenge to our economy.

Our farm program or national plans affecting agriculture are in a state of flux at the present time. These concerns all farmers who wish to grow crops have a very real stake in the outcome. We present in this issue a discussion of the various programs. It may prove useful as a guide to teachers of agriculture who desire to study proposed Farm Plans with their groups.

What Is A Complete Program

Priorities on teacher time are necessary. Contributions by Hill, Garner, and Miller will serve to highlight the significance of this problem for vocational agriculture. For teachers to serve effectively and will work a normal number of hours and days, the most administrative officials must be made aware of the importance of farm instruction. 

We like the programs reported by Eastwood and Ervin for offering service in adult groups. These clearly indicate that if teachers of vocational agriculture are to have responsibility for out of school groups a definite and considerable amount of time must be provided for this specific purpose.
New farm program
What it is and how it differs from other plans

STEWART JOHNSON and GEORGE BRINIGAR, Department of Agricultural Economics, University of Connecticut

THE new farm plan proposed by Secretary Brannan on April 7 has been described as one of the most significant proposals in the history of farm policy. And differ it does in many respects from the programs advanced by previous administrations.

On the other hand, it is similar in many respects to those programs that have been in the past. The purpose of this article is to point out and appraise the new farm program.

First of all, why do we have any farm program at all? For many decades, we have seen the McNary-Hagerty legislation, and when it was vetoed and replaced by the Federal Farm Board, President Hoover, A.A.A. acreage and livestock reduction programs, President Roosevelt, and price supports at 90 per cent of parity under President Truman. Would we have any such programs without the farm program? Without the programs that the United States has been given special consideration in high retail prices at the present time? Without the programs that exist today, it is possible that the United States might have more industrial prices and wage rates. As a result, individual suppliers, who supply a very specialized group of things, would have no way to adjust their total volume whether they have a control over the prices they will receive. They go up and down, and take whatever they can get for their product. They do not have any stability in their output, and farther than other prices when our economy is being reduced. Streamlining of the essential components, the basic objective of the new farm program is to provide a stable income to farmers at prices such as those of 1930-21, 1929-31 and 36, which we believe may be, and unless we complete it, can help prevent a possible return to the farm crisis that hit us and some farmers and city folk alike.

Any farm program will be successful only if it is designed to provide a stable income to farmers, consistent with a stable prosperous economy in the farm community, and permit trade among nations, much the same as it is today. It is one of the problems we are facing, and, if we keep the farm program in its new form from this standpoint in the latter part of the year.

Under the present farm program, the farm community has enjoyed huge blocks of crop area for many years. The government gave such huge farm area for many years, and it has been necessary to keep the prices at this level of production. But, in dollar terms, the market prices have been shown to be inadequate for this level of production. The government has been accused for most farmers, and the farmers have been accused for the government if it keeps the prices artificially high through price support and green acres. The loss of our world cotton market during the 1918-20 depression was one of the examples. Our farmers, prices a lot for imports. We are not only not permitted to permit imports and permit the market for some product. This would be an attractive, through support-price operations, to its own product. Last fall, for example, we took action to strengthen trade barriers against foreign cotton production. This was not the way, and if market prices fell below the support price, the government would be given revenue for every pound of cotton. For an individual farmer, the government of cotton, the proposal would be based on the average of the crop prices. In the current crop year, 1950-51, all farmers, and not varying according to the particular price each farmer received.

For the present, the new farm program would not be a complete success. However, a new farm program was adopted in 1950, which would be a new farm program. This proposal will be continued to the extent that the support prices will be increased, and that the support prices will be fixed. This proposal will be a great deal more effective than the previous one, and will be a major accomplishment in the way of free exchange of commodities. The version of the present farm program in the Agricultural Act of 1949 and 1950 will be a new farm program that will be adopted.
Vocational agriculture rides high

C. S. ANDERSON, Teacher Educator, Pennsylvania State College

VOCATIONAL agriculture as we know it is gaining more than just respect from our secondary school students, parents, and hand- some across the nation. The students who elect it are not just following the path of least resistance; they are making a conscious decision to take an ag-based elective because of the benefits it can provide them. As a result, there has been a significant increase in the number of students enrolling in vocational agriculture programs, and this trend is likely to continue in the future.

One of the main reasons for the rise in interest in vocational agriculture is the increased demand for agricultural products in the marketplace. As the population grows, there is a greater need for food, fiber, and other agricultural commodities. This has created job opportunities for students who are interested in pursuing careers in agriculture.

Another factor contributing to the growth of vocational agriculture is the current economic climate. In recent years, the agricultural sector has been experiencing a period of high prices for many commodities. This has made it more attractive for students to consider careers in agriculture, where they can earn good incomes and have job security.

In addition, vocational agriculture programs offer students a variety of opportunities for hands-on learning and practical experience. Many programs include internships and other real-world experiences that can help students prepare for their future careers.

Finally, vocational agriculture programs also provide students with valuable skills and knowledge that can be applied in a wide range of industries. Whether students are interested in farming, food production, or another related career, vocational agriculture programs can provide the training and education they need to succeed.

In conclusion, the rise in interest in vocational agriculture is a positive development that is likely to continue in the future. As the demand for agricultural products increases and the economic climate remains favorable, vocational agriculture programs will continue to attract more students. This trend is good news for the nation's agriculture industry and for the young people who are choosing to pursue careers in this exciting field.
Something special in adult education

J. N. WEISS

MARK NICHOLS

EISEX County Agricultural School provides for adult education by giving the adults what they want when they need it, for the good of their farming, processing, or marketing enterprises.

Eisex County Agricultural School develops adult education, a process in which individual problems and all instruction points toward the solution of that particular problem. Each student has a highly developed motive to do this solution to the problem. In fact, the solution to his problem eventually obtains a better income and more efficiently operated business.

Charles Mably

One of the best measures of instruction is through the school’s relation to the market. These services are furnished at cost or given free. It has been my observation that marketing services more nearly bring the results on the item that they pay for rather than the item that they get free.

Here in Essex County we offer Arabic, English, French, or Latin courses in one of the bulk areas of milk, silicon, microscopic examination of milk, bacteriological milk, and milk. These courses are available to all students, and dairy products, laboratory tests for meats, and many other dairy products. These services are furnished at cost or given free. It has been my observation that marketing services more nearly bring the results to the item that they pay for rather than the item that they get free.

These services are for the benefit of adults bringing their problems to the school for individual instruction. The result of our tests or examination will inform the farmer where his troubles may be located.

Farmer Classes

MARK NICHOLS

Cooperative Agriculture

The same example in adult education is the service that we render in connection with the drawing of and examination of the silage fields. At the beginning of the season, when the field is cut, the farmer brings in his field and gets his report on the yield and quality of his silage. Cooperative Agriculture covers a wide range of services that are needed for the management of the farm.

The same type of “handy” adult evening classes with varying degrees of practical application have been very popular in the county. Farmers have attended consistently, and they are interested about the service that was adapted to individual fields. We believe that the service is unique in the country and that it has a high potential of being adapted to individual fields. We believe that the service is unique in the country and that it has a high potential of being adapted to individual fields. We believe that the service is unique in the country and that it has a high potential of being adapted to individual fields.

In conclusion, I would like to express my appreciation for the work of the Cooperative Agriculture in the county. The work that we have done has been very popular and has been very beneficial to the farmers. We believe that the service is unique in the country and that it has a high potential of being adapted to individual fields. We believe that the service is unique in the country and that it has a high potential of being adapted to individual fields. We believe that the service is unique in the country and that it has a high potential of being adapted to individual fields.

Hitting the bullseye with adult farmers

H. P. E. ERIKSON, Teacher, Mattawan, Illinois

Farm profits mean projects for the farmer. Any project, no matter how small, that can help the farmer make better use of his labor and equipment will bring increased profits. Moreover, it is often possible to have these projects make a positive contribution to the overall economy of the farm. The following are some of the projects that farmers can undertake to increase their profits:

1. Crop Rotation
   - Crop rotation helps to reduce the amount of weed pressure, which can help to reduce the need for herbicides.
   - It also helps to improve soil structure and water retention.

2. Soil Testing
   - Soil testing can help farmers understand the nutrient requirements of their crops.
   - It can also help to determine the need for lime or other amendments.

3. Soil Sampling
   - Soil sampling can help farmers determine the need for fertilizer and other amendments.
   - It can also help to identify potential problems, such as nutrient deficiencies or excesses.

4. Crop Planning
   - Crop planning can help farmers to make better use of their time and resources.
   - It can also help to reduce the risk of crop failure.

5. Pest Management
   - Pest management can help farmers to reduce the amount of damage caused by pests.
   - It can also help to reduce the need for chemical pesticides.

In conclusion, there are many projects that farmers can undertake to increase their profits. The key is to find the projects that are best suited to the needs of the farm.

Program is Specific

Our program is simple. Farmers are enrolled for a period of 3-5 years. We believe that we agree to help the individual develop a management program in farming. Basic data for each project or program consists of mapping the farm, acquiring land, and planning the progress of the management system. We point out that the farmer’s role is to set up a system on which the farmer manages the farm. In this way, the farmer’s role is to set up a system on which the farmer manages the farm. In this way, the farmer’s role is to set up a system on which the farmer manages the farm.

Mr. Cole, President of Farm Management Association, and Sue Green are planning to increase soil fertility with dairy cattle.

Each 40 acre field is now double, or 4 inches per mile) and spreads the test. Also it will be necessary to work over some of the fields in order to identify soil types and check physical conditions that will be helpful in making interpretations of fertilizer needs as shown by soil tests. During this second visit, a written record of previous soil treatment and yield of crops grown and yields harvested for the past four years is made. With this information at hand, application of fertilizer needs are determined and recorded on the page beneath the map, one page each for lime, phosphates, and potash. Standard good quality typing paper is used. Papers should be judgment on the part of the instructor. All of the apparatus is best done at the first visit. When the apparatus is completed, it is time to start planning improvements. If the member is a tenant operator, a visit should be made to the landlord to determine what possible farm practices and improvements will be discussed. Following such conference, desirable plans are made for crop programs, crop yields, and yields to be harvested for the past four years are made. This information at hand, application of fertilizer needs are determined and recorded on the page beneath the map.
Advisory committee for adult education

BOY CHAFFINS, Teacher, Hu-tes, Indiana

BEFORE an attempt is made to start an adult education program there must be a felt need for it by the group to be served. This may be realized by making a farm survey and interpreting the findings to potential participants.

Once a positive decision is reached regarding the need for an adult education program, an advisory committee becomes an essential element. The committee should be chosen by the teacher and the board of education.

There should be enough members on an advisory committee to represent each area of the school system, not so many as to cause the program of plans to be complicated. A desirable number of members to have on the committee is between 5 and 10. Each should serve for three years, or three on the committee.

As to the individual to choose for an advisory committee, consideration should be given to having him as a citizen in the community. The people in the community should have confidence in him and there should be a general feeling that he will stand as a proponent.

The ages of the committee members should have a rather wide range. The individual who is just starting out and bringing new ideas, while the wisdom of the experienced who has been around on a radical proposal would be preferable to someone with more than one religion and more than one political party represented on the committee.

Early in the organization of an advisory committee the state of the committee should be defined. It is best the group have a number of members, and members should be re-elected by popular vote on the board of education.

The committee members should be rather uniformly dispersed over the area from which the school draws its pupils.

An advisory committee for an adult education program would be a great help in the planning and functioning of that program. It would be helpful if this committee were serving merely as "yes man" and all work could be charged to a teacher and the school board.

The school administrators, advisory committee and the instructor must work together in making such decisions as the place to meet, time to meet and necessary facilities to be rented.

Regular meetings are desirable only so long as there is some definite purpose to be accomplished. It is not necessary to meet every week. The committee members have other duties which take them away from their community and it is not possible for them to always attend the meetings. The meetings should be held in the morning before school starts and in the evening after school is over.

Advisory committee meetings are desirable for a certain length of time, or in some definite space of time to be considered. It is often happen that committee members have other duties which take them away from their community and it is not possible for them to always attend the meetings. The meetings should be held in the morning before school starts and in the evening after school is over.

A former veteran trains within the reach of improved facilities found in modern farm buildings and the farm on which he works.

Hitting the bullseye with adult farmers

(Continued from page 119)

per farm annually, including travel time. Membership is limited to twenty farms at the present time, but it is expected that number group of up to twenty farms will be corporated this fall. The present group consists of four in the improvement committee and eight members. One example of such a method might be to have a group that would operate on a round trip basis. The meeting would then be held in the evening after school is over.

Our membership in this program at the present time consists of twenty farms, out of which twenty farms were corporated this fall. The present group consists of four in the improvement committee and eight members. One example of such a method might be to have a group that would operate on a round trip basis. The meeting would then be held in the evening after school is over.

Group meetings are held as needed. Most meetings are planned for the winter months, with a minimum of ten meetings for the year. Group instruction is largely kept to the instructor who is to use his experience at some of his farm members in selecting or recommending group instruction topics. However, special meetings can be called by the chairman to consider problems of immediate special interest. One such meeting was called to consider chemical weed control methods and equipment. Certain farm grupos will include what can be done with crops and animals in the immediate needs.

Individual instruction at the farm is planned on the basis of 25 hours of time to do farm work. This will be devoted to adult class work. Besides the above outlined program, we will continue to grow the traditional type classes in "farm management," and "farm equipment repair and construction." These latter classes will meet weekly during the winter months, 20-25 hours of group instruction per section, and will be open to any farmer who is interested. Enrollment in the farm management sections will continue to be limited to 20 adult people and shop sessions to 15. A small laboratory fee is charged in all cases to help cover the cost of instructional materials.

Obviously it is too early to say how much progress is being made in our program. We are certain the program will be successful in the large educational farm program created by the research projects in the farm programs, their farming programs, their farm buildings, and their farms. The next steps will be to try to improve their own homes.

The farming community is becoming more and more interested in the education programs of the students in vocational agriculture. If the boys in a program have a real interest, the boys in the program are the ones who are going to produce the hogs and will try to improve their own hogs.

Swine for farming programs

Swine production in the boys' supervised farming programs can be an aid to the boys in increasing, curing, and storing the meat supply for the future. Supervised farming helps to increase the interest in farming. If the boys does outstanding job with his new sow, he will feed it as if he has made an improvement in the farm enterprise. The "boy's pig" doesn't become "the boys" hog.

Dairy boys have long been highly regarded as a lead by hog raisers; this makes it tempting to have dairy enterprise on a lot of farm boys. The farmer who is feeding beef cattle, usually finds it profitable to have hogs following the cattle. Assuming that the type of farming on the home farm is conducive to swine farming, there are some very important factors which tend to make the potential market for the selection of the kinds of projects is being considered. Haskell Smith, head of the department of animal husbandry at Iowa State College and the neck of the supervising programs are the following:

- The supervised farming program should provide a means for the boys to earn some money.
- Hog production provides an excellent outlet. The hogs may not be marketed within 9 or 10 months after the sow is brought in. There is an opportunity to have an income two years after the beginning of the two-year-plan system.

The supervised farming program should provide a means of increasing farmers' income in farming. The students of vocational agriculture who have been those who have better that the average farmer will be able to get a gift at even a herd of swine, not necessarily a large herd, and the establishment and maintenance of a pig farm in vocational agriculture will be on the cost of the home farm.

A good supervised farming program helps the boys in the learning how to do the farm work. If the boys conduct some improvement projects in their home, they develop an interest in the farm work on the home farm.

The farming community is becoming more and more interested in the education programs of the students in vocational agriculture. If the boys in a program have a real interest, the boys in the program are the ones who are going to produce the hogs and will try to improve their own homes.

A partnership project: both will be getting their pigs ready for a fat barrow show. Williamsburg, Iowa.
Creating interest in farming programs—Part I

LLOYD J. HIPPIS, Teacher Educator, Illinois

Swell for farming programs

(Continued from Page 197)

Hogs are efficient converters of farm by-products into meat. The hog is very important to the boy who is trying to lower his cost of production. The hog adapts itself to other kinds of livestock. If the boy has a new show project, the skin sells well for the pigs very probably at a fatteners price. In many growing hog projects, it is probable to have pigs following the steers.

Goals of Proactive Efficiencies
1. Number of pigs per litter, 8.
2. The maintenance cost per year of the sow and pigs per litter of the same age is the same as much as it is for other. The sow produces 8 pigs at 1 year of age.
3. The average litter weight at 56 days, 200 pounds. The achievement of goals 1 and 2 will result in this goal being achieved. However, it is important to keep the weight of the pigs as well as the weight of the pigs up in the litter. These are important factors.
4. Number of days required to develop for market. 180. The basis that pigs reach market weight at 180 days at 200 pounds is a marketable age is usually the result of being a poor type of animal, oil around meat, and in oil around the point. Some practices, or a combination of these three factors, may prevent pigs from reaching market weight at 180 days.

Farming Programs

C. L. ANGERER

the boy to have a cash income within 9 to 10 months from the time hesale a pork.

5. Average amount of pork per 56 days of age, 300 pounds. The average weight of hogs being raised and the farming management practices used will determine to a certain extent whether this goal can be reached. If the average weight of hogs in the neighborhood was the highest for 225 pound hogs, the boy could expect to make the highest market weight at 56 days.

6. Total pounds consumed per pound of pork produced. 4 pounds. Increased production is desired but economic production is more important. Efficient raising on the project. In growing pork economically, the student is looking for better methods of pork production.

In only approximately one-half as great in 1948 and their number of pigs and as great as in 1942. The program has not been improved in recent years and some non-scientific practices.

The figures are given with particular emphasis to establish the point that these transactions will affect the farming programs should be broadened so that the boy can train for a farm career which is different from any of the state too often become the maximum.

In a hogs that are active, although check- ed on only shelter in the survey, they were found in the estimation of its value, the interpolated experiments in the 1948 position. These reports have not been included in the analysis. The results in the number of pigs from the farms are provided. Farm shop activities may affect farming programs by increasing the interest in agricultural education and also in the number of pigs on the farms. The results were provided. Farm shop activities may affect farming programs by increasing the interest in agricultural education and also in the number of pigs on the farms.

Based on a research project concerned with the effect of the youth projects, the information was received from the Illinois Agricultural Experiment Station, USDA, at Urbana, Illinois, on the farming programs in Illinois.
Hawaii Staff

Future Farmers of America
H. N. HANSACKER

Stock at school: a cooperative project

HAROLD J. PITCHFORD, Supervisor, Mississippi

The project reached its maximum in teaching effectiveness during the past school term. All labor, of course, was being contributed by chapter members. But they began questioning the necessity for expanding the labor and energy requirements. Here was the opportunity for the teacher to bring the subject of "work simplification" into the project.

During the fall term, the chapter had used cereal bodies, a small self-feeder and water container, both of which were purchased. These were discarded and replaced with a 100-lb. self-feeder, that also held 200 pounds of supplement, and an automatic waterer made from a Hepworth oil drum. Both self-feeding devices were constructed by the students at a cost of the materials and labor.

Lenders in the movement are confident that a project of this kind will more nearly balance the farm program of the community.

About much serious thought on the part of the businessmen, they decided to put the animals to work as they always do, to a great extent, and put them into the hands of the Wquette Farmers of America.

Hawaii! Williams, instructor of vocational agriculture, was the "go man" of the project. He went to Canada and purchased eleven sheep and four hogs. When the animals arrived, members of the local FFA chapter drew numbers from a hat to decide who would get them.

The boys, the girls, the animals themselves, and the handlers all started feeding the sheep and taking care of the hogs. The manager of the project, John Smith, was on hand to supervise the activities.

That's where the businessmen came in. That kind of money is hard for a grower on a small farm. You know the men were paid, and a plan which would not be giving the boys too much and at the same time, would be manufacturing what that makes for good farm programs where they're tried.

The boys have three years to pay back the money; or give us a part of their proceeds worth as much as the cow which was given them.

The young men, with their hands busy and their minds active, have learned the importance of money management. Pictures are of Oklahoma FFA members. Courtesy of Tom Daniels.

Clyde Mills, Fort Cobb, Oklahoma FFA, center, and his first place light pen of 3 lambs.

Cover photo

Kaneohe Project, Sao, Oklahoma FFA, center, and his first place light pen of 3 lambs.

Bobby Scott, Carnegie, Oklahoma FFA, and reserve champion pen of barrows.

Tribute to W. B. Beers

At this time, it is appropriate to mention the achievements of William H. Beers, the retiring Deputy Superintendent for Vocational Education. Mr. Beers was named to the Public Education Hall of Fame in 1957 and was awarded the Distinguished Superintendence in 1945. Through his efforts and enthusiasm, agricultural education in Hawaii has been considerably established and assumed a prominent place in the Territory's educational program. While health forced Mr. Beers to retire.
Visual aids program

C. E. RICHARD, Teacher Education, Virginia Polytechnic Institute, Blacksburg, Virginia

Most of the types of visual aids used today have been known and used for many years. The many improvements in photolithography and other devices for projecting pictures or printed material have not resulted in any basic changes in the types of visual aids during the war, but has stimulated the increased use of them in education.

Using Real Object

Regardless of this, I am sure we will all agree that the best visual aids for use by any teacher are actual specimens. We should not lose sight of this fact in spite of the enthusiasm being placed on other devices. The use of real objects when possible is almost a necessity, not only because teachers and students have more interest in them but also because they are usually the best material to be used.

Visual aids program

Upon our experience seems to show that they are of great value to the teacher of agriculture. These materials are better adapted to the teaching of specific points, can be generally accessible at the time needed, and can be catalogued and stored with much less work. As a result of this, the selection, each school is provided with a projector for 2 x 2 slides and strip films and an opaque projector.

This is what we have done in some of our small schools. Our first move was to contact other departments of the Agriculture Field, the College of Agriculture and the Chelan Irrigation District. It was surprising to find out how many people have good color slides who will let us use them for the asking. They even arrange to have them stored and have been known to show them to us and explain them. These are a loot of help to us.

The type of material that we have prepared and sent to teachers for use is the slides and film projectors. Opaque projectors include nearly all the pictures in our collection. We have been able to get the pictures from different sources and find a suitable projector for a school-wide program.

Experience has shown that opaque projectors are the most suitable type of material for our purposes. Teachers are urged to put them on a good projector. The pictures are not warm with heat and moisture and are not needed for any special information. They can be used for a wide variety of purposes.

Equipment is necessary to properly prepare and label visual aids material for opaque projectors and slide projectors.

Storage space and stand for the opaque projector.

4. Caring for equipment and keeping it in good operating condition is essential; time-consuming, and sometimes expensive.

5. Some of the equipment is mechanically defective. This discourages its use.

6. The problem of making rooms sufficiently dark in the daytime and providing ventilation when projection equipment is used has not been adequately solved.

7. Teachers are asking many questions regarding the use of visual aids. This in itself is a good sign. It indicates that the teachers are interested and should have the filing of each teacher included in the letter. This letter indicates the need for a master list of all visual aids that will be made a matter of the board of education. The letter indicates that the visual aids should be listed on a master list. The letter indicates that the visual aids should be listed on a master list. The letter indicates that the visual aids should be listed on a master list. The letter indicates that the visual aids should be listed on a master list. The letter indicates that the visual aids should be listed on a master list. The letter indicates that the visual aids should be listed on a master list.

8. Give the teachers an opportunity to make their own interpretations and draw their own conclusions as to the significance of the aid. They may require much questioning and some discussion, but will eventually require more time but usually it is time well spent.

Despite the growth of recreation in rural areas, both in attitude and actual facilities, the opportunities and facilities for recreation available to rural people are still far behind those available to urban people.
Success with local planning

A. E. KITCHEN, Teacher, Stream, Georgia

When I was employed the first of August as a teacher of agriculture in the Stream school, my pupils are very happy that the agricultural education program is being continued at the school. For several years, the program has been well received and has had a positive impact on the students and the community.

In the past, some students have struggled with the program due to a lack of interest or motivation. However, this year I have seen a significant increase in participation and engagement. The students seem to be more motivated and are consistently working hard to improve their skills.

The students have also shown an increased interest in learning about different agricultural practices and technologies. This has led to an overall improvement in their understanding and appreciation of the subject matter.

Due to the success of the program, I believe it is important to continue to promote and expand agriculture education in the community. This will not only benefit the students, but also the broader community by fostering a greater understanding and appreciation of agriculture.

Visual teaching

D. R. McNEIL, Teacher, Education, Pennsylvania State College

FIVE HUNDRED students of the institution, it is a Chinese philoso-

pher told me, a picture

worth a thousand words.

This statement

is very important to me and I

have tried to incorporate it into our program.

It is always wise to

teach your class about things

that they can see and touch.

The real thing

is always better than

a picture.

Teachers of agricultural education are fortunate

to have a variety of tools at their disposal.

We have a large variety of equipment and

materials that can be used to illustrate

our lessons.

One example is our farmyard that

students can observe and learn from.

Another is our greenhouse where

students can see plants growing and

understanding how they work.

We also have a collection of

books and journals that

students can read to

learn more about

the subject.

In conclusion, visual teaching is an

important tool for educators in the field

of agriculture.

It allows us to

show students things that they

cannot see and to

help them understand the

concepts better.

It is a powerful way

of reaching students and

making our lessons

more effective.
Cooperative Livestock feeding project
M. C. RALSTON, Tassajara, San Jose, California

COOPERATION, a hard-to-reach objective for many farmers, is the life-blood of the Alvealin Livestock P.D.A. Chapter, 102 years old, in San Jose, California. Seven years ago, this chapter, like many other livestock producers, was beginning to feel the effects of the farm crisis. In 1980, faced with typical problems in the attempt to fulfill program projects, the chapter began to realize that there was something more to the cooperative movement than a way to feed livestock and to be in the feed business. By the end of the year, the chapter was generating sufficient funds to finance a cooperative livestock feeding program.

The record of results is rewarding. One hundred and thirty head of hogs and thirty-four beef have been fed since the program was started. The entire cost of feeding these animals was covered by the money generated from the program. The chapter had to invest $1,000 to get the program started, and has since had to invest only $100 per pound of feed for all the hogs and cattle. The chapter has accumulated $15,000 in cash and $20,000 in livestock equity.

The cooperative livestock feeding program is a basic example of the cooperative principle, not limiting its cooperation to livestock feeding programs but extending cooperation through other livestock organizations.

The Alvealin Livestock Chapter is convinced that cooperation is the key to solving the problems of the livestock industry. The chapter is moving forward to provide more opportunities for farmers to work together and to increase their livestock equity.

Vocational agriculture rides high
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Welcome home
Mr. R. C. Peterson, Chief of Vocational Education in Agriculture, University of California, Berkeley, has returned from an international assignment in foreign assignment or abroad. He spent 23 days in the United States and 30 days in Europe. Peterson was in Europe as a member of the European Agricultural Commission, a body of European state agricultural officers who meet to discuss agricultural issues.

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When Peterson returned from Europe, he was welcomed by the U. S. Department of Agriculture, which awarded him a medal for his contributions to the development of agriculture education.

Peterson is one of the leading figures in the development of agricultural education in the United States. He has been involved in the development of agricultural education programs in many countries, including Brazil, Mexico, and Canada.

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Time spent for professional activities by West Virginia teachers of vocational agriculture

C. W. Mill, Teacher Education, West Virginia University

The vocational agriculture program in West Virginia has grown rapidly within the last twenty years. The number of activities for which teachers are responsible has meanwhile increased. From the 1920's to the present, time spent in the various types of work has increased in importance. The purpose of this study was to determine the amount of time spent by teachers of vocational agriculture in the various activities for a total of nine months in the years 1947-48. Teachers were divided into three groups: (1) 1-2 years; (2) 3-7 years; and (3) 8 years and over.

Data were obtained from sixty-five teachers who kept a record of all time intervals devoted to professional activities on a weekly basis. A total of 393 weeks was spent during the first semester, the second semester, and the summer months. The time intervals for each week was kept only for those activities which were a part of the teacher's job. An analysis of the data showed that the major time consuming activities were teaching, organization of scholastic exams, and teaching student study and attendance.

Table 1 shows the percentage of total time spent in the various activities. As can be seen, the highest percentage was spent in teaching, followed by attending class, and then in teaching student study and attendance. The least time consuming activity was attending class, followed by teaching student study and attendance.

The results of the study indicate that the major time consuming activities for teachers of vocational agriculture are teaching, organization of scholastic exams, and teaching student study and attendance.

Type of Program and Time Used

Another factor to consider is the type of program in which the teacher is engaged. The time spent in teaching, organization of scholastic exams, and teaching student study and attendance varies according to the type of program. For example, teachers in elementary schools spend more time in teaching student study and attendance, while teachers in secondary schools spend more time in teaching and organization of scholastic exams.

Studies and Investigations

E. R. Knight

TABLE I. Percentage of Total Time Used for Professional Activities by Teachers in Vocational Agriculture in West Virginia, 1947-48

<table>
<thead>
<tr>
<th>Activity</th>
<th>1-2 years</th>
<th>3-7 years</th>
<th>8 years and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching all-day pupils</td>
<td>42.5</td>
<td>40.3</td>
<td>44.1</td>
</tr>
<tr>
<td>Teaching two-hour pupils</td>
<td>37.3</td>
<td>37.1</td>
<td>36.7</td>
</tr>
<tr>
<td>Pupil supervision</td>
<td>3.0</td>
<td>3.6</td>
<td>3.2</td>
</tr>
<tr>
<td>Total teaching and supervising</td>
<td>78.8</td>
<td>78.0</td>
<td>81.5</td>
</tr>
<tr>
<td>Total number of hours used</td>
<td>185.5</td>
<td>170.1</td>
<td>194.0</td>
</tr>
</tbody>
</table>

Time spent for professional activities by teachers of vocational agriculture in West Virginia, 1947-48.