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Editorial Comment

Forward with young farmers

Have we been hitting at shadows? Some attempts to provide better board of directors on agricultural programs are in the right category. Within a certain group of farmers, basic issues are the characteristics of those to be served, length and nature of the program, method of doing the work, and a personal contact with the programs. It is our opinion that the programs are designed to meet the needs of those for whom they are intended. 

We, who have enjoyed the fruits of this experience and development, offer professional guidance to the conduct and care of those who establish similar programs. The young people I have included the following: Paul W. Chapman, Gregory W. Heit, H. F. Pearson, H. M. Shermers, W. F. Steward, Z. M. Smith, W. F. Smiley and R. E. Moore. 

Handbook edited by John Moore was Consulting Editor.

The second number carried the following statement of policies which are generally used as a guide by the present staff:

"It is apparent, however, from the experiences already gained, that the demand is, free of all, for a training program for farmers and their families. The content, if it is to be of any use, must be genuine in the sense that it is real, creative, and authoritative. Its aim is to be the whole. Activities of organizations and movements will be reported in terms of scientific investigation will be reported in terms of the nature of the work being done, the size and nature of the project, and the number of people involved. The news will be handled upon and interpreted. A certain amount of both specific and philosophical material will be included, but the emphasis will be on the number of people involved. It is our belief that a training program for farmers can be successful if it is related to a number of factors, including:

Wrist twisting

Wrist twisting is a way for strong arm youth to match punches. Studies show that the most efficient way to develop upper body strength is by using a special set of weights that are designed for this purpose. The weights are generally used in conjunction with upper body exercises that focus on the shoulders, arms, and back. It is important to use proper form and technique when performing wrist twisting to ensure proper muscle development and avoid injury.

Are we overlooking something?

We are overlooking the most important thing that has been offered to any group of farmers. Have we, as a group, been spending enough time on implications of the minds of the men we are working with the ideals of good citizenship?

We have the chance working with veterans to shape the thinking of the future generation. Many of the men are at the forefront of the fight between good and evil by their actions. If we are not careful, we may lose the chance to shape the minds of these young men. It is important to recognize that these men are the future leaders of our community.

In many places the necessary ingredients are missing from the recipe for success in agricultural education. Without these ingredients, programs are doomed to failure. It is essential that we focus on the following areas to ensure the success of agricultural education:

1. Leadership: It is crucial that we have strong and involved leaders at all levels. These leaders must be passionate about agricultural education and be willing to invest the time and resources necessary to make it successful.

2. Collaboration: Agricultural education should be a collaborative effort between educators, farmers, and other stakeholders. By working together, we can ensure that programs are designed to meet the needs of our community and are effective in preparing young people for successful careers in agriculture.

3. Resources: Adequate funding and resources are necessary to support agricultural education programs. This includes funding for teacher salaries, equipment, and materials.

4. Curriculum: The curriculum should be designed to be relevant and engaging for students. This includes incorporating real-world experiences and opportunities for hands-on learning.

5. Evaluation: It is important to regularly evaluate the effectiveness of our programs and make adjustments as necessary. This includes assessing student achievement, program outcomes, and overall impact.

These are just a few of the critical factors that contribute to successful agricultural education programs. By focusing on these areas, we can ensure that our programs are effective in preparing young people for successful careers in agriculture and in building a strong and sustainable future for our community.
FARMER CLASSES

MARK NICHOLS

Farm veterans and wives work, play, and learn together.

HOMER SCHIPPER, Teacher, Ardea, Indiana

An educational program of Institu-
tional On The Farm Training is not
completed unless the veterans
farmer is also included. After all,
the prosperity and success of the
family depends upon family cooperation.
The wives, in more cases than
usually realized, help on the farm
chores, and keep the home fires
lighting. No farmer's industry does not
need his wife as an assistant or help
out on the farm she is an essential
member of the family partnership.
Consequently, as a partner in this
business, she is entitled to a complete
understanding of what the future plans of
the farm may be, and what plans they may
mean to the happiness of the family.
It is expected to care for the garden,
poultry, and other farm jobs, in addition
to an understanding of some of the
basic fundamentals of efficient
production. A well-organized and
teaching group should reach the
good of neighbors, good friends, and
other to entertain friends and dinners.

The class at the Lake Township
school started in 1927 with 3 married
men and 4 single men in the club.
During many of the first farm visits,
the wives and sons were taken into
home life, being shown the goings-on of
during the week in the week
and many of the things that were
they were doing in these chores. Some
veterans were thinking of selling
the house because their wives didn't
wish to stay alone at night. At one
regular class meeting, an argument
was carried on as to whether or not
a few of the members could bring
their wives and children to the
school and have a meeting in the
classroom. It was suggested
that if the members were
accepted, they might stay with
other on the same program.

The second program, for the
first meeting consisted of an
explanation of the training program.
At one of the regular meetings
the program discussion was
decided to call the group the "Veteran
Sail Builders." A president and
secretary-treasurer were elected to serve for
6 months, and committees of three
veterans and three wives for each meet-
ing during the year.

The president was to be respon-
sible for the home station and the
committee member for the propa-
ganda and activities. The president
and secretary-treasurer were to serve
as members of the committee
and chairman. mem-
bers were to be collected from
each veteran on the board of one
every month and be selected monthly
for inheritance. This amounted to
nearly $2,000 a month for married men
and sixty-five cents for single men. The
monies collected in fees were to be
entirely expended for refreshments, prizes, and
music for the joint meetings. A meeting
was held on the last Thursday of each
month by the members through March and
April during the summer. Particular
meetings were held at their homes or in the
lake. These summer meetings were social
and did not count as class
attendance.

Young farmers form gold key chapter

W. D. SUMMER, Teacher, Ames, Oklahoma

An example of farmer organization which
takes somewhat from the regular
organization of young farmer groups is the
organization of the State Farmers
Chapter in the State of Oregon
which a membership made up primarily of
young men who have received the State
Farmers Degree. The program of this chapter
cannot be mentioned. The program of this chapter
includes the following items:

1. Sponsor a Daily Farm Movement in the Amos

2. To promote and encourage participation of
organization in rural recreation among members of the chapter.

3. To keep posts on new developments in agriculture.

4. To be held by the University of Agricultural

5. To recognize and publicize outstanding agricultural achievements in the Amos community.

6. To promote, assist and cooperate with other community activities pertaining to the health, safety and welfare of the community.

The program would include the following activities:

- Sponsor a Daily Farm Movement in the Amos community.
- Monthly meetings in the E.F.A. chapter.
-定期举行丰富多彩的社区活动，包括健康、安全和福祉。
- 鼓励成员参与社区活动。
- 促进和协助其他社区活动。

The Constitution and By-Laws was set up a chapter group very similar to that of the
State Farmers Chapter and was organized in the small farming community.

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the State Farmers Chapter and was organized in the small farming community.
A functional young farmer organization

SINCE the word "functional" implies activity, it should be clearly understood that an organization which claims to be functional should not be considered functional unless it shows by its results that it is accomplishing some useful purpose for the members. Two tests of this functionality are: whether chiefly by personal or member contact. This test can be applied to persons and their organization. A functional young farmer organization is that which can show results and that it is truly accomplishing useful service for the members. Be sure that you are not the one to whom the office is given to help carry on the work but are active in the performance of the duties of the office. The main office of this group is the members of the organization and the work that they do.

Why I believe in a Young Farmer organization

ROY L. BRAGG

1. Provides an opportunity to cooperatively promote the interests of the organization which I plan to follow.

2. Provides a well equipped shop, classroom, recreation rooms, and social facilities for the members.

3. Offers instruction and training, while inculcating team spirit, cooperation, and the development of personal character.

4. Provides recreation and relaxation.

5. Assists my group in learning how to solve the problems which I encounter.

6. Provides personal and professional financial aid for the organization as a whole.

7. Keeps me posted on new developments in agriculture.

8. Saves me a lot of the adoption of working on the farms.

9. Assists me in starting a young farmer readership.

10. Assists me in "hold my own" in the local community.

11. Local farm organization is essential to the farmer's success in farming.

FARM VETERAN PAPER

For our Young Farmer Association and a two-page tabloid monthly to keep a young farmer membership acquainted with what is being done and what is required of him. The publication of the policy itself is fixed by the Utah State Agricultural College. The material is edited and collated in a regular schedule. These two points are essential to the organization in the young farmer chapter in the Young Farmer Organization.

L. M. SUMWATER

Teacher Education
Utah State Agricultural College

A set migration of 7,000,000 occurred in the war years, 1940-45, an average of about 1,200,000 each year. Such a migration could be thought of as one in which the whole family is involved, with part of the family leaving, recreation, invitation, or attention to family problems changing the group's pattern. Such a migration is less frequent than the usual pattern of the farm family. For its use, this pattern will be considered as a factor in the solution of farm problems.
Accomplishments in veterans program

HUNTER E. SMITH, Teacher, Lamar County, Alabama

Young veterans farmers in Lamar County, Alabama, are excelling in the Instructed On-the-farm Training Program, which is sponsored by the state's agricultural colleges. The program provides training for young farmers who are not yet ready to leave the farm for employment in other fields. The program is designed to help young farmers develop the skills and knowledge needed to become successful farmers. The program includes a variety of activities, such as farm management, crop production, and livestock management. In addition, the program provides opportunities for young farmers to network with other farmers and to learn from experienced farmers. The program is open to all young farmers in the state who meet the eligibility requirements. The program has been very successful, with many young farmers going on to become successful farmers in their own right. The program is funded by the state's agricultural colleges and is supported by the Alabama Cooperative Extension Service.
Some outcomes of institutional on-farm training in Missouri

GEOE W. WIDBES, JR., Teacher Education, University of Tennessee

The major purpose of this study was to bring together some important information on the impact of formal training programs for farm veterans in Missouri. The four study areas included were: 1. Characteristics of the programs, 2. Outcomes related to the training program, 3. Outcomes related to agriculture, and 4. General outcomes.

The first area of study involved the characteristics of the programs, which were determined in various ways. For example, the study was conducted in 10 counties and represented all the farmers in the state who included veterans among their families. The study area was limited to the Department of Agricultural Economics, University of Tennessee.

The second area of study related to the outcomes of the training program. Some of the outcomes were positive, while others were negative. The study found that most veterans had a positive attitude toward the training program.

The third area of study related to the outcomes of the training program for agriculture. The study found that the training program had a positive impact on agriculture. For example, veterans were more likely to use modern farming practices and technologies.

The fourth area of study related to the general outcomes of the training program. The study found that most veterans had a positive attitude toward the training program. However, some veterans had negative attitudes, which may have been due to other factors.

The study found that veterans were more likely to adopt new farming practices and technologies. Veterans were also more likely to participate in farm-related activities. The study also found that veterans were more likely to use modern farming practices and technologies.

In conclusion, the study found that the training program had a positive impact on veterans. Veterans were more likely to adopt new farming practices and technologies. Veterans were also more likely to participate in farm-related activities. The study also found that veterans were more likely to use modern farming practices and technologies.
Guiding prospective all-day classes

GLEN WEAVER, Superintendent of Vocational Agriculture and Home Economics, Oregon

The Tasks To Be Done

There are still many, many, on the high schools in the state that do not have a home economics department. According to a survey by E. B. N. Bly, 1951, the percentage of high schools offering home economics courses in the state is only 50. This is far from sufficient, and it is evident that there is a great deal of work that needs to be done.

The need is here and the boys are here. The problem is, and always has been, how to guide them toward the right classes. It is so easy to answer this question with a resounding "Yes, of course!" but there are very few who are actually doing it. The problem is one of guidance, and it is one of the major problems in vocational agriculture.

The need for such guidance is evident. The boys are there, and they are ready. The problem is how to guide them correctly.

Some outcomes

- Farm plans to foster operational efficiency and general farm improvement.
- Cooperation among farmers in the application of conservation plans.
- Development of new teaching methods in the training program are learning how to solve farm problems. Farmers are in need of farm management services and training. Arriving at definite solutions, and in the future, this can be generalized.
- The trainee is realizing the significance of managing his farm as an investment. He is learning that balancing farm expenses has done much to improve the management of his farm.
- The program is doing little every year to develop rural leadership abilities and opportunities. Such young men who are interested in helping others should be utilized to develop such abilities.
- The training program is instrumental in some extent in helping some farmers improve their family living conditions. The financial status of their farms is being improved. First, it is improving their family living conditions. The financial status of the family is improving. Second, the time required for the farmers to actually combine the classes. In addition, the training is helping the farmers to hold the classes they need. This will make the farmers feel more secure about their future.
- Adult classes for the most part must be voluntary. There is a willingness of a necessity in the training of the farmers. That means that time is needed for the farmers to actually combine the classes. In addition, the training is helping the farmers to hold the classes they need. This will make the farmers feel more secure about their future.

- The training program had done very little to provide effective cooperation. It is in the interests of the state to be cooperative. Veterans should be given the opportunity to be an active participant in the training.
- Apparently the present formal school structure is not a major factor in their performing activities and not a major factor in the present state of affairs and the families of increased problems of the trainees.
Values of farm veteran training

With a comparison of four types of instruction

J. H. LINNER, Superintendent, Ohio

The many features of the Institutional On-Farm Program such as the use of teachers with limited educational background, restricted teaching experience and the requirement of a minimum number of on-farm visits with the cooperation of the extension service make it a difficult proposition to evaluate. These same factors encouraged early apathy from the extension service. Our study was planned primarily to test the success or failure of this program in its early stages and to contribute to the solution of the important problem of the professional education of veterans in existing junior college programs and the development of an expanded program of adult education in vocational agriculture.

The purpose of this study was to investigate the effectiveness of institutional On-Farm programs as taught by veteran teachers and other extension agents to determine the value of four different types of instruction:

1. Off-farm instruction taught by the veteran teacher
2. Off-farm instruction taught by other extension agents
3. On-farm small group instruction
4. On-farm group instruction

The study covered one hundred and twenty-five veterans in thirty-one colleges and their instructors. Of these veterans, 850 on-farm small group instruction and 75 on-farm group instruction sampling procedures were used to select the veterans who had been with their colleges for at least twelve months. The veterans and their colleges were selected by the Department of Vocational Education of the University of Ohio on May 1, 1958. The results were analyzed for the results of this study were analyzed and reported to the Department of Vocational Education of the University of Ohio.

Summary of Results

1. Veterans’ Needs for Training

The needs of the veterans for training as a group are indicated by the following survey of their problems and needs:

- Lack of agricultural information
- Inadequate knowledge of crops
- Insufficient knowledge of farming
- Insufficient knowledge of animals
- Insufficient knowledge of machine operation
- Insufficient knowledge of business

2. Assistance Provided by the Different Types of Instruction

Table 1 indicates that the assistance provided by the four different types of instruction generally follows the ranking of major problem groups according to importance. General differences appear in the assistance provided by the different types of instruction in the handling of the problems. The differences in the effect of the four different types of instruction are difficult to reconcile. The differences that appear in the assistance provided by the different types of instruction appear in the handling of the problems. The differences in the effect of the four different types of instruction are difficult to reconcile.

3. Assistance Provided by the Different Types of Instruction

Table 1 indicates that the following items of assistance provided by the different types of instruction are generally the most effective in helping veterans become established in farming:

- On-farm experience
- On-farm instruction
- Individual instruction
- Group instruction

4. Assistance Provided by the Different Types of Instruction

Regardless of the total assistance provided by different types of instruction, it is evident that the amount of assistance provided by the different types of instruction is重要因素

5. Ranking of Assistance Between Veteran and Teacher Appraisals

The ranking of the importance of major problem groups and the assistance provided by the four different types of instruction is shown in Table 2.

Table 2: Veterans’ and Teachers’ Appraisals of the Assistance Provided by the Different Types of Instruction

<table>
<thead>
<tr>
<th>Major Problem Group</th>
<th>Off-Farm Instruction</th>
<th>On-Farm Instruction</th>
<th>Group Instruction</th>
<th>Individual Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance Provided</td>
<td>1.00</td>
<td>0.75</td>
<td>0.50</td>
<td>0.25</td>
</tr>
</tbody>
</table>

6. Efficiency of Institutional On-Farm Instruction

In general, the efficiency of institutional On-Farm Instruction is higher than that of off-farm instruction. The same holds true for on-farm instruction as compared with off-farm instruction.

7. Efficiency of Institutional On-Farm Instruction

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30. Efficiency of Institutional On-Farm Instruction

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The study shows that veteran teachers were better trained in off-farm instruction than in on-farm instruction. The same holds true for the group instruction as compared with the individual instruction.

Report of the farm veterinarian

The farm veterinarian was present at the field meetings of the cooperative and assistance groups. Reports were made by members of the cooperative and the assistance groups rated the efficiency of the farm veterinarian as successful in the present study.
Values of farm veteran training

Conclusion

As a result of this investigation, the data may be concluded:
1. Institutional On-Farm Training as a means to distribute the majority of the veterans according to the veterans and the teachers interviewed.

Table 4. Veterans’ and Teachers’ Recommendations On Hoins Of Instruction Per-Year By Type of Institution

<table>
<thead>
<tr>
<th>Type of Instruction</th>
<th>Teachers’ Recommendations</th>
<th>Combined Recommendations</th>
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</thead>
<tbody>
<tr>
<td>ONSIGHT REALM</td>
<td>23 Teachers’ Recommendations</td>
<td>45 Combined Recommendations</td>
</tr>
<tr>
<td>G. Chl. of 249.7</td>
<td>13.6</td>
<td>24.7</td>
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<tr>
<td>S. Chl. of 50.2</td>
<td>10.0</td>
<td>20.2</td>
</tr>
<tr>
<td>I. Chl. of 50.2</td>
<td>15.3</td>
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<td>K. Chl. of 50.2</td>
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<td>25.3</td>
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<td>X. Chl. of 50.2</td>
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<td>Y. Chl. of 50.2</td>
<td>15.3</td>
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<tr>
<td>Z. Chl. of 50.2</td>
<td>15.3</td>
<td>25.3</td>
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</tbody>
</table>

Using the farm survey

J. F. CARLTON, Teacher, Lafayete, Maryland

The farm survey has proven to be a valuable aid in conducting adult farming classes in Maryland. It was first used in Charles County in cooperation with the State Department of Education. It has since been adopted with revisions throughout the State.

The farm survey has been particularly helpful to the Advisory Committee on Extension of the Maryland Extension Service in developing training programs for farmers. It has been used in conjunction with the United States Department of Agriculture Extension Service in home demonstration work and in farm life education classes.

7. Institutional On-Farm Training to be Established in Farming

| Teaching Methods and Aids for Veteran Training
<table>
<thead>
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S. A. Woods

Methodology

The group on farm veteran training would like to give the farm student the opportunity to gain practical experience in the classroom and in practical situations in the classroom. The group on farm veteran training would like to give the farm student the opportunity to gain practical experience in the classroom and in practical situations in the classroom.
Emphasis on individual instruction
in Oklahoma program for veterans

CHARLES THOMPSON, Supervisor, Oklahoma

The Oklahoma Veterans Agricultural Training Program is the most intensive adult agricultural education program ever attempted in the state. At the present time more than 1,500 farm veterans are enrolled in classes in 350 Oklahoma high schools. By the time the program is completed at least one out of every ten of the adult farmers of the state will have received training. A training program of this magnitude should, over a period of years, have a permanent effect on the status of agriculture; indeed, it must if the exportation of public funds is to be justified.

Seven hundred and thirty-two instructors are currently employed and the average class size is approximately twenty-five to thirty-five students. The training program has been patterned after the state program in vocational education agriculture with the major emphasis being placed on individual rather than group instruction. Instructors are faced with different situations for each student; methods of carrying out individual instruction have thus been developed leading to the successful training of veterans agricultural trainees.

The objectives of the individual agricultural training program as defined in Oklahoma are, first, the establishment of a farm for the veteran in his native county and, second, the development of his ability to farm productively and profitably on a continuing basis. On a state-wide basis these objectives have been accomplished through the solution of such general problems as educational improvement, health protection, and the marketing of farm products. On the local level, however, these problems are approached with specific objectives for each trainee. The instructor and trainee must and should be able to determine what has been done by successful farmers under similar conditions.

A schedule of approved practices for each farm enterprise should be written by the instructor. This schedule is to be followed by the trainee for all his crops or other operations and his instructor is to make regular visits to the trainee's farm. The instructor should be able to take a look at the farm to see how well such practices are put into effect. If the trainee is not following the schedule, his instructor should be asked to explain why it is not being followed and to help the trainee improve his farm operation.

The trainee's activities in the production of each commodity should be followed by the trainee's evaluation of his methods. Considerable emphasis should be placed on the keeping of farm records and the careful analysis of each year's results. These results should be compared with the records of good and poor farm operators, keeping in mind the part of the year's agriculture which will be the most critical to the trainee's production. Special attention should be directed to the trainee's work during the late fall and winter months. The trainee's results should be compared with the work of other good and poor farm operators.

The individual instructor should not only help the trainee to improve his farm, but also to improve his schoolwork. The trainee should be taught how to raise crops on a large scale on rented land. He should be taught the principles of crop and livestock production and be trained in the methods of maintaining a large farm enterprise with a laying flock and livestock. His records should show that he is making efforts toward his objectives. If he is not making efforts, the instructor should be asked to explain why it is not being followed and to help him improve his farm operation.

The individual instructor should have a good grasp of the science of agriculture and be able to explain the science of agriculture to the trainee. He should be able to explain the science of agriculture to the trainee in a way that is easy to understand.

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HANDLING A CHAPTER OWNED TRACTOR

JOHN R. WILLIAMS, Teacher, Beltsville, Maryland

Every teacher of vocational agriculture dreams of the day when the department will have a tractor. He thinks of all the ways the tractor can be used to make his instruction more meaningful to his students. Habits of thought and their attention to the maintenance needs of the tractor can be developed. Safety, a sadly neglected item on too many farms, can be taught by example. Coolness can be grown to an appreciation and understanding of the tractor. The teacher can help the FFA chapter to increase their ‘break even’ in the truck. Most students like to operate the tractor. It is an important experience which can be gained only by them. But the teacher must be careful not to assume that the student knows how to operate the tractor. He must be able to answer questions on an as-needed basis.

Some boys will have had considerable experience driving their father’s tractor, but others may have had little or no experience. Few boys will admit before the others that they don’t know how to drive a tractor. Many of the boys will have had bad driving habits. Since there is such a difference in tractor driving skill among the boys, a unit of instruction covering how to drive a tractor should be provided. To overcome this, it is suggested that a tractor be made available to the chapter at the school. The student should be required to write his name on the tractor and the job be performed. He should be responsible for the tractor and the job should be done.

**FARM MECHANICS**

R. W. CLINE

**TEACHING RESPONSIBILITIES**

When the tractor comes to the vocational agriculture department it brings with it responsibilities and problems of management which, unless effectively solved, may decrease the efficiency of vocational agriculture as a teaching tool. The writer recently was given a tractor to his school and was faced with the problem of operating the tractor, which brought with it some of the problems that arise and to suggest possible solutions.

**WHO WILL DRIVE THE TRACTOR?**

This question has been asked many times by students in the departments of vocational agriculture. The answer is simple. The student who brings the tractor to the school will operate it. The student who brings the tractor to the school and has the right to operate it will be the student who brings the tractor to the school. The student who brings the tractor to the school and has the right to operate it will be the student who brings the tractor to the school.

**DRIVER AND MAINTENANCE TRAINING**

The instruction on maintenance is a natural supplement to the instruction on driving. The student should be taught how to maintain the tractor’s engine, field, and other equipment. The repairs should be made by the student. The student should be taught how to make changes when needed. The student should be taught how to make changes when needed. The student should be taught how to make changes when needed. The student should be taught how to make changes when needed.

**SUFFICIENT SUPPLIES MUST BE PROVIDED**

Sufficient supplies must be provided or, if the FFA chapter, to enable students to operate the tractor and make repairs. For example, oil should be on hand to make changes when needed. The student should be taught how to change the oil. The student should be taught how to change the oil. Ears break more quickly when what is done is done than what is said.

**CONCLUSION**

The writer feels that the FFA chapter should be made responsible for the operation of the tractor. The student who brings the tractor to the school and has the right to operate it will be the student who brings the tractor to the school.

**SUGGESTIONS**

1. The tractor should be driven by the student who brings it to the school.
2. The student who brings the tractor to the school should be responsible for the operation of the tractor.
3. The student who brings the tractor to the school should be taught how to operate the tractor.
4. The student who brings the tractor to the school should be taught how to make changes when needed.

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Building a young farmer organization (Continued from page 145)

2. To develop a herd health program utilizing the county extension service.

3. To cooperate in obtaining seeds and necessary farm supplies.

4. To develop a systematic new testing program.

5. To use the herd average in better feed production and livestock in the most economical way.

6. To sponsor such social activities in the club as may be authorized by the local 4-H Club, 4-H Clover Program, or the state 4-H Clover Program.

7. To encourage and promote the growth of 4-H Club work, and the development of the 4-H National 4-H Congress.

8. To encourage the 4-H Club to hold its annual meeting in March.

THE AGRICULTURAL EDUCATION MAGAZINE, January, 1950

Clemson Leader

J. B. MORELAND

President of the Agricultural Education Society

A group of students are busy preparing for the 4-H Congress in January, the second annual meeting of the 4-H national organization in the state. The group is comprised of university students, Extension Agents, and educators in the agricultural education field.

Effective Methods (Continued from page 145)

The instruction of students in agriculture should be a combination of instruction in English, mathematics, science, and social studies, as well as in agriculture. This is true of all agricultural education programs.

A cooperative farm management program is essential to the success of any agricultural education program. The program should be designed to help students become able to plan and manage their own farms.

Using the farm survey

The farm survey is a valuable tool for determining the economic status of a farm. The survey is conducted by asking questions about the farm's production, income, expenses, and other factors.

Utilities and Farm Buildings

The utilities of the farm are the buildings on the farm. These buildings are used for housing, animal housing, storage, and other purposes. The buildings should be constructed to be energy efficient and to provide adequate space for the farm's needs.

Land Use and Crop Acreage

The total acreage of the farm is divided into two categories: cropland and grassland. Each category is further divided into subcategories: cropland used for food production and cropland used for non-food production.

Machinery and Livestock

The phase of the survey that involves machinery and livestock is important. It is necessary to determine what type of machinery and livestock are used on the farm.

Are we overlooking something?

(Covered from Page 147)

Agriculture has an important role in the nation's economy. It is vital that we continue to support our agricultural education programs to ensure a strong and healthy food supply for generations to come.

Chapter meeting programs

The Shipley FFA chapter has been an active member of its organization since 1937. As is the case in many other chapters, they have attended unplanned meetings called to discuss important issues.

For the past two years, however, these unplanned meetings have been held more frequently than usual. This is because they have been planned meetings. These meetings are being held to discuss the impact of the new educational policies on the chapter and the role of the advisor in the classroom.

Adult education and agriculture

The NEEDL Education Activities of the Public Schools in the state are a major component of the educational system. It is the source of the following information:

It is estimated that public schools provided 3,000,000 adults and off-school youth with some form of organized educational service in 1947-48.

With the exception of recreation, more schools reported agricultural education for adults than any other field.

Only 47.5% of all reported programs of adult education (1947-48) for adults and off-school youth were operated in conjunction with Agricultural Education.

The limited number of adults served by public schools is not surprising, given the widespread and growing interest of adults in furthering their education until the conclusion that a great many more adults are receiving more formal education. The full potential of adult education remains to be realized.

Knuti Joins Illinois Staff

Mr. LEO L. KNUTI has joined the Agricultural Education Staff of the University of Illinois. His principal responsibilities will be to assist in the development of educational programs for students engaged in agricultural education.

Chapter officers have big plans in making dreams come true at state, national, and state conventions. Since we have started our planned meetings, these goals are being met with the assistance of the chapter advisor, program committee, and student leaders.

Our report on recent developments is on the second and fourth Thursdays of each month. Below are a few of our recent developments:

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Milo Knutl, Wisconsin, list price $136.

Written by a specialist in agricultural education, this book provides a wealth of information on the development of educational programs for students engaged in agricultural education.

Agricutural education in the nation's schools continues to be a major component of the nation's educational system. It is estimated that public schools provided 3,000,000 adults and off-school youth with some form of organized educational service in 1947-48.

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**SOUTH CAROLINA**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>J. C. Gilmore</td>
<td>Columbia</td>
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**SOUTH DAKOTA**

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**TENNESSEE**

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**TEXAS**

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<td>Austin</td>
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**UTAH**

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**VERMONT**

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**WASHINGTON**

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**WEST VIRGINIA**

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**WISCONSIN**

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**WYOMING**

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