Land of learning

We are focusing attention on the problem of developing the learning abilities in crop production. It is a unique problem in terms of a state's importance to the entire nation and the world. A land of learning is required in the literal sense, to insure maximum development of our capacity to produce in our own country the resources that it lacks. By developing the learning abilities in crop production, we can ensure that the nation's resources are utilized to the fullest extent possible. This involves providing experiences for the learner that are unique and cannot be obtained in any other setting. In general, learners can have only one experience per year, and this is not enough to develop the learning abilities required in crop production. A lifetime of learning does not provide the variety of experiences that are generally possible in other types of occupational preparation.

It is true that the teaching we breach crop production into small pieces, but this is necessary to fit the soil, running water, fertility, and other units. A number of trials may be produced this way, and the complete experience of producing a crop is obtained a small number of times. It is important that provision be made for these experiences should be varied and carefully evaluated.

A land laboratory for each department of vocational agriculture is regarded as necessary. There is a certain amount of support for this. Some teachers think it would be a good idea to have a single laboratory for all of the students in the department. However, this would not be possible in most cases. The laboratory must be tailored to the needs of the individual student and the specific course he is taking.

In order to go beyond the laboratory type experience to a more complete experience of learning, a complete farm program will continue to contribute a significant role. The farm does not have to be large but it is important that the student have the opportunity to apply what he has learned in a hands-on setting.

We need to go beyond the laboratory type experience to a more complete experience of learning. The organization of crop projects in each farming program will continue to contribute a significant role. The farm does not have to be large but it is important that the student have the opportunity to apply what he has learned in a hands-on setting.

Time for individual instruction

A recent excellent editorial entitled "Teachers: Our Best Resource" has called attention to the importance of the teacher as a resource in group learning. Included, however, in the discussion is the need for a more complete understanding of the many types of individual instruction. The editor's challenge to encourage every student to work individually is one which is likely to be welcomed by many young farmers. It is not until another summer season that the full potential of this method will be realized. The guidance and support will be given to those in their new positions.
Teaching agriculture in a fruit area

WALTER W. FISK AND KENNETH THOMAS, Teachers, Wolcott, New York

D o you find it necessary to plan and carry out the high school agricultural education program? The supervised farm programs which are taught in the high schools are definitely yes. Though problems in high school agriculture are many, the teaching problems in a fruit area have not been severe and solutions have been presented here presented merely what seems to be the present best answer in high school.

In the fruit belt the most apparent problems are the development of a supervised farm program (the setting up of supervised farm programs) in the high school area, a teacher interests the boy and his parents in letting him have a voice for the production program specific to his own farm. The received instruction relative to the management of specific crops and their culture can be closely related to the farm program and thus taught in the community.

The value of the FFA, Agricultural Education, is a major contribution to the school and the community agricultural leaders. The FFA is the American Legion of the 20th century.

Liberal education in agriculture is essential to the farm community.

Value in FFA, Horticultural exhibits

CLARENCE V. JUIN, Teacher, Payette, Washington

Can FFA horticultural exhibits be justified? Can it be said that they are of great educational value? Can they be justified on the basis of earning money which is of great educational value? Do they exhibit what we are doing? Do they represent what is produced in the community?

These questions are often in the minds of a group of instructors in central Washington. Our reason forundeating great interest in these questions is that the Western Washington Fair held at Puyallup, each September at the campus of the University of Washington, is of great educational value. The-students will be trained in this essential training, with a total back of income from a non-profit, but educational project, is highly desirable and possible to hold the interest of a growing high school youth.

A farmer might give his boy a small section of an orchard, a small garden, or a small pasture. He might take care of his own. This, with modern equipment, is certainly not all practical because it could be done in the few instances.

A nebula of fruit represents to the owner a large investment, ($50,000 to $100,000), and it is certainly not the material for a part of a lifetime to learn the fruit business. Our boy, 14 years old or older, might be interested in this work. The answer is yes, a part of the fruit business. The answer is yes.

A question is asked: Can FFA horticultural exhibits be justified? Can it be said that they are of great educational value? Can they be justified on the basis of earning money which is of great educational value?

Since the war the average daily attendance at the Western Washington Fair has been approximately 43,000. In the minds of fairgoers these FFA exhibits were the best in the state, and for each chapter the FFA exhibit is approximated the Green Pasture Club and the members of this club were 20 exits from the fair. Meetings.

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Education and Change

In the wake of this disappointing show, progressive dairymen were turned to cooperative projects in 1949 in an effort to improve the situation.

During the previous months in the classroom, pasture rotation, clipping, and fertilization, the use of winter crops and emergency pasture crops, the production of a prime linseed mixture, and general pasture management were the topics of interest.

Each farmer analyzed his farm program and took in the spring to improve his crop production. Each producer made a trip on his farm. This showed areas of both pasture and pasture and future projects. Two of the best forage, two of the best forage, were taken and suggested fertilizer and lime.

This year we have a Green Pasture Club meeting the demands in feeding cattle. They will be meeting the demands in feeding cattle.
Pasture contest is becoming a reality.

T. G. WALTERS, Superintendents, Georgia

SOMETHING IS HAPPENING IN Georgia farms which two decades ago farmers would have called foolish or impossible.

Grasses are being planted, fertilized, and merited. Not just grasses, either, but good pasture crops for clover, forbs, and legumes.

This is significant because it means that farmers who for generations have been wearing out their lands by raising corn, and peanuts are recognizing and exploiting their great natural advantages for producing livestock that is both high in quality and producible.

In 1946 the Georgia Power Company became interested in the pasture development work being done through vocational agriculture. This firm offered prizes and honors for the best grass plots in the State under conditions which were: first, to have cultivators or grass plots where there was some pasture-landed roving competition, representing the state’s experiment stations, and second, to choose those state winners after establishing the recommendations of experiment stations. Consequently, it was appropriate that when the time finally arrived that grazing for feed or seed was considered, the first two contests—a winter grazing competition for F.F.A. members and a two-year-old contest for veterans.

Both contests were set up so that they tied very closely with the 4-H Club program. For example, the year-round grazing contest was divided into three parts: (1) permanent pastures, (2) temporary pastures, and (3) temporary impound pastures. For each of these parts there were five major practices which should be included in the score. These practices were: (1) selecting the area, (2) preparing the area, (3) fertilizing and liming, and (4) seeding or re-seeding and (5) management.

The scorecard was further broken down to give detailed information about each of these practices. Under management, for instance, the completed scorecard indicates whether the grazing area is now or old, the method used and the dates of the cutting; the number of days of grazing allowed for cows, calves, hogs, and poultry and the overall grazing period. The point system used allowed 100 points for each of the three major parts of the contest, and 100 points for each of the five major practices.

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Teaching agriculture in a fruit orchard (Continued from Page 172)

Other jobs, such as setting out trees, handling of bees, rodent prevention, and general maintenance, are a vital part of any boy's training. The practical experience a boy gets is closely supervised by the teacher as well as by the members of the class. Classroom instruction. There are various phases to this part of the training:

1. Setting up apron schedules. This procedure should follow recommendations and recent developments in the combating of diseases and insects.

2. Directed practice or apprentice- ship. This type of program is used principally when the boy is the first to enter the farm program. The teacher and methods used are those most likely to make the boy familiar with the various types of apprentice training.

A. Practical farm work: In winter the boy can make his own circle of work and develop his skills. He can be taught how to stir up and work the soil, how to harvest and store fruit, and how to care for the orchard.

First, and most essential, we must know the principles which will work for us. Two long have we relearned our renumeration in terms of Illusion. Money is not the best ingredient of any business. It is not the substance of wealth. Our knowledge comes to us with a wealth of energy and of the wealth of the hunger. This hunger is the basis of the teaching in the farm program of the pupils, and the teaching of the farm program in the school curriculum.

The conference proved to be educational for all participants, including the farmers and the teachers who attended. A very helpful program was developed by the group which could be taken to the states of Iowa, Michigan, and Wisconsin. The group also planned to establish an offering of conservation in the pupils, and the farm program in the school curriculum.

The conference was held at the New York State Conservation Council's headquarters with the purpose of stimulating the efforts of individuals and groups towards the preservation, protection, and conservation of the state's resources and to inform the people of the state with respect to conservation.

The conference was attended by a hundred people, including the presidents of the various state departments of conservation and the various conservation groups.

The first day's session, after the preface, was devoted to an all-day meeting of the conference. Among the various departments of conservation were the Department of Agriculture, the Department of Conservation, the Department of Education, the Department of Health, and the Department of Labor.

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Crop projects in farming programs

Lloyd J. Osborn, Instructor in Agricultural Education, University of Illinois

In recent years, the demand for farm management and related fields has increased. The major reason for this is the need for people with specialized skills to manage farm enterprises. This demand has led to the development of crop management programs in farming programs. These programs provide students with the opportunity to learn about the various aspects of crop management, including crop production, crop management, and crop marketing. The programs also provide students with the opportunity to gain hands-on experience in crop management. The programs are designed to prepare students for careers in crop management, and they have been well received by the farming community.

Veteran's Interests

Veterans have a special interest in crop management, as they have a strong understanding of the challenges of farming. They have a deep knowledge of crop production and management, and they are wellversed in the latest technology and practices. Veterans have a unique perspective on crop management, and they can provide valuable insights to farming programs.

In conclusion, crop management programs in farming programs are essential for preparing students for careers in crop management. They provide students with the opportunity to gain hands-on experience in crop management, and they have been well received by the farming community. Veterans have a special interest in crop management, as they have a strong understanding of the challenges of farming. They have a deep knowledge of crop production and management, and they are wellversed in the latest technology and practices. Veterans have a unique perspective on crop management, and they can provide valuable insights to farming programs.
Wise use of soil and water basis of program for adults

Wise use of soil (Continued from Page 191)
6. The Role of Organic Matter
8. Crops to Fit the Soil
9. Crop Sequence (rotation)
10. Pasture Practices and Pasture Crop
11. Soil Testing
12. Graduation

At the beginning it was announced that a laboratory session on soil testing would hold. The response that the use of field staff to help were not to be required

In the next course we will discuss the following topics:

1. Teacher Education: A guide for the successful teacher
2. Teaching Strategies: A practical approach to effective teaching
3. Classroom Management: Techniques for maintaining order and promoting learning
4. Assessment Techniques: How to evaluate student learning effectively
5. Technology in Education: Integrating technology into the classroom
6. Collaboration and Professional Development: Building strong teacher networks

For more information or to register for the course, please contact our office at 123-456-7890.
Young Farmers Associations

JAN HOT WONG, Teacher, St. Hills, Minnesota

INCREASED interest in Young Farmers Associations in vocational agriculture at the state and at the national levels has been occurring for a few years. Local agricultural organizations have been developed in communities where there has been an awareness that vocational agriculture is a valuable educational tool in the student's career development.

A formal organization of agricultural education in the state and at the regional levels was needed to facilitate the growth and development of the educational program. In Iowa, the state organization became the Iowa FFA, and in Ohio and Wisconsin, the Young Farmers Association. In Wisconsin, Teacher's Association has been developed to facilitate the growth and development of the educational program.

A national organization, the National FFA, has been developed to provide a national level of support for state and local organizations.

Objectives of the National FFA

1. To provide agriscience clubs

2. To provide opportunities for young farmers

3. To provide a means for the exchange of ideas among young farmers

4. To provide a means for the development of leadership and management skills among young farmers

5. To promote the development of young farmers as leaders in agriculture

6. To promote the development of young farmers as leaders in their communities

7. To promote the development of young farmers as leaders in their states

8. To promote the development of young farmers as leaders in the nation

The National FFA provides a forum for the exchange of ideas, the development of leadership and management skills, and the promotion of young farmers as leaders in agriculture, their communities, their states, and the nation.

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Future Farmers of America
H. N. HANSUCKER

Bringing the farm to the school
F.A.A. members take lead
E. KENNETH RANSBURG, Teacher, Boonsboro, Maryland

The Boonsboro F.A.A. chapter has developed the first farm to school garden in the county. The garden is located on Route 46, about halfway between Boonsboro and Frederic. Most of the students are transported by bus from the outside school to the garden area. The people are rural. Those who do not own and operate farms work on farms by the day or month and in nearby industrial plants.

Knowing the community one gets a rather clear picture of the great need on the part of the students to learn first-hand the problems that arise in the operation of a farm. School officials have realized this important fact and through a school farm have tried to provide the necessary learning experience that will ultimately develop a more worthwhile person.

The farm has enabled all students to have practical experience in doing the same jobs as farmers, raising pigs, eggshells, tomatoes, and managing the garden before the harvest. It also helps balance the school curriculum and the students’ lives.

The garden is a living classroom for the students and provides a hands-on learning experience. The students are working on a variety of crops, including corn, tomatoes, and beans. They are learning the importance of proper soil management, pest control, and crop rotation.

The garden is a valuable educational tool that helps students develop important life skills, such as teamwork, responsibility, and problem-solving. The students are learning to care for the land and its resources, which is a valuable lesson that will serve them well in the future.

The school has successfully integrated the garden into the curriculum and has seen a positive impact on the students’ academic performance and overall well-being.

In conclusion, the Boonsboro F.A.A. chapter’s farm to school garden is a model program that serves as an inspiration to other schools and communities. It is a testament to the power of education and the importance of providing hands-on learning experiences to students.

*Text adapted from the original document.*
Brig farm to school  
(Continued from Page 180)

We need 65 acres of Ladino clover plus pasture to reduce our feed bill. It had been refused in the wheat field in the spring of 1968 at the rate of fourteen pounds of seed per acre.

6. Contracted 2 acres of tomatoes with the Goodwin Packing Company. These were planted about May 15.

7. Harvested 4 acres of certified Longhorn wheat and 36 acres of Suffolk type.

8. Planted 1/2 acre to garden vegetables consisting of sweet corn, beans lima, snap, lazy, green and wax, chard, potatoes, cauliflower and tomatoes.

9. Raised 5 pluotums, to be turned loose on the school farm.

10. Scouted 4 acres of alfalfa for hay purposes.

11. Beautified the school premises by clearing off an unsightly apple orchard that was directly in front of the school. This land was planted to soybeans to improve the soil before we put in a permanent

12. Cared for and harvested 1/3 acre of sweet corn, 1/3 acre of strawberries, determining the yields and taking samples for seed purposes.

During these years the Board of Education purchased a tractor and a mower to help with the hay production. The P.A.C. shop purchased the remainder of the sugarcane equipment. The 1967 planting of sugar cane needed about 20 acres; sweet potato; bush beans; watermelon; squash; peanuts; wheat; milo; corn; barley; oats; soybeans; beans lima; snap; green and wax; potatoes; cauliflower and tomatoes; alfalfa; soybeans; and hay. A large variety of vegetables are grown, determining the yields and taking samples for seed purposes. The fine weather throughout the growing season made for a good crop. The sugar cane is harvested during the fall; the sweet potato during the fall; the beans during the fall; the corn during the fall; the wheat during the fall; the milo during the fall; the barley during the fall; the oats during the fall; the soybeans during the fall; the peanuts during the fall; the squash during the fall; the watermelon during the fall; the beans lima; snap; green and wax during the fall; the potatoes during the fall; the cauliflower during the fall; the tomatoes during the fall; the alfalfa during the fall; the soybeans during the fall; and the hay during the fall.

A free and wise society must expect the educator to point courageously at the responsibilities which it affords and seek remedy for them.—Robert Ulrich

Picking Strawberries on School Farm.
Program in agricultural education
An overview of its relationship with school and community

W. E. METZGER, Director of Vocational Education, South Carolina

It seems to be the opinion of many that the growth of agricultural education has been slow and perhaps ought to be accelerated. Perhaps this is not the opinion of a uniform majority, in different parts of the country, but the opinion of the majority who have been charged with the problem of agriculture. The training of those who must do the farming of the future has been said to be the responsibility of agriculture, the school authorities and the community leaders are now facing the situation that has grown up out of these conditions.

I think it has been the experience of practically all school officials when the problem of programs in vocational agriculture really begins to work with adult educators that immediately the effectiveness of the all-day or in-school training program is improved. The whole program brings the teacher face to face with the real farming problems of the community and he is thereby able to make his instruction in the classroom and in his supervised practice more effective for public schools that are struggling to make their total high school program more functional in the community.

This philosophy (of education) came into being. First of all, to the building of a new society. It is infused with a profound conviction that we are in the midst of a revolution of principles for the betterment of the human race. Economists and public officials are attempting to point the way to more productive and efficient economic systems. Help the farmer understand how economic forces operate, to provide him with a knowledge of the principles of labor and management, and the ability to make intelligent use of them.

The phenomenal increase in output per worker is a result of the increased efficiency of our economic systems. The economic strength of our country is due to the efficient use of human and material resources. The increased output per worker has been due to the efficiency of our economic systems. The economic strength of our country is due to the efficient use of human and material resources.

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Change judging contests

(Continued from Page 187)

Agricultural education is just important in teaching. The motivation a boy receives toward growing or tending crops in agriculture from the field trips on judging cannot be easily measured.

In most schools a very large portion of one man's time is taken up by judging athletic teams. Much has been claimed for this training. The best practices coming out of such training can be claimed for training in judging. Good sportsmanship is not limited just to the athletic contest. If the athletic coach can teach the morals and methods in developing skills in running, passing, and shooting, why are we not judging in spending some time in judging since it, unlike the skills in athletics, pays dividends in adult life.

Many judging score cards are artificial. The results which can be secured through the judging contest are worth the effort to make such changes in the judging score card and in the judging contest as will produce the results sought. Most teachers of agriculture want to give their pupils the following training through the judging contest:

First—

Ability to distinguish between grains, varieties, and kinds of plants and animals; to spell the names of plants and animals; and to use the correct name on proper occasions with the fairs to improve their understanding of agriculture.

Second—

Ability to recognize grades of apples, melons, potatoes, and vegetables. All boys are consumers and it is a fundamental to enjoy the best standard of living. Learning how to do this is an important step in marketing.

Third—

Ability to recognize the ideal type toward which plant and animal breeders are working, and the ability to select and purchase the plants, seed, and stock which will most nearly produce this ideal type.

Fourth—

Provide an experience pattern upon which to build in teaching other lessons that will complement and supplement the instruction given at that time.

Fifth—

To motivate the boy's interest in vocational agriculture.

Sixth—

Promote good sportsmanship, teamwork, and co-operation.

Seventh—

Ability to use test subjects (arithmetical, spelling, writing, and drawing) in filling out the forms used in the contest.

Parents' Night

(Corresponded from Page 193)

The individual members of the chapter in vocational agriculture. Case is taken to mean that the greater part of the class instruction is based on the supervised farming program of the individual members.

The explanations of the individual supervised farming programs given by the boys and the adviser are valuable.

The project forms how important the supervised farming program of the individual member is in the entire course. In the preservation the use of slides and pictures of the present and former members of the chapter proves very effective.

The use of this opportunity at "Parents' Night" to present facts and information relative to the supervised farming programs of the different members of the chapter does not and should not in any way take place of or interfere with the home visiting the adviser makes to explain and initiate farming programs of the individual members of the group. The "Parents' Night" program is supplementary to the home visiting and individual experience of all three groups involved, the parent, the boy, and the adviser.

Approximately 900 Minnesota Future Farmers members representing 89 chapters attended the 24th annual North- west Minnesota Marketing School at South St. Paul. This school is made market by the agricultural and agricultural activity of State Vocational Education.

The revised directory of schools offering the "Schools of Agriculture" and the "Future Farmers' Clubs" of the State of Minnesota reveals that there are 211 schools with 4,000 guide farmers and 452 instructors, and 31, 114 FFA's in on-farm training.

In 1947, an estimated 93,000 boys and girls living in cities attended school and only 60 per cent of those in rural areas.

As an attractive exhibit planned in advance for a special event.

Agricultural education in Cyprus

The Rural Central School, Morphou, Cyprus, was opened in 1920. A new junior high school was added in 1926 and a new building in 1928. The school has recently been extended to accommodate more students.

The school is supported by a government grant and the fees paid by the students. The school is open to all students, regardless of their race or religion.

The school offers a wide range of courses, including English, mathematics, science, and vocational training. The school also has a library and a computer lab.

In addition to its regular classes, the school offers a variety of extracurricular activities, such as sports, music, and drama. The school also has a student council, which is responsible for organizing events and activities.

The school has a strong tradition of academic excellence, and its graduates go on to attend universities and colleges throughout the world. The school is located in the town of Morphou, which is known for its beautiful beaches and rich culture.

As a result, the school has become a popular destination for students from all over the world. The school offers a unique opportunity for students to explore a new culture and learn about a different way of life.

Alpha Tau Alpha marks twenty-eighth year

ALPHA TAU ALPHA, National Professional Agricultural Education Fraternity, marks the 28th anniversary of its establishment this year by receiving an illustrated brochure of the organization. Seventeen chapters for local chapters of the fraternity have been granted in 17 states leading teaching institutions across the country. National membership up to 4,000-500,000 students of agricultural education now in training will wear the gold key of the fraternity before the close of this school year.

According to the constitution of the fraternity, petitioners for new chapters should originate with undergraduate and graduate students in a teacher training institution and must have the approval of the university or college and of the teacher training department. State petitioners may be sophomores or higher. The petition in the form of a letter should be addressed to the National Secretary. He will also answer questions concerning chapter installation, costs, and other matters.

The present national officers are:

President: Dr. C. S. Anderson, Pennsylvania State College, State College, Pennsylvania.
First Vice-President: Prof. W. R. Can- ady, Colorado State College, Fort Collins, Colorado.
Second Vice-President: Dr. H. M. Ham- blyn, University of Illinois, Urbana, Illinois.
Secretary-Treasurer: Dr. M. C. Gair, Louisiana State University, Baton Rouge, Louisiana.

Keep veterans interested

(Continued from Page 197)

it is a major goal for those who are doing, a meeting they attended or that they later attended. D. Combined Farm Visits: They have often called up a veteran and said "I am going to mark some hops over at John's, would you like to go along?" Many skills can be taught this way. E. Farm Training Night: The farmer trainers or the agricultural counselor has been called in for a class discussion. A good question for farm work will work for this. These experienced farmers bring out a lot of information that is needed by the veterans.

F. Trainted Technician: A skilled person such as a veterinarian, conservationist, or banker, can often put on a demonstration or do a better and more interesting job of vocational training in the respecti skills than the teacher.

G. Movies: There are probably the most effective for vocational training. Unless they are the slide type which can be shown while the job is being done. In general, movies are too entertaining even though they do teach by sight. An occasional moving picture does add to the interest of the.

The keynotes of American family life are today—family values—common interests, cooperation, family group activity, character-building, and the home. They are all dependent on emotional attachment, interest in the future.