A Christmas Carol
By Charles Dickens

As Tiny Tim Observed:

"God Bless Us Every One"

... and

A Very Merry Christmas
To You All
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GREETINGS... for 1951
January means the beginning of a new year according to our calendar. We wish you, each and every one, a happy new year. May it be a year in which you achieve success in problems which were failed in 1950. May it be a year in which you will fortify yourself against the problem which looked too difficult in 1950. May it be a year in which we will find new happiness and personal satisfactions in each day of living.

Mobley new A.V.A. secretary

M. D. Mobley

Study training

O UR program of Insti-...
What do farm leaders think about adult education?

DURING the year 1966 the American Association of University Professors and the Department of Rural Education of the National Agricultural Education Council jointly sponsored a series of eight regional conferences in which agricultural educators from every section of the United States discussed major problems of rural education. Each conference was attended by an average attendance of about thirty people, approximately twelve of whom were farm leaders. In each instance the small group of educators and leaders were given a list of points for discussion, the making of an open presentation of the views of the educators and leaders wanted the schools to be and do.

Northwest Atlantic Conference

Adult education cannot be carried into the first few years of a child’s life; it must be continued into school. Changing conditions require continued study. Adult education should be the benefit of adults themselves and for understanding the educational needs of children.

South Atlantic Conference

Adults should study the economic life of the community to discover how better economic values may be created.

Midwest Conference

Rural education should be a long range, continuing program of adult education through which adults can understand their social and educational needs.

Southeast Conference

Opportunities for vocational education are needed by those who wish to fit into the economic life of the community and by those who wish to become better educated consumers. Opportunities should be provided for farm workers to pursue vocational courses leading to occupationally skilled certificates, and for homemakers to obtain training, education and guidance to improve their living conditions and standards of living.

Great Lakes Conference

The public schools should provide a program of adult education in the community needs, where such needs are apparent, that will help to meet the needs of the adult education the schools themselves cannot properly support.

North Atlantic Conference

Planning is becoming more complex. This makes it imperative that high quality leadership be provided in planning. Consideration for adult education. To be successful in this effort, the end must be achieved of providing a trained adult education school board and local committee members to train the way in which the educational needs of the community are met.

Western and Rocky Mountain State Conference

More attention must be given to special needs. Indications are now that farmers engaged in newly developed types of specialized farming, as for example, livestock growing, or the raising of horses in Utah, are likely to take great times in the future few years. Leaders, farmers and communities must understand the impact of economic changes and the complex of such changes being produced. Allow for the development of new methods of harvesting, packing, and marketing such crops. No limits on adult education in agriculture

New England Conference

Closer relationships of home, school, and church are necessary for better adult education; the school, but parents also, and teachers should assume some responsibility in carrying out educational work. Learning to build up and the farm, the family life should be taught in the school.

Midwest Conference

The need for more adult education is in the most important job in America today for a country to be able to keep.

There is need for more adult education. Better services at lower costs are necessary for the continued growth of the rural communities in which the rural communities in which the rural communities in which the members of the society are located.

Secondly, policy relating to the use of the capital which is to be invested in agriculture is required for the economic development of the place of farm. In order to invest in the place of farm and the health of the place of farm will be improved. The capital which is to be invested in agriculture is required for the economic development of the place of farm.

Thirdly, provision for supervision and assistance is needed to enable us to have experience with the program and to work for our development.

Southwest Conference

Form leaders and educators should meet together frequently to discuss the major issues. The last responsible people in this field of educational reform were not with rural people themselves. The rural development leaders of the nation are unfortunately not aware of the financial problem of giving to their communities. The rural development leaders of the nation are unfortunate in their financial problem. They have to be given an opportunity to express the situation that they face.

Western and Rocky Mountain State Conference

More attention must be given to special needs. Indications are now that farmers engaged in newly developed types of specialized farming, as for example, livestock growing, or the raising of horses in Utah, are likely to take great times in the future few years. Leaders, farmers and communities must understand the impact of economic changes and the complex of such changes being produced. Allow for the development of new methods of harvesting, packing, and marketing such crops.

Mark Nichols, State Director, Salt Lake City, Utah

The primary objective of the farm program is to encourage young farmers to remain on the family farm. The primary objective of the farm program is to encourage young farmers to remain on the family farm. The primary objective of the farm program is to encourage young farmers to remain on the family farm. The primary objective of the farm program is to encourage young farmers to remain on the family farm. The primary objective of the farm program is to encourage young farmers to remain on the family farm. The primary objective of the farm program is to encourage young farmers to remain on the family farm.
Twenty-one years of adult education

LOUIS TAYLOR, Graduate Assistant, University of Tennessee

RECENTLY, the importance of education for adults has been emphasized. It has been reported that forty thousand adults in the United States desire further education. This is in sharp contrast to the situation even five years ago, when only some few placed emphasis on further education and gained in school for those who planned to enter the occupation of farming. They felt that the farmer needed no formal education after school and that those who could do nothing else would have to remain illiterate. Our farming methods have changed rapidly in the past few years and our philosophy of education of farmers and farm leaders has kept abreast of this change.

In 1917, our Federal Government recognized the need for training farmers for the job they must do. The law was passed and the Smith-Hughes Act provided funds to establish extension work in agriculture to help those who wanted to improve their farms. The act was designed for use in rural school districts where the farmers lived and worked.

During the period of time in which the courses were arranged, there were many changes in the methods of teaching and in the materials used. As a result of these changes, the courses were changed to meet the needs of the farmers. The courses were designed to help the farmers improve their farms and to make them more efficient.

New Ways

The coming of the new era in agriculture brought new ideas of education for farmers. The course called "Farmers in the New Era" of farming and were not asked to do a lot of reading or to merely listen to a teacher. They were given a chance to get a real understanding of the farm problems and to work out their own solutions. They were given the opportunity to have the best ideas of educational leaders and had been kept abreast of the changes that had taken place in the world during the past twenty years. The leaders were given the responsibility of teaching the farmers how to solve their own problems.

One of the basic elements of such a program is the individual's interest in farming and his desire to learn more about it. An individual interested in farming will be more likely to work on his farm and to adopt practices that will benefit him. The farmer's interests and his willingness to work on his farm will determine the success of the program.

A good plan for program development is the most common interest of the group. Detailed plans for program development should be used by the leaders of the group and should be adopted by the people in the community who are interested in the program. The plan must be flexible and adaptable to the needs of the people in the community.

A program of adult farming education is necessary and is essential for the success of the program. The program must be able to meet the needs of the farmers and to provide them with the knowledge and skills they need to be successful farmers.

A program of adult farming education is needed to meet the needs of the farmers and to provide them with the knowledge and skills they need to be successful farmers. The program must be able to meet the needs of the farmers and to provide them with the knowledge and skills they need to be successful farmers.
Assisting farmers in becoming and staying established

DON E. WATKINS, Teacher, Moulty Aire, Maryland

Cutting started in farming today is no longer the same as it used to be—there being the exception being where "going farms" are handed down to one’s son or under some other form of management. The problem of the young be- ginners in farming today is that of managing increased capital requirements and a more complex type of operation. Not only do they have to be competent farmers but include a variety of other areas in which they are attending a college or are in training. The farm, the farm, and the farm, is the reality of what is being taught in agriculture today. Increasingly, the young farmers are realizing that the farm, the farm, and the farm is the reality of what is being taught in agriculture today.

The fact that the amount of information and training materials available to the young farmers has increased in recent years is a good start. However, the young farmers need to be more knowledgeable about the management of their farms. They need to have a better understanding of the economic factors that affect their farms, including the importance of cost accounting and marketing. They also need to be more familiar with the latest techniques and tools for improving their farms, such as computer-based management systems and precision agriculture technologies.

The key to success in agriculture today is to be able to balance the economic factors with the environmental and social factors. This means that young farmers need to be more aware of the challenges they face and how they can address them. They need to be able to make informed decisions about their farms, including the types of crops and livestock they plan to raise, the management practices they will use, and the marketing strategies they will employ.

The agricultural education program in the United States is providing young farmers with the knowledge and skills they need to be successful. However, more needs to be done to ensure that young farmers are well-prepared to manage their farms in the future. This includes providing more training and education, as well as ensuring that young farmers have access to the resources they need to be successful.

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Use of motion pictures

By teachers of vocational agriculture in North Carolina

The main purpose of this study was to analyze the use of educational motion pictures in vocational agriculture. A survey was conducted among 100 vocational agriculture teachers in North Carolina to determine their use of motion pictures in their classrooms.

Procedures Used

Three procedures were used to collect data: personal interviews, mail surveys, and one-on-one discussions. Personal interviews were conducted with teachers at their schools. Mail surveys were sent to all teachers in the state, and one-on-one discussions were held with a random sample of teachers.

Findings

The findings of the study indicate that the majority of vocational agriculture teachers use motion pictures in their classrooms. The most common types of motion pictures used were those that demonstrate specific agricultural practices or techniques. Many teachers also use motion pictures to illustrate the importance of agricultural education to students.

Conclusion

The study shows that motion pictures are an effective tool for teaching agriculture. Teachers who use motion pictures are more likely to have positive outcomes in their classrooms. It is recommended that more resources be made available to teachers to help them use motion pictures effectively.

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Tent. 1: Objectives or Purposes in Using Motion Pictures As Teaching Aids in All-Day Classes.

<table>
<thead>
<tr>
<th>Per cent of classes using motion pictures</th>
<th>Number of teacher using film for this purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>To motivate class when the topic is dull</td>
<td>67</td>
</tr>
<tr>
<td>To create interest in the topic being discussed</td>
<td>55</td>
</tr>
<tr>
<td>To present information about topics studied</td>
<td>32</td>
</tr>
<tr>
<td>To provide background material on the topic being studied</td>
<td>18</td>
</tr>
<tr>
<td>To follow-up field trips and class discussions</td>
<td>19</td>
</tr>
<tr>
<td>To show exact techniques when practicing</td>
<td>16</td>
</tr>
<tr>
<td>To entertain students</td>
<td>13</td>
</tr>
<tr>
<td>To &quot;kill&quot; time just because it was available</td>
<td>9</td>
</tr>
<tr>
<td>To change unfavorable attitudes</td>
<td>25</td>
</tr>
<tr>
<td>To create emotional reactions</td>
<td>45</td>
</tr>
<tr>
<td>To provide material for future lessons</td>
<td>36</td>
</tr>
<tr>
<td>To help students to study for examinations</td>
<td>40</td>
</tr>
<tr>
<td>To give material for home study</td>
<td>75</td>
</tr>
<tr>
<td>To give material for home study</td>
<td>34</td>
</tr>
</tbody>
</table>

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Tent. 11: Objectives Raised by Seventy-Two Teachers To Using Motion Pictures As Teaching Aids.

<table>
<thead>
<tr>
<th>Number of teachers and per cent of time objective</th>
<th>Motion pictures as teaching aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not a suitable means of teaching</td>
<td>16</td>
</tr>
<tr>
<td>Improper subject matter</td>
<td>25</td>
</tr>
<tr>
<td>Subject matter too difficult</td>
<td>36</td>
</tr>
<tr>
<td>Subject matter too elementary</td>
<td>44</td>
</tr>
<tr>
<td>Cost exceeds value</td>
<td>25</td>
</tr>
<tr>
<td>Requiring too much time to handle and show</td>
<td>13</td>
</tr>
<tr>
<td>Students dislike for motion pictures</td>
<td>10</td>
</tr>
<tr>
<td>To follow-up field trips and class time</td>
<td>10</td>
</tr>
</tbody>
</table>

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Table 2: Motion Pictures As Teaching Aids in North Carolina.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher using film for this purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>5</td>
</tr>
<tr>
<td>1951</td>
<td>10</td>
</tr>
</tbody>
</table>

(Continued on Page 153)
A Lesson in Adult Education from Experience

HAROLD SILVERMAN, Teacher, Edmonds, Wash.

Experiences are TRULY a great teacher, and adult education has given vocational agriculture instructors as much experience as any in the vocational education program, because of their students, and the situations in which we work have led the instructors in adult education programs.

Good adult instruction, especially of farm boys, requires a professional skill. While planning and the best teaching technique is the handiest of all those who are trained in a good adult program.

Adult education differs from the day-school program for boys in the practicality of approach. It is quite possible that day-school instruction could improve as the result of teaching techniques learned in the adult program.

When the veteran student in agriculture started in Edmonds, the state and national plans for this huge undertaking were just crystallizing. It was to be taught to veterans who weren’t too well defined. The instructors for the course had no general course in agriculture, including farm shop. Some classes placed the approximate time to be spent on each phase of agriculture and other subjects. In the absence of information, we waited patiently for veterans to enroll in our class.

No Escape

Having never had the experience or training for farm work, we were somewhat anxious. And as we found out that all of our trains came from mink farms. Immediately we expected our total unemployment from the first class to be doubled. We were not in the habit of teaching the class to be learned and the assigned work. It was then that we took advantage of the suggested vocational agriculture instructors who had been set up by the Veterans Administration. The Board for Vocational Education as a guide for this agriculture program was trained to send us to the first class in order to find out how they were doing and allow for the farm work training for their students. Some of these students were not in the market for what the school was going to offer them as mink farmers.

During these first meetings we explained that our instructions for these veteran students were designed to help them in agriculture covering all phases of local farming. Being in an area predominantly of small black mink farms, it was quite possible that a fertile starting point in the area is the farm boys who want to trying to earn a living in the field of the diamond industry. Most of the trainees have all had some experience before they started in Edmonds.

This for experience has taught us many things. To sum them up, we include the following:

1. Adult students usually know what they want and won’t be satisfied with a course that they think is not necessary.

2. An adult class should be set up only if there is a definite need and a market for such a class.

3. The adult students must be in on the planning of the program before a successful class can be conducted.

4. Adult farmers have more than one interest. The same program to interest the right answer will not be any good for the group.

5. The farmer must participate heavily in the course. Every farmer should feel capable of accomplishing their ideas and like to talk about other things rather than another subject in their classroom.

6. If problems arise on any one or many classes can answer, get a specialist in that field to answer the questions.

7. If the excitement in class mass of the topic is eliminated, it becomes too much.

8. Farmers are practical men, keep a notebook and enjoy doing it if there is a need for the class.

9. An adult class teaching technique. The ways of presentation, relay of information, to the students, and enjoy doing it if there is a need for the class.

10. A different class teaching technique. The ways of presentation, relay of information, to the students, and enjoy doing it if there is a need for the class.

Use of Motion Pictures

Continued From Page 154

15. Use of motion pictures is a necessity if the full educational value is to be gained from the pictures. The darkening and ventilation of the class- room are also very important factors.

16. Motion pictures are used in large numbers of vocational agriculture are reduced off the top. A C.H. Heath of the State of Washington High School. The discovery of large deposits of a very high grade molybdenum ore in a small area was examined by Principal Math. The group was taken to Young Farmers’ Club in Robert Mitchell’s 3,000 ton capacity, nearby farm where he had a large, two story shop, to organ- ize the Young Farmers’ Club. The Farmer Earl Brown where his interests included the construction of a large, 3,000 ton mill to permit filling from the top by dump truck and emptying into truck beds at the bottom. The final trip was taken by the Bryant farmer Ray Lyman’s cattle feeding yards where alfalfa slage was both be- ing fed and used on the day of the tour. The chopped alfalfa was being placed in a pit about three hours after cutting to permit some drying. Mr. Lyman’s argument for feeding alfalfa silage was that it reduced blotch, elimi- nated stress wear, and provided a succulent alfalfa feed over the fall and winter months.

See College Farm

From Parowan the tour motored to Cedar City where they visited the Brannen Agricultural College Farm. Here was one of the most outstanding small holdings of Herford beef cattle in the state was seen. Also shown to the group was a herd of Shorthorn steers that were being fed for range feeding studies. From the college farm the group drove to the college campus in Cedar City where a seven course cold cut turkey dinner was served along with the compliments of the Parowan and Cedar City Young Farmers’ Club.

The livestock area consists of west of Cedar City was visited which provide massive Genevieve Steel Mills that was moving at the same place that the college farm near the college went to the college. The new turkey dinner was to cold another turkey dinner. Pies and apples grown in the area were welcome.

Looking To The Future

The 1950 Utah State Young Farmer Transume was held at a new location. Few areas have the diversifica- tion of farming activity that was found in Dixie. The hospitality of the area is unsung as was evidenced by the hospitality of the people and the largeness served by the seven host chapters. Most of Utah’s 29 organized Young Farmer Chapters are represented on the tour. As interest in agriculture with an emphasis on those that will keep the Utah Farmers a growing farming population.
Farms veterans and their families meet for a picnic at instructor's farm.

-Cut Through Courtesy of Bella Plaiso Union.

Extra-curricular activities for veterans

GUY A. STOCKDALE, Topeka, Patoka, Iowa

"All work and no play makes Jack a dull boy," applies to veterans taking off farm training. Alfred Lahn, instructor at Bella Plaiso, Iowa plans to avoid that mistake.

Each semester members of his class with their families spend an evening at the Lahn farm for a picnic supper. The accompanying picture shows the group present for such a meeting this semester. Mr. and Mrs. Lahn are at the left of the line. The evening was spent visiting, playing cards and "looking after the children."

Then in December each year Al treats his class members to a ski dinner at local haunts. In appreciation the class last year presented their instructor with an easy chair. After all a man who teaches veterans, manages a 160 acre farm, is a member of the Lions Club, the Lions Lodge, his church board and is active in Farm Bureau and other community affairs does need relaxation.

But social activities have not meant the neglect of more important activities in the training of veterans at Bella Plaiso. Of the present class of twenty-five, ten are doing some soil conservation work on their farms while seven more have put a few acres under conservation plans into operation. From the beginning training has kept farm accounts in the book prepared by Iowa State College. They also keep a home account book.

Mr. Lahn raises feed corn for a livestock company and is therefore much interested in corn boiler control. He prepared a simple record form with columns for each field and spaces for the history of each field, planting date, planting date, fertilizing date, etc., with a record of boiler egg masses, date and methods of control used and results.

All twenty-five members of the class kept such a record. Veteran training at Bella Plaiso was begun in March, 1947, by the writer who directed the program until he started school in 1946. In the beginning he and several others did both classroom and on-farm teaching. When the Veterans Administration decreed that a full time instructor should be employed, Mr. Lahn took on early in 1948.

Since March, 1947, to August, 1958 a total of 33 veterans have been enrolled. Five have changed schools and three were dropped. Fourteen farmers employ have completed a year of training. Nine self-employed have completed two years, and ten more will complete two years by next March. Two F. H. S. trainees are completing three years. One has a fine herd of Hereford cattle now and the other a thirty head on which he keeps records.

Adults in contests

This Year-Round Giving and Conservation Contest for adult farmers, young farmers, veterans and non-veterans enrolled in vocational agriculture courses will be sponsored this year by the Arkansas Farm Bureau Federation in cooperation with the State Vocational Agricultural Department.

This announcement came from Waddie Trainor, executive secretary of the State Farm Bureau and C. R. Wilder, state supervisor, Vocational Agricultural Department.

Pur pose of the contest is to encourage adult and young farmer members of FFA and vocational agricultural classes participating in a year-round grading program to provide feed for livestock, to conserve the soil and to utilize the acreage diverted from row crops. Prizes totaling $1,000 will be awarded to the winners in the contest.

For contest purposes, the state has been divided into four districts. Right catch awards will be made to individuals in each of the four districts with only one winner in each county. The district winner will compete with other district winners for the state cash award.

Those eligible to enter the contest include former students regularly enrolled in Adult Evening classes, Young Farmers classes, and On-the-Farm Training classes in vocational agriculture.

A farmer is considered enrolled in adult and young farmer classes after attending three or more class sessions during the school year ending May 1, 1956. Veteran class enrollees are considered enrolled if formally enrolled between July 1, 1952 and December 31, 1956.

Some of the practices which the contestants will be judged on include that of seed, preparation of land for seeding, fertilizer use, fruit and nut culture, fruit and nut culture, fruit and nut culture, fruit and nut culture, fruit and nut culture, fruit and nut culture, fruit and nut culture, fruit and nut culture, fruit and nut culture, fruit and nut culture. The contest is open to all veterans who have been members of the class the past year and who are able to hold their standings in one of the rooms of the newly built station building which was just completed this past year.

The contest will be judged in December, judging on the basis of the location of district winners being held at the state fair. The first judging took place in January, 1954, with the final selection of district winners being held at the state fair. The first judging took place in December, 1953, with the final selection of district winners being held at the state fair. The first judging took place in December, 1953, with the final selection of district winners being held at the state fair. The first judging took place in December, 1953, with the final selection of district winners being held at the state fair. The first judging took place in December, 1953, with the final selection of district winners being held at the state fair. The first judging took place in December, 1953, with the final selection of district winners being held at the state fair. The first judging took place in December, 1953, with the final selection of district winners being held at the state fair.

An achievement program will be held in Little Rock early in June of 1953 for awarding of prizes. Winning farmers and teachers will be invited.

Arkansas Farm Bureau Federation

"Education is guided growth." It is quite true of veterans and of the best educated individual is the one who keeps growing and makes wholesome adjustments to worthy life situations.

Class meets at experiment station

M. S. MURRAY, Topeka, Camron, Wisconsin

NOT everyone one of the more than 180 adult evening classes in Wisconsin was so fortunate as to have the group 3 of 15 farmers and their wives who have been attending classes for several winters at the Sprouse Experiment station under the direction of N. K. Alderhold, who is the instructor in the high school there. Particularly fortunate, too, have been the members of the class the past year for they were able to hold their standings in one of the rooms of the newly built station building which was just completed this past year.

The members were able to study first hand the soil problems which are most typical of their own farms. The branch experiment station is but one of the many stations located throughout the state in different soil type areas.

Ald erhold reports that during the 20 week session, meeting once a week, the group covered the subjects of farm accounts, and good farming practices in poultry, dairying, crops and soils.

As a summary of the work the members reported that over 400 acres of soils were tested for fertilizer needs, 96 acres were limed, 190 acres of alfalfa and tame grass were grown, 226 acres of land received commercial fertilizer which had never had a tonned before, and 42 orchard trees were set out in addition to a number of old orchards which were remodeled.

McClay, Mowery, Simon win honors

David R. McClay, our colleague now on leave pursuing a program of studies leading to the doctorate at Cornell University, Albert B. Mowery, assistant professor of agricultural engineering, and Joseph S. Simon, teacher of agriculture in Mts. Pisgah Township High School, Westmoreland County, won honors and cash awards in the Second Agricultural Award and Scholarship program of The James R. Lincoln Arc Welding Foundation.

-Democrat & Republican, Agricultural Education
How to sell your program • a symposium of ideas

L. M. DODD, Teacher, Medora, California

"Build yourself a clever patch, and it will make you smart," says Kes Kitch. He lampoons our generation's fascination with "clover patches" of educational value, lost says Kes, in the "Smart" episode of the P.F.A. convention. "All too often," Kes adds, "the P.F.A. convention. All too often, the "smart" students win over the "dumb" students, who won most by living in your free publicity newsweeklies, stress the educational value; recognize the boys who also ran. A great booth is an example of a "clover patch." A team demonstrating how to fight a fire would surely win the attention of your parliamentary team. A committee might prepare, perform, unfold a three-sided illustrated poster which will stand alone without further description. To illustrate: By George Cooper


Now to get people to look at your "clover patch." Every service club in town will want to know about your symposium. Make it a show. Small or large, invite the public and certain people by personal invitation, to have a "clover patch" effect or do not feel uncomfortable. Public relations are a job beyond common sense; you must enlist the aid of your kids if they are to profit from the full purpose, training in individuals. All other teachers, all the officials at your meeting, and the other half of your audience will make your "clover patch" effective and readable. It is possible, too, as a "clover patch" to carry your message in the "smart" papers and magazines. Several solutions

"One of the most important things I've heard in my career is that the students must be good. They must be good, or the students will not listen. How do you do that in school?" says Kes Kitch. "When I can call for you," says Kes Kitch, "and telling them all, "If you have an idea, you are good to get it printed.""

"Public Relations" is that act of acquiring the public with the activities, politics, policies, and achievements of your organization—so simply said, do nothing—just do it to how to do it.

"If local public relations were as good as possible, there would be no problem," says Kes Kitch. Be prepared to begin.

The text seems to be a mix of unrelated sentences and phrases, possibly discussing various topics such as clover patches, political strategies, and public relations. The text is not well-structured and lacks a clear focus or narrative. It is difficult to extract coherent information from it.
F.A. Tractor Driving Contest Shows Promise in Nebraska

C. A. Cromer, Teacher, Kearney, Nebraska

The first tractor driving contest which was held in Nebraska in 1951 is reported here. The contest was sponsored by the FFA chapter of the school. This friendly event was not a contest among several of the older members. Each 10th grade student was the best tractor driver in the group. To settle the question, a course was laid out, designed to test student driving skill and precision maneuvering.

The course (Fig. 1) consisted of 10 straight line, numbered stakes arranged in the form of a figure "8." The course was 250 feet long. The entire course covered about two acres of land. Each of these 10 points required the contestant to make his approach straight and in order to pass through without hitting the stakes.

The distance between the stakes varied from 20 to 30 feet. In the case of the figure "8" a four-section barrier was used. The first stakes were set the same distance apart as the inch markers on the sides of the barrier were made between the first stakes. Then, on the second, and third sets of stakes, a five-inch clearance was allowed.

The test consisted of the driving of several different makes of tractors. The tractor was moved over the course of the test. The tractor was moved to the starting line and the student driver was instructed to back the tractor into the starting line. The student driver was instructed to drive the tractor through the 10 stakes in the least time possible. The student driver was allowed to get his tractor between the stakes before starting his test.

The test was lost and no further testing of the tractor was done. However, the tractor was not damaged in any way. The tractor was driven through the 10 stakes in the least time possible. The student driver was allowed to get his tractor between the stakes before starting his test.

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F.A. Tractor Driving Contest Shows Promise in Nebraska

C. A. Cromer, Teacher, Kearney, Nebraska

The first tractor driving contest which was held in Nebraska in 1951 is reported here. The contest was sponsored by the FFA chapter of the school. This friendly event was not a contest among several of the older members. Each 10th grade student was the best tractor driver in the group. To settle the question, a course was laid out, designed to test student driving skill and precision maneuvering.

The course (Fig. 1) consisted of 10 straight line, numbered stakes arranged in the form of a figure "8." The course was 250 feet long. The entire course covered about two acres of land. Each of these 10 points required the contestant to make his approach straight and in order to pass through without hitting the stakes.

The distance between the stakes varied from 20 to 30 feet. In the case of the figure "8" a four-section barrier was used. The first stakes were set the same distance apart as the inch markers on the sides of the barrier were made between the first stakes. Then, on the second, and third sets of stakes, a five-inch clearance was allowed.

The test consisted of the driving of several different makes of tractors. The tractor was moved over the course of the test. The tractor was moved to the starting line and the student driver was instructed to back the tractor into the starting line. The student driver was instructed to drive the tractor through the 10 stakes in the least time possible. The student driver was allowed to get his tractor between the stakes before starting his test.

The test was lost and no further testing of the tractor was done. However, the tractor was not damaged in any way. The tractor was driven through the 10 stakes in the least time possible. The student driver was allowed to get his tractor between the stakes before starting his test.

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Advisory councils as an aid in improving instruction

J. M. OSTERN, Supervisor Agricultural Education, North Carolina

Ard advisory council is recognized as a worthwhile asset by many present-day educators. Institutions such as A.V.A. have an advisory council composed of successful farmers and businessmen, which serves in an advisory capacity to the association. The individual school advisory council, known to be of equal value, serves in a similar capacity on the local community level.

The value of an advisory council depends largely upon the effective selection of its members. These members should be:

1. Successful farmers or persons with a practical farming background.
2. Individuals who have the confidence of the faculty and community around the area.
3. Men who are long-time residents in the community, except in the case of the part-time teacher.
4. Democratic, or not have a disposition to dominate the thinking of the other members.

The teacher of agriculture should be a chairman. Some of our teachers disagree and think he should serve as secretary. My personal opinion and observation is that he is the man who is responsible for successfully carrying out all the recommendations of his advisory council, and if he does not have a sufficient number of members to the point that the teacher is forced to dominate the thinking of his advisory council toward the improvement of his program, then he may be better off without one.

Division of Responsibility

It is the advisory council's responsibility to choose the method and procedure. It is the teacher's job to give the instruction. A reluctant teacher with an advisory council composed of successful farmers and successful businessmen can give advice and guidance, which will be organized into a program of work, but will be properly suited to the farming area with which they are familiar. After a program of work has been designed by the advisory council, the teacher of agriculture has the privilege of working out an improved instructional program. It becomes his responsibility to develop his teaching plans and procedures for his various groups. These groups, or students, all-day, adult farmer, young farmer, and veteran groups, etc., are fascinating resources through which he gets results. These groups have the benefit of his improved, vitalized instruction. Results are bound to follow in the form of improved farm practices, or better farming, provided the teacher is stimulated to use the advice given him. This stimulation is carried over to the farm of the individual students. Therefore, we might say that advisory councils indirectly aid the teacher of agriculture in improving his program by maintaining the planning in the very important foundation—the program of work.

It is not the function of the advisory council to help the teacher in his planning procedure or to give instruction. It is the job of the teacher of agriculture, after which he receives a salary. Our teacher training institution trains them for this job and technically, we supervise them, but they are on their own after they go on the job, but neither teacher-trainers nor supervisors is in position to give as sound advice as the members of an advisory council for formulating a program of work adapted to the specific needs of the school.

A teacher's instruction, so matter how well planned and presented, isn't effective if he does not have the confidence of the respect of the students. The school officials. His advisory council may give advice on special problems pertaining to policies, maintaining good relation, and in some cases assume responsibility for making decisions, thus leaving the teacher in a position to continue his effective instructional job.

Advisory councils may serve as connecting links when teachers are changed, thus aiding in the continuity of the program and preserving too much lost planning, repetition, or too much emphasis on the new teacher's personal contribution, as well as his individual program, not made up to turn in this total program in this category:

3. Improving the farm equipment on the advisory council which helps in the proper development of the farm needs, is not the same as improving the equipment on the farm as a complete entity.
4. Keep the same men on the board of directors. It provides for the same and occupation of advisory councilmen, but as we have different questions which serve as a reflection of the different responsibilities of the advisory councils can be helpful in improving his total program, including his farm program.

A recent district survey using this method has been conducted. At least 100 teachers in the district have arrived advisory councils composed of successful farmers who are members of the small council of 5 members, who meet once a month, for different phases of the project. Almost all of them have a good, well-rounded, and diversified membership, and they had to spend a lot of time in handling special projects, and those who had more experience in planning their program of work state that their instructions are more useful than those of programs of work. 

Another reason is mentioned when "What factors into the selection of your advisory council?" The four occurring quite frequently seem to be:

1. Select leaders who know the problems of the community, and the needs.
2. Select men who can work as farmers as well as men on the staff.
3. Select men who can hold the good name of the institution and the school.
4. Select public spirited men who will cooperate.

Question 6: "What kind of work are you doing in your advisory council?" The answers were for the most part quite uniform and were the same as the answers to the first question: "What kind of work are you doing in your advisory council?" It is a very simple matter of getting the men together who are interested in the project of the school and let them give their ideas on double-farming programs of veteran teachers and assumed responsibility.

ADVISORY COMMITTEE

District IV, North Carolina

Principal:

School:

1. Names of Advisory Committee

   a. Advisory Committee
   b. Name

2. Position

3. State plan suggests 3 farmers, one business man, and the principal.

4. Do you have one Advisory Committee for your overall program?

   Yes No

5. List and comment on ways you make use of your Advisory Committee.

   a. Do you use them in your planning of your program of work?

   (b) Do you use them for handling delicate problems on policies?

   (c) Do you use them for planning programs of work which your Advisory Committee assisted you in making.

6. What factors enter into the selection of your Advisory Committee?

   a. Knowledge of the community
   b. Leadership qualities
   c. Extra activities
   d. Intelligentsia

7. List any other ways you have found your Advisory Committee helpful.

The Agricultural Education magazine, January, 1957

Values of adult farmer classes

(Continued from Page 157)

3. Brings about a closer father-son cooperation which is essential to a good farming program.

4. Increases the respectability of agriculture among farmers and causes the department to be more socially conscious.

5. Increases cooperation between the department and farmers.

6. Increases agricultural education in field trips for classes.

7. Develops better public relations for all-day schools.

8. Alerts the teacher to community needs.

9. Stresses the importance of modern agricultural education.

10. Teaches the teacher to become an integral part of the community. In order to get education in agriculture meets a definite need in our American way of life. It contributes to the industrial farmer, to society in general, and to the total school program.

Even though the values gained are difficult to measure, their total contributions to the improvement and advancement of farmer education can be evaluated. Values gained are continuous in nature and continue even after the sessions the benefits of this type of instruction.

The aim of all education is brought to sharpen forms through adult classes since they ensure the individual to achieve this problem and get some of these concerns are:

1. Good habits for healthful living
2. Avoid excesses in eating, drinking, smoking, playing.
3. More time available for other activities, for a game of outdoor, for a ball game, for a game of man's own.
4. It is a good opportunity to develop his own philosophy of living, is presented here. It is one of the most helpful in developing your own philosophy of living being of his own pursuit, for it is the individual himself who must determine what is right; if you find a need for it, each individual may develop his own philosophy of living with himself, his family, his associates, and his friends.

The following are some considerations:

1. Build good habits for healthful living
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A philosophy of living

(Continued from Page 157)

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PRODUCTION RECORDS FOR SOWS AND SOWETTES

GEORGE F. DEVOE, Teacher Education, University of Illinois

PRODUCTION RECORDS FOR SOWS AND SOWETTES

Recipients of awards and honors are often viewed by the recipient as a means of recognition for their contributions to a field. These recipients are typically chosen based on their achievements, which may include research, teaching, or other contributions to the field. Such awards are often presented at ceremonies or events held in celebration of the recipient’s accomplishments. These events may be attended by a variety of people, including family members, colleagues, and other members of the academic or professional community. The recipients may give speeches or accept plaques, certificates, or other forms of recognition. The awards may be presented in various settings, such as academic conferences, professional meetings, or formal ceremonies. The purpose of these events is to celebrate the recipient’s achievements and to acknowledge their contributions to the field. Such recognition can provide motivation and inspiration for others to strive for excellence and to make significant contributions to their respective fields.
Serving boys from part-time farms

E. B. KNIGHT, Tennessee Tech

Throughout the state of Tennessee, many rural boys and girls find part-time farming to be a regular part of their lives. This fact makes it imperative to develop teaching methods that will help improve their part-time farming program.

Part-time farming is a common practice among rural youth throughout the state. Many rural boys and girls are involved in part-time farming, either as a means of supplementing their income or as a way to develop their farming skills.

Evaluation and improvement of teaching methods

(Continued from Page 259)

7. Vocational agriculture teachers were striving to prepare boys for a life as part-time farmers by making them self-sufficient in fundamental agricultural practices which prepare boys for everyday living.

"To take the boy where he is and use what is available at home," or "One person's trash is another person's treasure," are two guiding principles when teaching part-time farming.

Several findings were noted:

1. The value of instruction in vocational agriculture at the present level is not being expressed in the farm economies of the boys involved.

2. Part-time farm work is not being regraded on part-time farms.

3. Part-time farm work is not being regraded on part-time farms.

4. Part-time farm work is not being regraded on part-time farms.

Food for Thought

A considerable number of rural boys drop out of school by the age of 16 years. Should the content of Agriculture 1 and Agriculture 2

be expanded in part-time farming areas to be regraded on part-time farms?

Pros 

- Part-time farming provides a valuable learning experience for boys and girls.
- Part-time farming helps to develop skills that are necessary for successful farming.
- Part-time farming can be a source of income for boys and girls.

Cons 

- Part-time farming can be difficult to balance with other responsibilities, such as schoolwork.
- Part-time farming may not always provide enough income to support a family.
- Part-time farming may not always be the best use of a boy's or girl's time.

Conclusion

Part-time farming is an important part of the agriculture curriculum, and it is important to develop teaching methods that will help improve it. Further research is needed to determine the best methods of teaching part-time farming and to ensure that boys and girls who are involved in part-time farming are receiving the best possible education.

References


2. Congratulations to the boys and girls involved in part-time farming for their efforts.


Directory

Vocational Education In Agriculture

Section II

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

D = Directors
A = Assistants
M = Municipal
S = State
F = Federal
R = Region
T = Training

Note: Final report changes in personnel for this directory to Dr. W. L. Franklin, Good Agricultural Education, D. C. Office of Education.

MISSOURI

- J. W. Allen, Jefferson City
- L. E. Collins, Columbia
- T. H. Higginbotham, Columbia
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