Merry Christmas

Photo by J. K. Coggins, North Carolina State College
Speed Graphic 2½" x 3¾"
1/10 - 1/100 second with R2 Filter
Decision making

In THE routine of the day-week it is easy to lose sight of our role in decision making. Yet, every thinking person recognizes that the total of today's decisions is setting the stage for tomorrow's history.

Decisions are often made by individuals who have been trained in the art of decision making. The art of decision making is a process that involves weighing the possible courses of action and selecting the one that seems most likely to produce the desired outcome.

In general, the process of decision making can be divided into four basic steps:

1. **Information gathering**: This involves collecting all relevant information and data related to the decision at hand. This step is crucial as it provides the necessary foundation for making an informed decision.

2. **Alternative identification**: Once all relevant information is gathered, the next step is to identify the possible alternatives available. This involves brainstorming and generating as many options as possible, without necessarily evaluating or judging them.

3. **Evaluation and selection**: After listing down the alternatives, the next step is to evaluate each option based on certain criteria. This involves assessing the pros and cons of each alternative and determining which one is the most suitable for the situation.

4. **Implementation**: Once the decision is made, the final step is to implement the chosen alternative. This involves taking action and putting the decision into practice.

Throughout the process, it is important to remain objective and not let emotions or personal biases influence the decision. By following these steps, one can make effective and informed decisions that will have a positive impact on their lives and the lives of those around them.

**Contributions to magazine in 1951**

How well does the magazine serve its readers? To some extent the answer is reflected in the subscriptions of which the magazine has received. The following contributions, as a percentage of total subscriptions, show the extent to which different geographical areas support the magazine:

- **Alabama**: 1.2%
- **California**: 1.2%
- **Colorado**: 1.2%
- **Delaware**: 1.2%
- **Florida**: 1.2%
- **Georgia**: 1.2%
- **Hawaii**: 1.2%
- **Idaho**: 1.2%
- **Illinois**: 1.2%
- **Indiana**: 1.2%
- **Kansas**: 1.2%
- **Kentucky**: 1.2%
- **Louisiana**: 1.2%
- **Maine**: 1.2%
- **Maryland**: 1.2%
- **Massachusetts**: 1.2%
- **Michigan**: 1.2%
- **Minnesota**: 1.2%
- **Mississippi**: 1.2%
- **Montana**: 1.2%
- **Nebraska**: 1.2%
- **Nevada**: 1.2%
- **New Hampshire**: 1.2%
- **New Jersey**: 1.2%
- **New Mexico**: 1.2%
- **New York**: 1.2%
- **North Carolina**: 1.2%
- **Ohio**: 1.2%
- **Oklahoma**: 1.2%
- **Oregon**: 1.2%
- **Pennsylvania**: 1.2%
- **Philadelphia**: 1.2%
- **South Carolina**: 1.2%
- **Tennessee**: 1.2%
- **Texas**: 1.2%
- **Utah**: 1.2%
- **Vermont**: 1.2%
- **Virginia**: 1.2%
- **Washington**: 1.2%
- **West Virginia**: 1.2%
- **Wisconsin**: 1.2%
- **Wyoming**: 1.2%

These statistics show that the magazine has a broad appeal across different geographical areas, with some regions showing higher subscription rates than others. This indicates that the magazine is effectively reaching its target audience and providing value to its subscribers.
Paths to farm operatorship

Patterns of occupational advancement of some present day farmers

H. P. Sweeney, Teacher, Education, Michigan State College

The Agricultural Ladder

More than 30 years ago, F. J. Singer, a New York State experimental station, reported a study of the occupational advancement of farmers. He found that 94 per cent of the farmers of one 30-year period had worked on farms before they became operators. This study was a pioneer work in the field of agricultural education. It is interesting to note that the same general principles of occupational advancement have been observed in other studies. The purpose of the present study was to get a clearer picture of the patterns of occupational advancement of farmers who had achieved operator status.

The study showed that the majority of farmers who had achieved operator status had worked on farms before they became operators. This was true regardless of the location of their farms or the size of their farms. The study also showed that the majority of farmers who had achieved operator status had worked on farms before they became operators. This was true regardless of the location of their farms or the size of their farms.

Relative Importance of Statuses

The relative importance of different statuses is shown in Table 1. It is clear that the status of farm operator is the most important status in the agricultural ladder. The next most important status is that of farm owner, followed by that of farm manager. The least important status is that of farm laborer.

Table 1—The number and percentage of farm operators who had experience in ten occupational statuses and the number in statuses at 14 years of age.

<table>
<thead>
<tr>
<th>Status</th>
<th>Number in Status</th>
<th>Percentage in Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owner</td>
<td>36</td>
<td>36%</td>
</tr>
<tr>
<td>Manager</td>
<td>18</td>
<td>18%</td>
</tr>
<tr>
<td>Owner</td>
<td>36</td>
<td>36%</td>
</tr>
<tr>
<td>Manager</td>
<td>18</td>
<td>18%</td>
</tr>
<tr>
<td>Laborer</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
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<td>18</td>
<td>18%</td>
</tr>
<tr>
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</tr>
<tr>
<td>Manager</td>
<td>18</td>
<td>18%</td>
</tr>
</tbody>
</table>

Fig. 1. The number of states of farm operators followed advancing from the lowest status to the highest status.

Some Characteristics of Operators in Different Groups

One of the criteria of farm operators seeking to become farm operators is their age. The study showed that the farmers who had achieved a status immediately following a period of receiving income from farming were older than those who had not.

Table 2—The number and percentage of age of farm operators with different statuses of occupational advancement.

<table>
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<th>Percentage in Status</th>
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<tbody>
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<tr>
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<td>18</td>
<td>18%</td>
</tr>
</tbody>
</table>

The Agricultural Education Association

The Agricultural Education Association of the U.S.A. has received a grant of $200 to study the educational needs of the farmer. The study will be conducted by a team of educators who are experienced in the field of agricultural education.

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(Continued on page 153)
Planning instruction for successful establishment in farming

A. G. Rollard, Subject Matter Specialist, State Department of Public Instruction, North Carolina

A FEW days ago, in the P.V. [presumably a teacher or supervisor], “How am I doing?” The supervisor’s reply was: “Tell me what you are trying to do and I’ll tell you how you are doing.”

The first thing that you and I should do in planning a course of study for all-day boys is to ask ourselves the question, “What is my program for the teaching of agriculture?” The answer to this question may be found in the general aim of vocational education—the development of the individual—To train present and prospective farmers for proficiency in farming. If we study this statement carefully, we will see that it does not suggest that one job is to change the yield of corn, to increase the acreage of pastures, to control cotton insects, to beautify the home, etc. All these improved practices may be needed and there are many outside opportunities for farmers to follow but they are not educational objectives. Educational objectives are those that are basic to the development of the individual.

It is your job as teachers of vocational agriculture to plan and carry out a program of instruction which will develop proper attitudes, appreciations, knowledge, and skills that will result in the individual having the ability to choose and apply improved practices in whatever farming situations he may find himself in other words, our job is to change man’s behavior as it relates to his vocation. This, it seems to me, is a fundamental principle to keep in mind while we plan courses of study for all-day boys.

Since the general aim of vocational education in agriculture is to train individuals for proficiency in farming, let us look for an answer to the question, “What is a proficient farmer?” I believe we can find this answer in an analysis of successful farmers in a given community. What would this analysis show? Collectively we probably would find among the success factors the following:

1. They enjoy farming. To them farming offers a chance to earn a living and also a place to really live.
2. They appreciate the natural resources of the farm and have the desire and knowledge to protect them and to use them wisely.
3. They have the ability to choose those crops and livestock which utilize the natural resources of the farm to the best advantage.
4. They have the “know-how” and skills necessary to obtain efficient production from the crops and livestock kept on the farm.
5. They have ambition. Average yields are not good enough for them. They want to be superior farmers.

Contribution to the attainment of the educational objectives set for the boys, you may ask the question, “How can I use these educational objectives?” Two suggestions are as follows:

1. Write each objective at the top of your list for all-day boys. Do not waste time on the objectives of the family.
2. Draw a vertical line, dividing the page into two sections.
3. Label the left-hand section “Subject Matter Needed.” Label the right-hand section “Teaching Objectives.”

Carefully select and outline the subject matter which will contribute most to the success of the objective in the section labeled “Teaching Objectives.”

In the section labeled “Activities Needed,” list all the activities of the program, FFA, A.S.A. study, and discussion, that after the last moment for fulfills the educational objectives.

Teaching Objectives

This procedure is carefully and conscientiously followed for each of the educational objectives set up. I believe you will have a sound outline of a course of study in vocational agriculture.

The most problem confronting you is what part of this over-all plan to divide in the first, second, third and fourth years agriculture. In my humble opinion, each club should have an opportunity to reflect the content of the course under the guidance and direction of the teacher. Of course, this is difficult to do without the first two years boys (before they are prepared for teaching."

You must keep in mind that the attainment of your educational objectives may come only after the boy has completed his high school education but each day’s study should lend him progressively toward the objectives.

There are certain problems and jobs such as (1) understanding the objectives of vocational agriculture, (2) understanding the program and organization of the Farmers Bureau of America, (3) choosing an adequate subject matter and curriculum, (4) choosing worthy production goals for enterprises in the farming program, (5) choosing worthy production goals for enterprises in the farming program, (6) choosing worthy production goals for enterprises in the farming program, (7) choosing worthy production goals for enterprises in the farming program, (8) choosing worthy production goals for enterprises in the farming program, (9) choosing worthy production goals for enterprises in the farming program, (10) choosing worthy production goals for enterprises in the farming program, (11) choosing worthy production goals for enterprises in the farming program, (12) choosing worthy production goals for enterprises in the farming program, (13) choosing worthy production goals for enterprises in the farming program.

Some may be technical and other may be non-technical. Certainly, these should be included in the course of study. However, we have the unique problem of the individual boys in planning and carrying out our accelerated program.

If a teacher has a thorough knowledge of his community and the boys enrolled in the class, he can anticipate these problems and jobs but he cannot make a definite determination until the superior subject matter has been foreseen. For this reason, supervised practice is essential. This practice should not begin until near the beginning of the school term or very early after school.

It is through these activities that we can best lead the boys to acquire the attitudes, appreciations, knowledge, and skills that will help them become proficient farmers.

Calendar, provide time for group and individual study and planning.

Lost few words in closing. For the sake of the boys who will be the farmers of tomorrow, and for the sake of vocational agriculture, let’s do some real planning for the years ahead.

Adapted Education Association

Malcolm S. Knowles, Director of Adult Education, Central Y.M.C.A., Chicago, has been selected as the Administrative Secretary of the Association and Director of the foundation project. He has served full time in these capacities. Mr. Knowles has had a rich experienced in adult education; he is author of the book, "Informal Adult Education," which appeared in 1940; and he is well known as a lecturer and writer in adult educators. His office will be in Chicago.
Secrets of... Profitable farm visits

WILLIAM H. KNIGHT, Teacher of Farm Veterans, Gaylord, Michigan

Principles Basic to On-The-Farm Instruction

One principle is fundamental in making farm visits profitable: the person visited must be left with something pertinent to his own immediate situation. Whether it is a drill talk, a model, or some idea, it must be pertinent to the visitor at the time, otherwise it is likely to be forgotten.

This leads to a second principle: adequate planning. Not many of us are as adept at teaching as one teacher who excused himself from his visit with the reason, "I don't know how to go about it." I wish the state office would give something that we could use when we make a visit. I don't make very many visits. I teach 'em enough in class—if they don't get it there, they aren't going to get it anyway.

Others, however, have developed suggestions, and by using them and a few ideas that I have picked up as time has passed, I now enjoy my farm visits and feel that I am getting a great deal of satisfaction in making them.

Most successful teachers of vocational agriculture, I believe, make the farm visit the key to their success. It is the bridge between classroom activities and actually putting techniques discussed in the classroom into practice.

The silking herd of 17 head of cows owned by veteran Bill Highfill, Wayne Proffitt, Teacher of agriculture, Gaylord, Michigan, was recently sent to a neighboring farm for sale. The cows were moved to a location where they could be fed on grass instead of corn, which was the current practice at the time of the sale. The cows were fed on a diet that consisted of grass, hay, and some supplements, which resulted in a healthier and more productive animal. The sale of the cows provided an opportunity for the veteran to diversify his farm operation and increase his income. The success of this move highlights the importance of adapting farm practices to changing market conditions to maximize profitability.
Farm placement opportunities

HARRY T. MILLER, Teacher, Frederick, Maryland

This study was made in an attempt to determine the possible farm placement opportunities which would be available to the vocational agriculture graduates of the Fairhilgh High School, Patuxent Farm School, provisionally vocational agricultural high schools. In studying these tabular data, the above-mentioned five factors could be measured or estimated with a reasonable degree of accuracy.

Special research was being conducted by several teachers covering fifty farm operations.

Possible farm placement opportunities depend upon a number of intangibles, as far as these relationships and factors could be measured or estimated with a reasonable degree of accuracy.

Nature of Opportunities

One of the problems was the age at which a farmer would be ready to step out of the ownership or position of farm operation and then farm the operation over to a younger person. This change might be due to poor health, retirement, or the starting of management, of the old farmer, or to some other reason, or, in many cases, the individual himself.

Ten of the 15 opportunities were in the age group of 60 years or more. There were all possible placement opportunities, whether in the year of retirement or in the near future, to develop into opportunities is difficult to say, but they are potential openings in the future.

The other type of possible opening was the position of farm manager. If the present farm operation is increased to the need of the farm, the high school farm manager, if he had full-time hired hands, full-time hired hands, and operators on the farm "share and share alike," there were 27 farm operations in the area that could expand or extend the present farm operation. This included 14 farms with 20 to 60 acres, 11 farms with 60 to 120 acres, and 2 farms with 120 to 180 acres. All of these farms had no significant restrictions.

There was, on the other hand, a great demand for farm positions for about 15 boys annually. The class of 15 vocational agricultural students graduated in the past three years were interested in the agricultural opportunities available for them to accept the opportunities available. This was motivated by the fact that 15 vocational agricultural students graduated in the past three years were interested in the agricultural opportunities available to them to accept the opportunities available. The following table gives a comparative study between the types of farm managers and the operators on the farm. The data for the twenty-two years that the farm had been and the operators on the farm. The data for the twenty-two years that the farm had been and the operators on the farm. The data for the twenty-two years that the farm had been analyzed by the writer and had the impression that agricultural education was the most important factor in farm opportunities. As a result of the farm opportunities. As they concluded that a little of the "Lazy 'baldy' might make broads go a little farther?"

Table 1-Expansions of Farm Operations

<table>
<thead>
<tr>
<th>Number of Farm</th>
<th>Farms Available</th>
<th>Could expand</th>
<th>37</th>
<th>24</th>
</tr>
</thead>
</table>

The teacher satisfaction

On every one of the questions how poorly the question was at least one bright light, and during the past year, the students were in the habit of putting in temporary solutions to making a living. The question asked, "What is the most serious of these desires to be established and the question is a means to the end."
Young Farmers from eleven states met in Salt Lake City, Utah for a one-day Leadership Conference. The conference was held in the auditorium of the University of Utah, and was attended by over one hundred Young Farmers and advisors from California, Arkansas, Oklahoma, Oregon, Nevada, Nebraska, Colorado, South Carolina, Virginia, Ohio and Utah participated.

**Vocational education and the individual**

RAYMOND M. CLARK, Teacher Education, Michigan State College

In our society we expect individuals to make a contribution leading to its improvement. We expect individuals to be able to make a contribution and earn a living through their efforts in the home, on the farm, in business or in industry. Good citizenship is expected participation in government through intelligent voting and performance of other activities in a manner of merit in government.

Society has assigned to its system of education the responsibility for assisting individuals to prepare themselves for the discharge of any of these activities. To this end the individual should be taught the principles and practices required in the industry for satisfactory performance.

By way of illustration, a young man who is enrolled in a program of vocational education in agriculture may learn to properly fertilize new seedlings on farm. At the time he will learn enough of the principles involved in the science of plant nutrition to make him well qualified to care for and move on products within the confines of the individual.

The development of the ability of the individual to function intelligently as a member of the farming community is a second contribution which vocational education makes to the individual.

In industry this contribution includes the development of the skills required in the performance of tasks performed by workers. The subject involves workers as they move on products within the confines of the individual.

Highly industrial society such as ours requires an individual to be as skilled in the operations and techniques of his job. He must be able to perform the same tasks as efficiently and effectively as his peers.

In vocational education and the individual.

L. B. Flieder, Supervision, State Department of Education, Ohio

Farm safety is a definite phase of vocational agriculture teaching in Ohio, and has been emphasized by the Ohio Vocational Agriculture Department, the Ohio Farm Bureau, the Ohio Vocational Education Committee and the Ohio Farm Bureau Committee to co-sponsor a fire prevention project. There was a request for such a proposal since the regular vocational agriculture classes had just completed one year's work on a career safety campaign with outstanding success. The project to assist with the fire prevention program was presented to the vocational teachers at the 1952 annual conference. After some discussion the suggestion was wholeheartedly accepted and a commission of teachers appointed to help draw up plans for the actual presentation which was to be made during national Fire Prevention Week October 8-14.

It was decided that the emphasis should be on preventing fires caused by burning with barbecues. Demonstration of members of the committee definitely pointed to the need for a visual form of teaching. After further discussion it was decided that a filmstrip should be produced dealing with the hazards of lighting fires with barbecues.

The State Fire Marshal volunteered to pay the cost of producing the filmstrip and members of the state Fire Safety Committee planned the strip using local pictures on hand supplemented by some special staged photographs. The filmstrip consisted of 26 frames and was titled "Keenest Kndinin' Killin'-Five hundred copies of the filmstrip were produced to be placed in the hands of veterinary teachers.

Provisions to have the selected sample of teachers had planned a suggested procedure to be followed in the various counties to insure the widest possible publicity and showing of the filmstrip to the various rural groups. The plan provided that actual showings be made by selected teams of veterans.

There were many comments made by the teachers indicating that this project was well received. The following are a few:

"Very few realized the explosive power of barbecues."

"We have several local examples of people who were arrested or killed by barbecues."
Improving supervised farming... How recent research may help us

GEORGE P. DYEY, Teacher Education, University of Illinois

A RE WE using supervision to help us do a better job in our schools? An increasing number of schools have gone in-school with in-school supervision for the guidance of student groups in voice, music, and dramatic activities. Often, some of these groups are mixed, with students who lived within a stone's throw of Neuborn, which clearly demonstrated effective teaching of students, but failed to do anything useful to student groups.

In vocational agriculture, a large number of valuable research studies have been made in recent years. They have been used to test the extent that the findings among the studies. These results are many related to supervised farming are worthy of our attention.

What are some of the important findings of recent research studies in supervised farming that reveal what should be helpful to teachers of various student groups in this field? This article attempts an attempt to analyze, summarize, and interpret the findings of these studies.

Improving Supervised Farming... How recent research may help us

Practica in Initiating and Developing Programs of Supervised Farming

Four recent studies have been completed which describe specific practices that were identified which contribute to secure good progress in supervised farming. All of these students were studied... The benefits of supervised farming programs are expressed as (a) increased student motivation, (b) increased student participation, (c) increased student achievement, (d) increased student interest in farming, (e) increased student awareness of agricultural problems, (f) increased student understanding of the importance of farming, and (g) increased student interest in agriculture. Each of these benefits is important in securing the success of supervised farming programs. As a result, the benefits of supervised farming programs are clearly important in securing the success of supervised farming programs.

What do studies show?

This contribution is one in a series of twelve planned for the current year. Each study is presented in a phase of the program in agricultural education. Each will provide the reader with an overview of various programs. Most of the programs in the series will be covered and the selection of cooperative programs were planned in the A.A. Research Committee for Agriculture.

The Agricultural Education Magazine, January, 1952

159

Krause (49), in a similar type of study with beef and dairy cattle, found significant changes in the number of swine, young cows, and cattle. Still, variations in student teaching and veterans not receiving instruction, in only about 14 percent of graduates.

The Agricultural Education Journal, January, 1952

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show value of practices; (3) helping teacher to base on-farm training on need and skill level of students.

Analyzing results from these studies, it was noted that in departments which cooperatives were not large and were very large, school land there was a tendency to increase the type of operation withdraw from them annually for a few years, probably due to the large time required by the number of students. There are many examples of the successful operation of school land. The studies was recommended that a number of these types of programs be adopted and developed.

Schneider (55) studied various types of promotional projects, many of which are used in the cooperative buying and selling of these types of programs in these activities. He emphasized that particular attention should be given to projects which are considered to be for the individual small farmer.

Improving records for supervising farming. The kinds of records to keep, how to improve them, and how to use them effectively are exceedingly rare.

In a study which the work performed in the record book used in one state and made suggestions for improving it. He found a need for securing more data in the analysis of records. William (74) studied record books from several states and secured reactions from small farmers who had filled out various kinds of records. Zimmerman (75) surveyed record books and recorded that they were record books designed for broadranging general operations. Dantes (39) developed an improved system of records which was used in Wisconsin. The records should be provided for several productive enterprises and for improving improvement projects and for improving the farming operation. A yardstick to guide to develop for flexibility. Fox (26) studied methods of designing and providing a manual for this purpose.

Considerable attention has been given to the analysis and use of records production as well as financial records. Some of these studies were mentioned briefly earlier in this report. Ditch (18) has worked with teachers in Missouri by helping them to develop the records and interpret the records. With their efforts (19) provided techniques for analyzing and using production records and financial records. Such approaches were used to highlight inaccuracies which commonly occur in records and are helping to focus attention of teachers and students on the need for more accurate records, as well as on techniques for summarizing, analyzing, and using the results.

Improving farm visits

Mumford (50) made an analysis of 15 major enterprises involved in the producing farm and noted the crucial periods for visitation. He found that during the school periods is when the visits occur during the school year, and that such decisions are usually made by the farmer and the student's greatest concern was the information and whether the visits are a part of the curriculum or of the program. The results of these studies imply that the need for careful planning of farm visits so that many of them are taken at crucial times in the development of the individual programs of supervised farming on the home farms of students.

A number of programs for supervised farming have been developed in recent years, and the need for careful planning of farm visits is indicated in the early development of the enterprise. Mumford (50) made a similar analysis of these programs imply the need for careful planning of farm visits so that many of them are taken at crucial times in the development of the individual programs of supervised farming on the home farms of students.

Improving the quality of the program of supervised farming

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The F.F.A. training for future rural leaders

C. S. McLearn, Teacher, Educations, Virginia Polytechnic Institute

The F.F.A. is a unique organization in the educational world. It is devoted to developing competent, aggressive rural and agricultural leaders. The F.F.A. provides the platform for these leaders and is the type of individual that develops from these experiences.

Leadership of Advisor Essential

The F.F.A. is for the boys. Nothing will kill its effectiveness and interest more than教师和supervisors’ inaction and disinterest. The Leadership team and the advisor must be realistic and not theoretical. We believe in “Learning by doing.” The best opportunity must be provided to promote our cause. One of the main objectives of any leadership training program is to make its members believe that they can do something with the F.F.A. The advisor should strive to make the boys feel that they can do something with the F.F.A.

A sound vocational agriculture program based on needs of the community and of the F.A.A., the state and the country is a vital force for the development of the leadership. The F.F.A. is the Pathfinder. Vocational agriculture is one of the chief tools for accomplishing the development of economic, educational, cultural and civic life of America today.

Some concrete evidence that the F.F.A. has contributed to a large measure as far as training for dynamic, useful leadership is a step in the right direction.

A Shared Task

Training of leaders is not a responsibility of teachers alone. It is the job of every parent and every teacher. The F.A.A. is probably our most potent weapon in the war. Therefore, in the light of the world today, we must be alert and ready to meet the challenge.

The world needs better leaders, and we must be ready to meet this challenge.

Planning is Required

Presumably we want the F.F.A. to achieve desirable results. That is what it should be. The first step is to determine the type of leadership needed in rural America today. Today may well be the answer to our need for inadequacy or inadequacy.

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Summer experiences in student teaching

EDWIN JAEKJE and CHARLES W. FECHTIG, Senior Students Agricultural Education Division

Who would have thought that in less than four years as a student teacher we would have met two hundred and seventy-five individuals who had something to say about their experiences during our student teaching experience this past summer?

Why did we meet so many of these friendly people? What did we learn? Was it worth while? Was it worth the time and effort to make a part of our student teaching experience this past summer?

New and Valuable Learning Experiences

Participatory experiences included a variety of skills: converting ambitions into reality; building effective programs; developing fine teachers; working under the direction of some fine supervisors; attending teacher conferences; working with the guidance of other students; and many other valuable experiences. It was a learning experience for everyone involved. We encourage you to recruit and recommend others who might have a chance to participate in the student teaching experience on a regular basis.

Making Personal Contacts

Personal contacts are what is most important in student teaching. We are able to sell for the first time an idea that we believe in. Is there any one who is going to use this idea? We can affect the lives of many individuals who do not have the opportunity to be taught by someone else. It is a wonderful way to start teaching on the elementary level.

Our cover

FRED MIYAJI, a veteran of the 100th Infantry Battalion is a former instructor in the American Agriculture Movement. He now teaches at the University of Illinois. He has taught in the United States, Canada, and Japan. He was a delegate to the United Nations and a visiting scholar at the University of Michigan. He has written many articles on nutrition and agriculture.

American education has long been at the forefront of world education. The problem of education in the United States is one of the most important problems facing our society today.

We are glad to have Fred Miyaji join us in this issue of the AEAM. He was recently inducted into the American Association of Agricultural Societies. He is a member of the American Association of Agricultural Societies and has been a member of many other organizations.

Our goal is to bring quality education to all individuals. We believe that the education system should be reorganized and restructured to meet the needs of all students. Our vision is to create a world where all children have access to quality education. We believe that education is the key to a better future for all.

Enrollment in federally-aided vocational classes increased in 1948-49 to an all-time high, slightly above 3 million.
Experiences and performance

A determination of the relationship between experience obtained in training and performance in teaching for teachers of vocational agriculture, and an examination of the relationship between experience and performance in teaching for vocational agriculture, and the performance of student teachers.

DAVID ROSS McCAY, Teacher Education, The Pennsylvania State College

The Problem

This study was an attempt to determine the relationship between the experience obtained by teachers of vocational agriculture, their teaching performance, and their performance in other areas of their lives. The primary goal of the study was to determine if the amount of experience obtained by teachers of vocational agriculture was related to their performance in teaching.

To determine the amount of experience obtained by teachers of vocational agriculture, the amount of experience obtained by each teacher was used as a measure. This measure was the number of years of experience that the teacher had in teaching vocational agriculture. The amount of experience was determined by counting the number of years that the teacher had taught vocational agriculture. The amount of experience was then used to calculate the number of years of experience that the teacher had been teaching vocational agriculture.

The relationship between the amount of experience obtained by teachers of vocational agriculture and their performance in teaching was then examined. The amount of experience obtained by teachers of vocational agriculture was related to their performance in teaching by using a correlation coefficient. The correlation coefficient was calculated by using the formula:

\[ r = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}} \]

where:
- \( n \) is the number of teachers
- \( x \) is the amount of experience obtained by each teacher
- \( y \) is the performance of each teacher
- \( \sum x \) is the sum of the amount of experience obtained by each teacher
- \( \sum y \) is the sum of the performance of each teacher
- \( \sum xy \) is the sum of the product of the amount of experience and the performance of each teacher
- \( \sum x^2 \) is the sum of the squares of the amount of experience obtained by each teacher
- \( \sum y^2 \) is the sum of the squares of the performance of each teacher

The correlation coefficient was used to determine the strength and direction of the relationship between the amount of experience obtained by teachers of vocational agriculture and their performance in teaching. A positive correlation coefficient indicates that there is a positive relationship between the amount of experience obtained by teachers of vocational agriculture and their performance in teaching. A negative correlation coefficient indicates that there is a negative relationship between the amount of experience obtained by teachers of vocational agriculture and their performance in teaching.

The results of the study indicated that there was a positive correlation between the amount of experience obtained by teachers of vocational agriculture and their performance in teaching. The correlation coefficient was 0.75, indicating a strong positive relationship.

The study also indicated that the amount of experience obtained by teachers of vocational agriculture was related to their performance in other areas of their lives. The correlation coefficient between the amount of experience obtained by teachers of vocational agriculture and their performance in other areas of their lives was 0.60, indicating a moderate positive relationship.

The study concluded that teachers of vocational agriculture who had more experience in teaching were more likely to have better performance in teaching. The study also indicated that teachers of vocational agriculture who had more experience in other areas of their lives were more likely to have better performance in teaching.
Pictures of the month...
A contest open to all teachers of Vocational Agriculture and farm veterans

All Entries by
John H. Kilpatrick
Teacher Vocational Agriculture
Watertown, Wisconsin
Camera used: 4 x 5 Speed Graphic
Film, Super XX

First Place

BARNYARD PAVEMENT DEMONSTRATION

HOG HOUSE CONSTRUCTION

GRAND CHAMPION