Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans

"Building Farm Gate in Farm Shop"
Robert D. Walker, Teacher
Thompsonville, Illinois
Camera: Kodak 35, Plus X film, 50 f/1.4 lens

"Reparing Farm Disc"
Robert D. Walker, Teacher
Thompsonville, Illinois

"Two Utah Chapters Broadcasting"
D. M. Clark, Teacher
Montevue, Colorado

Featuring...
Starting the New School Year
A Good Start Wins Many a Race

Celebrating the 25th Anniversary of the Illinois Statewide Academic Class...
Establishing and maintaining satisfactory school relationships

CLARENCE J. HENNING, Ya-Ga instructor, Alexandria, Minnesota

THE AGRICULTURAL EDUCATION MAGAZINE, September, 1926

The aim of vocational agriculture is to bring together the school and the community in a way that will be helpful to both. The school should be able to support the agriculture program and the community should benefit from participating in it. To achieve this, the instructor must work to establish relationships that are based on mutual respect and cooperation.

Some of the basic facts which bear directly on the relationships between the agricultural program and the administration are:

1. The superintendent is responsible for the Board of Education and its policies, which affect the entire school program.
2. The Board of Education is responsible for the curriculum and the courses offered, which are essential elements in the agricultural program.
3. The teaching staff is responsible for the instruction of the students, who are the primary beneficiaries of the program.
4. The agriculture program is organized to meet the needs of the students and the community.
5. The school is supported by the community through taxation and donations, which support the program.

In order to maintain satisfactory relationships, the instructor must:

1. Understand the administrative philosophy of the school and its policies.
2. Encourage the students to become active participants in the program.
3. Communicate effectively with the administration and the community.
4. Establish a climate of respect and mutual understanding.

The success of the agricultural program depends on the relationships established between the school and the community. By working together, both parties can achieve their goals and benefit from each other's contributions.

The AGRICULTURAL EDUCATION MAGAZINE, September, 1926

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Farms have to prepare lawns and at the same time promote good relationships with the administrators and school. Pittwater Ya-Ga, North Carolina. (Photo by U.S. Forest Service)
Color conditioning in the farm shop

CLINTON D. ZOLLINGER, YoAg Instructor, Kayville, Utah

DURING the past two years, I know that the farm shop has gained in efficiency in our agricultural school more than that of color conditioning. The problem of color is very much related to the work shop and has been reduced to a minimum. We are beginning to realize that color is very much related to the shop and has been reduced to a minimum. We are beginning to realize that color is very much related to the shop and has been reduced to a minimum. We are beginning to realize that color is very much related to the shop and has been reduced to a minimum.

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How can you make the "fit" between the student and his environment? This question or a similar one is often raised when we consider a particular teaching problem or the role of the teacher. The teacher often wonders whether a student can be made to fit his environment or whether the environment must be changed to fit the student. The answer is neither black nor white but a matter of degree. The teacher and the student must work together to bring about a better fit.

Developing Interest

Acute disciplinary problems tend to develop when interest in some group where interest is low in the work being done. In most cases a student must have some relationship to the problem before he will exert any effort to work or study on his own power or his own time. Teachers differ greatly in their ability to help students or their desire to know how to help them, in their use of past experiences of students, and in their use of worthwhile experiences related to the problem being studied. The teacher who can develop more interest in the "natural" interest of the student is well on the way to success. The natural interest lies in the fact that students accept specific goals which they have developed in the class as their own personal goals. Articulated in the appropriate form and work for extrinsic rewards rather than for their own satisfaction and their need to be one of the successful students. Teachers should stimulate and develop their students' interests and strengthen their good behavior by providing opportunities for them to correct their undesirable traits. Almost every teacher can improve some aspect of the students' behavior if he is willing to try it out.

The factors that affect the present and the future of the student's behavior are as follows: teaching skill and personality of the teacher, student realization of the need for the subject matter being discussed, classroom facilities, degree of leadership in the teaching group, changes in the teaching group, and the student's attitude towards the subject matter. Some of the factors are more important than others, but they all contribute to the total behavior of the student. A teacher cannot change all these factors, but he can, to a certain extent, control his own behavior and the environment which he believes he cannot control. With this information it will be easier for a teacher to see the teaching problems he has and able to measure for him. He should attempt to change his own behavior and be able to change and graciously accept those factors which cannot be changed, to the maximum extent possible.

Among the environmental factors which can affect the behavior of the student are the factors because of which the teacher is the building of interest in the student behavior, the characteristics of the teacher, and classroom facilities.

What is Visual Aid?

A visual aid is any especially prepared device designed to facilitate learning through the sense of sight. It is usually any visual device or material used in the teaching process, whether it is a piece of equipment, a chart or diagram, a model, a filmstrip, a film, a slide, a picture, or any other device which can be used to teach or to clarify a concept. Visual aids may be used to the learner on both oral and visual aid which may be used to the learner on both oral and visual aid. Visual aids are those aids which are used to clarify a concept. Visual aids are those aids which are used to clarify a concept.

What Are the Characteristics of a Good Visual Aid?

Planning, selecting, or evaluating a visual aid, considerations should be given to the factors that make it valuable as a teaching device. The following are the characteristics of a good visual aid:

1. The aid should be simple to use by all the students. Every student in the room should be able to use the aid from his own location.

2. The visual aid was used by both all-day classes and adult workers classes in teaching electrical writing. The Ohio Power Company measured the loss of aid. Mr. Ayers is listed at the left.

3. The visual aid is used for short-term instructional purposes. It should not be used to fill in time or substitute for regular instruction.

4. The visual aid is used for a specific instructional purpose. It should not be used to fill in time or substitute for regular instruction.

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10. The visual aid is used for a specific instructional purpose. It should not be used to fill in time or substitute for regular instruction.
How to launch a new year in vo-ag

ARTHUR H. CUTTER, Vo-ag Instructor, Rochester, N. H.

IN the Spring of the school year, a new year is beginning of a new group of prospective vocational students. In this period of the year, the voice of instruction is being heard in a number of schools, the teacher is giving it the highlights of the work. The teacher must be patient, tactful and kind; he must not only teach but also be a leader. It is a time when the teacher must be on the alert and be ready to answer any questions that the students may have.

The teacher must be patient and kind. He should encourage the students to ask questions and be willing to answer them. He should also be tactful and kind, as the students are often nervous and anxious about their new responsibilities.

The teacher should also be patient. He should allow the students time to adjust to their new environment. It is important to be patient and kind in this period of the year.

Types of Charts

1. Personal Chart—This chart is made by the teacher to bring out all the essential points of the student's work. It may be used as a basis for discussion. It should be made on a whiteboard or a flipchart. This chart should be simple and direct, and should be easy to follow. It should be made so that the students can see it clearly.

2. Government Agencies Chart—This chart is made by the teacher to bring out the essential points of the student's work. It may be used as a basis for discussion. It should be made on a whiteboard or a flipchart. This chart should be simple and direct, and should be easy to follow. It should be made so that the students can see it clearly.

3. Commercial Companies Chart—This chart is made by the teacher to bring out the essential points of the student's work. It may be used as a basis for discussion. It should be made on a whiteboard or a flipchart. This chart should be simple and direct, and should be easy to follow. It should be made so that the students can see it clearly.

4. Using a chart to tell a story

Using a chart to tell a story is an effective way to present information. It allows the teacher to show the students how to use charts to communicate their ideas. It also helps the students to understand the charts better.

Improving student behavior

1. Improve behavior and retention—The teacher should focus on improving student behavior. This can be done by setting clear expectations and consequences for behavior. It can also be done by providing positive reinforcement for good behavior.

2. Cooperation Required—A careful study of the problem, in view of the facts listed, accompanied by an analysis of the student behavior in most situations. Teaching is a complex task, and it requires the cooperation of all the people who are involved. The cooperation of the teacher, the parents, and the students is essential for the success of the program.

3. Using a chart to tell a story—Using a chart to tell a story is an effective way to present information. It allows the teacher to show the students how to use charts to communicate their ideas. It also helps the students to understand the charts better.

4. Charts as an aid to improved instruction—JOE P. BAIL, Rural Education Department, West Virginia University

Charts as an aid to improved instruction

JOE P. BAIL, Rural Education Department, West Virginia University

THE use of visual aids should be common practice in the rural schools of America. Charts can be used to enhance the instruction, as they are a valuable tool for teaching. They can be used to show the students how to use charts to communicate their ideas. They can also be used to help the students to understand the charts better.

The teacher should use charts to help the students to understand the lesson. The charts should be simple and direct, and should be easy to follow. They should be made so that the students can see them clearly.

1. Method is the arithmetic of success—H. W. Shaw

Method is the arithmetic of success.
Making charts for teaching

RALPH J. WOODIN, Teacher Education, Ohio State University

Bills, couldn't afford to not to have ground, could lose to his teacher according to that table—and then in the next breath, "I'm going to have to have one to work with Dad tonight." So we took a towed, field-or- farm type. The bell rank. The class filed out of the room and the teacher erased the blackboard.

"An unusual student reaction to a good job of teaching." Really. Good teachers will tell you that they have similar reactions from students after any good job of teaching. The point to the story is the fact that the students who identify a common problem in steer feeding will not be the members of the class. After drawing on their own experiences with steer feeding, the instructor should be able to identify a common problem in steer feeding. There is a growing demand for more traditional farming classes, and the blackboard. Seven times 240 minutes of teaching time spent in copying this table on the blackboard. It will be used for classes in the future, too. Half this time, if not more, could be required to make a paper chart which can be as useful for the data revealed in the study.

Advantages of Charts

This illustration points out several advantages to teachers in preparing paper charts, tables and graphs as a teaching aide. In their teaching, in using the blackboard.

H. B. Rieckmann, Custerberg, Ohio, and DeWath Palmer, Fairview, Ohio, members of a class in farm teaching aids for vocational agriculturists demonstrate some of the simple equipment needed for making charts.

The Means to Advance Understanding

To provide information to the administration, the school principal, and the community by which a greater satisfaction in attaining a mature status for the program of vocational agriculture, it has been pointed out that the main concerns centers around providing information from the students and the student programs. The administrator and the administration want to see information from the students and the student programs as soon as possible.

The Means to Advance Understanding

The administration wants to see information from the students and the student programs as soon as possible.

In Summary

The support of the school staff, the administration, and the community depend on the extent to which the programs are which is provided information by them about the activities of the vocational agriculture programs.

An acceptable concept by the instructor and the school, its curricula, and its problems is a necessity for establishing satisfactory school relationships.

The program is operated in the individual school and self-evaluation by the instructors. The supervise participation in the total school program of activities which would be decided on the board of education and the following for the ideas that the people who work in the program.

The people of the community, the project of the program by the board of education should be the Board of Education in conjunction with the Board of Education and the Board of Education in charge of the people with whom the instructors work in the program.

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Ohio teachers organize to provide teaching aids

RAYMOND O. DEACON, Asst. Instr. West Jefferson, Ohio

Color slides are effective

Color slides made in the local community can be the most effective teaching tool. They can be used in the classroom to promote the Ohio teachers of vocational agriculture.

Color slides were made in the local community to promote the Ohio teachers of vocational agriculture. They did something when they found that funny schedules did not give them time to prepare as many teaching aids as they believed they needed. The teachers of vocational agriculture asked for help. To this end, the President, C. R. Ballou, of the Ohio Vocational Teachers' Association appointed a standing committee to work with members of the Department of Agricultural Education and Supervisory Staff in setting up a teaching aids program. This committee was charged with the responsibility of planning and getting into action a five-year program designed to provide a range of teaching aids. The committee decided that the discussion of several color slides of successful programs may be shown to promote the program with the teachers.

Many Possible Subjects

Color slides are very effective in teaching. This has been demonstrated by both booklets and color slides. There are many educational activities which can be pictured and brought to life by means of color slides. Some of the subjects which are of particular interest to vocational agriculture and FFA are described below:

Many possible subjects include:

- The Ohio Agricultural Education Service was set up in 1951, in part to provide activities for the American Legion. The first booklet published with the aid of the University of Illinois was in the field of agriculture and could be adapted to Ohio conditions.

The two teachers mentioned in the committee met during the first week of the committee. Mrs. E. L. K. Smith, FFA advisor, and Mrs. E. L. K. Smith, FFA advisor, were chosen to serve on the committee. Both teachers have had experience in teaching agriculture and FFA.

Many of the work of the teachers in the teaching aids program was directed at getting a working plan into operation in order to get the work done at some of the schools. Many of the responsibilities of the actual work for the successful program was handed back to the teachers.

Ohio Teachers' Aids Committee viewing some hardcover charts and listening to a new slide for charts used in the West Jefferson, Ohio, Yo-Ag Dept.

Two Ohio teachers of vocational agriculture preparing teaching aids for use. This is the type of work that districts are taking up in a cooperative effort to help improve teaching aids.
Special “parent” meetings for each class

ALFRED H. KREIB, Teacher Educator, University of Illinois

PARENT-CHILD meetings planned for each of your children’s classes in vocational agriculture to give parents a better understanding of how those classroom efforts are translated into the practical applications of the same. The meetings will be held in your homes, and the FFA advisor will be there to explain the various phases of those classroom meetings.

Objectives

1. To inform parents of what is being taught in the classroom, and to show how their children are learning about agriculture.
2. To demonstrate how the classroom lessons are translated into practical applications in the field.
3. To provide an opportunity for parents to meet the FFA advisor and other members of the FFA chapter.
4. To encourage parents to visit the FFA chapter and see the work being done.
5. To provide a means for parents to become involved in their child’s education.

How to Prepare

1. Plan the date and time of the meeting.
2. Prepare a list of topics to be discussed, and have handouts available.
3. Prepare a list of questions to be answered.

Do

1. Schedule the meeting.
2. Send out invitations to all parents.
3. Prepare and distribute handouts.
4. Have a prepared list of questions.

What to Expect

1. The FFA advisor will explain the classroom lessons.
2. The FFA advisor will demonstrate how the classroom lessons are translated into practical applications in the field.
3. Parents will have the opportunity to meet the FFA advisor and other members of the FFA chapter.
4. Parents will be encouraged to visit the FFA chapter and see the work being done.
A school farm laboratory supplements class room teaching

P. D. Spilbury, Voc-Ag Instructor, Waco, Texas

The average high school has a chemistry and physics laboratory for the teaching of these important sciences by experimentation. How can a farm be used in the same manner as a laboratory to teach farm students skills needed in the modern complex business of farming? Here is how it is done at Waco, California.

The Waco Union High School farm laboratory consists of 95 acres of improved land, watered by a 390 foot well with a 30 horse power electric pump which feeds water through a 100 foot well. The land is divided into 20 separate paddocks and stock pins are provided for each animal. The farm is stocked with 42-year-old stocker cattle, 184 beef steers, 350 dairy cattle, 250 pigs, 75 calves, 200 sheep, and 150 chickens.

The farm is operated by the Waco Union High School agricultural science club and is supervised by the Vocational Agriculture Instructor. The club is comprised of 55 members and meets weekly for instruction and practice in the laboratory. The club is in close cooperation with the high school curriculum and the agricultural science classes.

The farm laboratory provides an excellent opportunity for students to gain practical experience in the field of agriculture. The club is well-equipped with modern laboratory equipment and has a large greenhouse for the cultivation of vegetables and herbs. The farm also has a large apiary with 200 bee hives and a poultry house with 1000 chickens. The club is involved in the production of honey, eggs, and other agricultural products.

The club's main goal is to provide a practical learning experience for the students and to prepare them for future careers in the agricultural field. The club has a strong record of success in marketing its agricultural products and has received numerous awards for its efforts.

Starting a new agriculture department

(Continued from Page 4)

The agricultural program in the high school provides students with hands-on learning experiences in a variety of agriculture-related fields. Students are able to gain practical skills and knowledge that they can apply in their future careers. The program is designed to prepare students for a range of careers in agriculture, including agriculture-related fields such as horticulture, animal science, and agricultural business.

The program includes coursework in soil science, crop production, animal science, and agricultural business. Students are also able to participate in a wide range of extracurricular activities, such as agricultural clubs, agricultural career development programs, and agricultural contests. The program is designed to be flexible and accommodate the diverse needs of students.

The program is supported by a dedicated agricultural department and is administered by a qualified agricultural instructor. The department is committed to providing high-quality education and training to students in a variety of agriculture-related fields.

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Development and application of farm mechanics skills and judgments

CARL P. ALBRIGHT, Agricultural Extension Eng., Michigan State College

The ability of the farmer to make the best use of his farm machinery depends upon a wide variety of factors, of which the first is his proficiency in farm mechanics. In the past, it has been said of an agricultural scientist that he should know something about every subject. This is certainly true. However, it is also true that he should be able to do something in each of these subjects. Without the ability to do something in the subject of farm mechanics, many of the recommendations of the agricultural scientist may be of little value to the farmer. The farmer needs to know something about farm mechanics in order to be able to use his machinery properly. The purpose of this article is to give the farmer some suggestions on how to improve his farm mechanics skill and judgment.

Still Analysis of Farm Projects

One of the most important steps to be taken is to analyze the farm machinery and equipment that is used on the farm. This analysis should include the following:

1. The purpose of the machinery and equipment.
2. The type of work that it is being used for.
3. The amount of time that it is being used.
4. The number of hours per week that it is being used.
5. The number of hours per day that it is being used.
6. The number of days per week that it is being used.
7. The number of days per month that it is being used.
8. The number of days per year that it is being used.

These analyses can be used to determine the efficiency of the machinery and equipment and to make recommendations for improving its use.

Growth in Judgment

The farmer's ability to judge the effectiveness of farm machinery and equipment is very important. The farmer should be able to judge the effectiveness of the machinery and equipment in terms of the amount of work that it is doing, the amount of time that it is taking, and the amount of money that it is costing. The farmer should also be able to judge the effectiveness of the machinery and equipment in terms of the amount of work that it is doing, the amount of time that it is taking, and the amount of money that it is costing. The farmer should also be able to judge the effectiveness of the machinery and equipment in terms of the amount of work that it is doing, the amount of time that it is taking, and the amount of money that it is costing.

Arranging a small shop

PAUL DIXON, For. Age, Instructor, Wooster, Ohio

What a small shop and a large farm. When we started the year, we had a shop and a large farm. In the first six weeks of the school year, we were working on the farm and learning the skills of organizing and managing a shop. We had to be very careful to keep the shop clean and organized. The shop was very crowded and it was difficult to get a lot of work done. The shop was crowded and it was difficult to get a lot of work done. The shop was crowded and it was difficult to get a lot of work done.

Skills of an assistant

Skills of an assistant require understanding and application of educational methods, viz. TO TEACH ANY body. As a part of the skill of management, the assistant needs to learn how to teach the skills and judgments. Thus, the ability of the farm machinery must be taught in such a way that it is comprehensive, fundamental, and necessary. The assistant needs to learn how to teach the skills and judgments. Thus, the ability of the farm machinery must be taught in such a way that it is comprehensive, fundamental, and necessary. The assistant needs to learn how to teach the skills and judgments. Thus, the ability of the farm machinery must be taught in such a way that it is comprehensive, fundamental, and necessary.

Requirements for Growth

Most of us will agree that some kind of growth and development is necessary for us to measure progress. What we need is a method of measuring the amount of growth and development that we have made. The fundamental farm mechanics skills and judgments are necessary for the farmer to judge what kind of work he is doing, the amount of time that it is taking, and the amount of money that it is costing. The farmer should be able to judge the effectiveness of the machinery and equipment in terms of the amount of work that it is doing, the amount of time that it is taking, and the amount of money that it is costing. The farmer should also be able to judge the effectiveness of the machinery and equipment in terms of the amount of work that it is doing, the amount of time that it is taking, and the amount of money that it is costing.

Space for the table saw must allow for length of bands to be sawed. A problem in a small shop.
Color conditioning
(Continued from Page 14)

Dr. John F. Thomas, the teacher is saying or doing. The old habit is still evident in his classes, even when the new rules are in place. He has found that changes his teaching style. The old routine is still evident in his classes, even when the new rules are in place. He has found that changes his teaching style.

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Getting the most from D.H.A. Records

R. A. GRAMER, Voc-Agr Instructor, Kiel, Wisconsin

Almost every vocational agricultural department in Wisconsin has a herd testing program and the records on which it is based are usually a source of pride. Because of the great need for better dairy management in the Kiel vocational agricultural department, the boys enrolled in vocational agriculture competed on the basis of their own herd for the 68 herds on test for 1932-1933.

These 68 herds were divided into six groups: excellent, good, fair, and poor, according to average butterfat production per cow. We found that the average for the excellent group was 3.06 pounds per cow and 204.71 pounds of milk with an average test of 106. The butterfat average was 38.62 pounds. The good group average was 2.74 pounds per cow, 3.02 pounds of milk, 206.45 pounds of butterfat. Group 3 (the fair group) had 1.83 pounds per cow, 2.09 pounds of milk, 206.45 pounds of butterfat. Group 4 (the poor group) had 1.34 pounds per cow, 1.70 pounds of milk, 177.73 pounds of butterfat. The average for all herds on test was 2.52 pounds per cow, 294.27 pounds of milk, 205.19 pounds of butterfat. The average for all herds on test was 2.52 pounds per cow, 294.27 pounds of milk, 205.19 pounds of butterfat.

Using this information as a basis for study, we considered the one big question: Why should one herd of 224 cows have an above average butterfat record of 149.56 pounds when another herd of 22.1 cows have a production of 38.25 pounds of butterfat?

To answer this, we jot down questions that, if answered by each student, would give data concerning the dairy practices followed on the individual farms. There are a few of the 180 questions asked in the questionnaire filled out by each student: Do you feed grain total? Do you use your own concentrates? Do you use your own corn? Do you use your own hay? What kind of bedding do you use? How long do you keep your cows on dry land? Do you pasture young stock in the woods? Do you keep breeding records? All questions could be answered briefly.

These questionnaires were then sorted into the same group and used in clarifying the herd according to their butterfat production. With the tabulation of all the results, we had a complete analysis which looked like this:

<table>
<thead>
<tr>
<th>Group</th>
<th>Average</th>
<th>Pounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.275</td>
<td>34.8%</td>
</tr>
<tr>
<td>2</td>
<td>1.200</td>
<td>34.1%</td>
</tr>
<tr>
<td>3</td>
<td>1.200</td>
<td>37.2%</td>
</tr>
<tr>
<td>4</td>
<td>1.000</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

The analysis is 15 pages long and we had it microfilmed for use as a text for the dairy students, young farmer groups, and the adult farmer classes. By going over each question and discussing it we found that little things might mean the difference between success and failure.

In my teaching experience this has been one of the finest methods of teaching I have ever used. For the simple reason that it is information gathered from our own community. This dairy herd analysis was confidential because all the herd records were used, but all the numbers were known only by the herd owner and myself. Each boy knew where his herd ranked and interest was certainly awakened. The complete study for the all-day students was six weeks in length where every phase of the analysis was discussed. The time spent on this study in the young and adult farmer classes amounts to about 10 hours of classroom discussion.

Some of the outstanding factors affecting butterfat production in the Kiel area were size and age of the cow, use of a good bull and artificial breeding, the average age at which the heifers were bred, and the number of cows bred. (The heifers that bred in the fall had an increase of as much as 200 lbs. of butterfat over those that bred in the spring.) The farmers that fed alfalfa hay had a great deal more success with their heifers than did others of the same herd. Milking the heifers that were fed concentrations according to production did much better than the others. We also found that the high producing herds had a protein supplement equal to 1% of their ration. Good pasture was a very decisive factor affecting butterfat production. The farmers using silage had a higher production.

The feed cost per 100 lbs. of milk was $2.48 for group 1, $2.34 for group 2, $2.34 for group 3, and $2.48 for group 4. The labor income per cow for group 1 was $235.62 and for group 4 a lot of $585.2 per cow. Milk testing and