The FFA in a changing agriculture


Changes are occurring rapidly in our world today that it is difficult to know what to expect. This is true in agriculture, Vocational Agricultural Education and in the world of the Future Farmers of America. Let us look at some of the changes and see what they mean to us in Vocational Agricultural Education.

We have all heard of how the past 50 years have been important in the development of the world. One of the most significant changes has been the development of the automobile. The automobile has had a profound effect on agriculture. It has revolutionized the way we farm and has made it possible for farmers to produce food more efficiently than ever before.

In recent years, changes in technology have led to the development of new farming techniques. These changes have made it possible for farmers to produce more food than ever before. However, these changes have also led to increased competition for farm land and resources.

The changes in agriculture have had a significant impact on the economy. The increase in food production has led to a decrease in the price of food. This has had a positive impact on families who can afford to purchase food. However, the decrease in the price of food has also led to increased competition for farm land and resources.

The changes in agriculture have also had a significant impact on the environment. The use of chemicals in agriculture has led to pollution of water and air. The changes in agriculture have also led to increased use of fossil fuels, which has contributed to global warming.

In conclusion, the changes in agriculture have had a significant impact on our world. The changes have made it possible for farmers to produce more food than ever before. However, these changes have also led to increased competition for farm land and resources. The changes have also had a significant impact on the environment. The future of agriculture is uncertain, but it is clear that changes will continue to occur.

Cecil Courell
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E. L. Foster

To consume, one must produce

S. S. Sutherland, General Secretary, New York State Farm Bureau Federation, and President, New York State Council on Rural Education.

Few have ever been able to figure out how a person can consume more than he can produce other than by marriage, theft, deficit spending or welfare.

Few have opportunity to marry money. Most of us prefer to marry for love and work for a living. Those who usually end up in disaster. Perhaps the government can live a long time on deficit spending—the individual cannot. Welfare should never be a substitute for work—it should be confined to those who need it. Education is to the individual what fertilizers are to the soil, its application needs to be geared to the capabilities, aptitudes and interests of the individual. Education is not an end in itself—it is merely a means to an end. Related to its lowest common denominator, education is one of the best devices we have in the direction of understanding, productivity and good citizenship.

It seems to me that productivity needs emphasis for there is no sadder sight than an educated person who lacks the knowledge of making a living. Productivity is essential to the economic and emotional security of the individual.

The time is ripe for a reappraisal of the entire high school program. Every boy and girl must attend school unless mentally or physically handicapped. The same kind of fertility program produces the same results on all types of soil. Neither will the same brand of education produce the same results with all boys and girls.

It would be wonderful if all high school pupils had the interest and ability to profit from a college course. They do not, otherwise, 50 per cent would not drop out short of high school commencement. We must work with the people as they are—not as we would like them to be.

Fortunately, practically everyone high school pupil has special aptitude and special ability and, with the right kind of educational opportunity, he can become a good producer in some worthwhile work.

Unfortunately, large numbers of young folks drop out of high school poorly prepared to do anything really well.

Vocational agriculture is fine for the boys who know where they are going and have the strength convictions that they can master the farming business without the aid of education beyond the high school level. Those who are going to attend vocational colleges in preparation for farming will do better by devoting their high school days to the regular high school program.

I fear that the state of vocational agriculture in too many high schools is reduced by the tendency of too many boys, who do not know where they are going, to get into it as a last resort. There is also a tendency to stunt problem boys into vocational agriculture due to the idea that they can get the opportunity from which such boys might profit. This I believe causes some boys who could profit from vocational agriculture to stay away from it for reasons which are obvious.

Great progress on the part of farmers in stepping up productivity per worker, coupled with a spectacular development in rural living, simply means that the great bulk of rural young people can no longer expect to make a living in the farming business. Therefore, vocational agriculture meets only a very small part of the vocational needs of our rural young folks.

The rural areas are hungry for good teachers, good mechanics and good service men of all types. Many of the boys who are now dropping out of high school have fine potential abilities and could be aided greatly toward becoming producers and eventually good consumers.

I have often said that operating a farm and operating a school are identical in that everyone knows exactly how to do it. Not being an educator, I therefore have no "authorities" on how to run a school. Because so much of what we know about farming turns out to be false, in the light of research and changing conditions, it seems to me that we need to devise in the school more of those things that constitute the place where emphasis on the development of skills plus a lot of training in the basic sciences, oral and written expression and other things that are business arithmetic. Much of the so-called subject matter in agriculture changes rapidly, unlike the basic sciences, arithmetic and the like. In supervision, emphasis should be placed on knowledge that is enduring. Modern extension service offers farmers the opportunity of getting school all of their lives in keeping abreast with change.

In addition to good opportunity in vocational agriculture, we in the rural areas especially need a good deal of educational opportunity in the non-agricultural vocations. To provide this is a problem. Vocational education is expensive. Many of our rural high schools are too small to broaden educational opportunity to this extent. We must find ways and means through cooperative effort of developing within areas vocational training for the large number of rural youth who lack interest in the standard high school program but who have special aptitudes and abilities to become good producers of essential goods and services. By becoming good producers, they will enjoy the satisfaction of being good consumers.
Maintaining effective relationships with your administrator

S. S. Sutherland, Teacher Educator, University of California at Davis

There are some behaviors which make the job of a teacher more pleasant and effective. Here are some suggestions which I hope will make the teacher's job easier.

1. Be on time: The teacher is on time to begin the lesson.
2. Be prepared: The teacher is prepared and ready to teach.
3. Be punctual: The teacher is punctual in all respects.
4. Be fair: The teacher is fair and equitable.
5. Be patient: The teacher is patient and understanding.
6. Be warm: The teacher is warm and supportive.

These behaviors help to create a positive and productive learning environment. They also help to foster a good relationship between the teacher and the students.

S. S. Sutherland

The supervisor and the local school

Burtin Thorn, Supervisor, Michigan

The writer believes that every supervisor who has ever received a course in local administration and every teacher who has ever received a course in teaching is either a supervisor or a teacher. A supervisor is interested in the administration of his local school, and a teacher is interested in the teaching of his class. It is important to recognize the difference between these two roles and responsibilities.

Burtin Thorn

The relationship of the supervisor to the teacher

A supervisor needs to have a clear understanding of the roles of the teacher and the supervisor. The teacher is responsible for the instructional aspect of the school, while the supervisor is responsible for the administrative aspect.

Responsibility of the Supervisor for Improving Facilities

While the supervisor is primarily responsible for the administration of the local school, he must also be concerned with the quality of the educational environment. Facilities are an important aspect of the educational environment, and the supervisor must ensure that they are adequate and safe.

The Responsibility of the Supervisor for Improving Facilities

The supervisor must be concerned with the physical facilities of the school. These facilities include the buildings, the grounds, and the equipment.

When facilities are inadequate, the supervisor must take action to improve them. This may involve upgrading existing facilities, or building new ones.

Some suggestions for improving facilities include:

1. Conduct a needs assessment:
2. Develop a long-term facilities plan:
3. Secure funding:
4. Monitor progress:

By taking these steps, the supervisor can ensure that the facilities of the local school are adequate for the needs of the students.

Some teachers may have difficulty accepting the idea that the supervisor is responsible for the facilities. However, the supervisor's role in this area is crucial.

It is essential that the facilities of the local school be adequate for the needs of the students. The supervisor must ensure that this is the case.

S. S. Sutherland

(Continued on Page 179)
Supervisory needs of the beginning teacher

Most beginning teachers need considerable assistance and encouragement in their early years of teaching. They are at the very beginning of their teaching careers, and the importance of their work is often overwhelming to them. After school starts the beginning teacher may have the opportunity to observe the new teachers at their schools, but the beginning teacher may feel that he is hopelessly lost in the whirl of classes, reports, activities, tests, activities, tests, activities. He finds that his prepared lesson plans do not work out in the classroom. He is discouraged because the students do not live up to his high standards. He finds that extra-curricular and FFA activities are important, but he has no idea how to get started. His agronomy program is complex and that he has problems adapting the students to some new material at this time because he is not getting their help and teaching procedures that will be difficult to correct.

The job of supervision is to assist the teacher in improving his instruction. If the teacher has had some experience in the classroom he cannot do an effective job of teaching. A beginning teacher (a non-supervisory teacher) is a beginning teacher to grasp a lot of ideas, and a beginning teacher needs to feel from his teacher if his teaching is difficult to correct at this time. Two additional factors. The beginning teacher needs to feel that he is being helped and that he is being corrected at this time. Two additional factors. The beginning teacher needs to feel that he is being helped and that he is being corrected at this time.

Supervision Needed Early

Supervision should start before the teacher is in school. The supervisor and teacher should become acquainted and through this acquaintance the teacher is led to realize that the teacher has to learn a lot of new things. He learns that through the school system, and through the FFA activities, whether teaching or teaching students, the beginning teacher needs to feel that he is being helped and that he is being corrected at this time. Two additional factors. The beginning teacher needs to feel that he is being helped and that he is being corrected at this time.

Supervision should start before the teacher is in school. The supervisor and teacher should become acquainted and through this acquaintance the teacher is led to realize that the teacher has to learn a lot of new things. He learns that through the school system, and through the FFA activities, whether teaching or teaching students, the beginning teacher needs to feel that he is being helped and that he is being corrected at this time. Two additional factors. The beginning teacher needs to feel that he is being helped and that he is being corrected at this time.

The principal, supervising teacher, and principal should understand that their main job is to help the beginning teacher understand the principles of teaching and management. The principal should understand that his main job is to help the beginning teacher understand the principles of teaching and management. The principal should understand that his main job is to help the beginning teacher understand the principles of teaching and management. The principal should understand that his main job is to help the beginning teacher understand the principles of teaching and management.

Helping the Beginning Teacher

One very important phase of the beginning teacher's work is to help the beginning teacher analyze the job and decide what is important to do and what is not important to do. The beginning teacher should understand that his main job is to help the beginning teacher understand the principles of teaching and management. The principal should understand that his main job is to help the beginning teacher understand the principles of teaching and management. The principal should understand that his main job is to help the beginning teacher understand the principles of teaching and management. The principal should understand that his main job is to help the beginning teacher understand the principles of teaching and management.

What the vocational teacher expects from a supervisor

J. W. Williams, V-L, Instructor, Independence, Mississippi

WHAT is your job? Your job is to help the beginning teacher to realize that his main job is to help the beginning teacher understand the principles of teaching and management. The principal should understand that his main job is to help the beginning teacher understand the principles of teaching and management. The principal should understand that his main job is to help the beginning teacher understand the principles of teaching and management.

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The Agricultural Education Magazine, February, 1953

What's the supervisor expects of the teacher
Ola D. Watson, Superior, Vermont

SUPERVISOR in agricultural education is a person who is able to make judgments. He is often referred to as the "teacher's friend" and is usually known as the person who has the experience and ability to give sound advice and guidance in the teaching of agriculture. The purpose of this article is to provide a guide for those who are new to the field of agricultural education and to offer suggestions for improving the quality of teaching in the classroom.

The supervisor should be able to recognize the teacher's needs and be able to meet them with understanding and support. He should be able to provide guidance and assistance in the development of lesson plans and in the evaluation of student progress. He should be able to offer constructive criticism and to encourage continued growth in the field of agricultural education.

Service to Young and Adult Farmers
The development of the Young Farmers and Adult programs in vocational agriculture is an important aspect of the supervisor's role. These programs provide opportunities for students to gain practical experience in the field of agriculture and to develop the skills necessary for success in the agricultural industry. The supervisor plays a vital role in the development and implementation of these programs.

Programs Are Improved
We have continually modified the curriculum to make it more relevant to the needs of the community. The current curriculum includes a wide range of topics, such as animal science, crop management, and soil conservation. This curriculum is designed to prepare students for careers in agriculture and related fields.

Increase in Pupils
The number of students enrolled in vocational agriculture programs has increased significantly. This is due to the increased interest in agriculture as a career and the recognition of the value of agriculture education in preparing students for life after high school. The supervisor plays a key role in ensuring that students have access to quality agricultural education programs.

Professional Attitudes Are Expected
The supervisor should expect all teachers to have a positive attitude toward the field of agriculture and to be committed to the development of students. He should provide opportunities for teachers to develop their professional skills and to stay informed about new developments in the field.

It is the responsibility of the supervisor to ensure that all teachers are able to meet the expectations of the profession and that they are able to provide quality education for their students. By working closely with the teachers, the supervisor can help to ensure that the students are prepared for success in the agricultural industry.

Our cover picture
Supervisory assistance includes a wide range of tasks, from providing guidance to students in the classroom to working with teachers to improve their instructional skills. The cover picture shows a teacher and a student engaged in a collaborative activity, illustrating the importance of supervision in the classroom.

PFA's national membership, as of last June 30, reached a new record total of 352,916. There are 4,500 local chapters throughout the United States, including 1,800 chapters in agricultural education that do not have PFA chapters.
What's right with vocational agriculture

What's right with vocational agriculture

IT HAS OFTEN been said that agriculture is always changing. How can it be otherwise? If we are to be teaching the present generation of farmers to farm with changing conditions, it is both pertinent and necessary that those responsible for the agricultural education of our youth be kept aware of the latest developments.

The State Office of Vocational Education and the Vocational Education Department at the University of Wisconsin and its extension service are conducting a survey of the educational needs of vocational agriculture teachers. This survey is designed to gather data on the current status of vocational agriculture in the state and to determine how best to serve the needs of its students.

The survey is being conducted by the State Office of Vocational Education and the Vocational Education Department at the University of Wisconsin. It is designed to gather data on the current status of vocational agriculture in the state and to determine how best to serve the needs of its students.

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Assistant From The Local Level

The school superintendent and principal take a position in the district to help their students. Although some school administrators are interested in vocational agriculture, most of the school administrators are not. The survey indicates that the interest in vocational agriculture is not widespread in the state. The survey also indicates that there is a need for greater cooperation between the school district and the vocational education department.

Assistant From The State Level

The state superintendent in Michigan is making it clear that he is interested in vocational agriculture. The state superintendent in Michigan is making it clear that he is interested in vocational agriculture. The state superintendent in Michigan is making it clear that he is interested in vocational agriculture. The state superintendent in Michigan is making it clear that he is interested in vocational agriculture.

In many rural communities the value of vocational agriculture is judged by farmers according to the effectiveness of the vocational program. In Michigan the state superintendent in Michigan is making it clear that he is interested in vocational agriculture. The state superintendent in Michigan is making it clear that he is interested in vocational agriculture.
Guidance for establishment

LLOYD J. PHIPPS, Teacher Education, University of Illinois

YOU may be interested in knowing that I am writing this message to you personally. I am sure that you will find it helpful.

The problem of establishing a nursery is one that many gardeners face. The task can be daunting, but with the right guidance, it can be a rewarding experience.

Firstly, you need to consider the location of your nursery. This will depend on the type of nursery you want to establish - for example, a small-scale nursery or a large industrial nursery.

Next, you need to decide on the size of your nursery. This will depend on how much money you have available to invest in your nursery.

Once you have considered these factors, you can begin to plan the layout of your nursery. This will involve choosing the right equipment and tools for your nursery, as well as creating a layout that is both efficient and functional.

Finally, you need to consider the management of your nursery. This will involve setting up systems for accounting, bookkeeping, and record-keeping.

I hope this guidance is helpful to you. If you have any questions, please do not hesitate to ask.

Yours sincerely,

Lloyd J. Phipps
Teacher Education, University of Illinois
The concept of an individual farming program

WILLO J. PETERSON and GLENN L. STEVENS, Teacher Education, University of Minnesota

SHOULD the element of an individual farming program be included in the total plan of a post-high school vocational education program? In the Minnesota program it is. The present study, reported here, was designed to test the assumption that students engage in tasks more effectively and efficiently when given the following: (a) individualized education, (b) increased mobility from institutional to rural environment, and (c) the added motivation to carry out work that is relevant to themselves.

Milo J. Peterson

What constitutes the concept of an individual farming program? The term "individual farming program" is a term coined by the authors to describe an educational program that is designed to meet the specific needs and interests of an individual student. This program typically involves the student taking on responsibility for planning and managing a personal farming operation, with guidance and support from teachers and advisors. The individual farming program allows students to develop practical skills, gain knowledge about the agricultural industry, and gain a sense of ownership and responsibility for their own learning.

Walter Jacoby

The objective of the individual farming program is to provide students with hands-on experience in managing a small farm, which can help them develop important skills such as financial management, decision-making, and problem-solving. This type of program can also help students make informed choices about their future careers in agriculture.

The program is designed to be flexible and adaptable to the unique needs of each student, with the goal of preparing them for success in the agricultural workforce. The student's progress and performance are evaluated through a variety of methods, including regular assessments, self-evaluations, and feedback from instructors and advisors.

The benefits of an individual farming program are numerous, including increased engagement and motivation, improved academic performance, and enhanced job readiness. Students who participate in this type of program often feel a greater sense of connection to their education and are more likely to pursue careers in agriculture or related fields.

The authors of this study recommend that schools consider implementing individual farming programs as a way to enhance the educational experience for their students. By providing students with the opportunity to learn in a hands-on, real-world setting, these programs can help prepare them for success in the agricultural sector and beyond.
The concept of an individual farming program

In vocational agriculture it is often helpful to consider the value of an individual farming program which is tailored to the specific needs of the student. The program should be built around the student's own resources and goals. It is important for the student to be aware of the potential benefits of his program and to be able to evaluate its success. The program should be flexible enough to allow for changes in the student's goals or resources as they may change over time. It is also important for the student to be able to communicate effectively with his advisor and the program director to ensure that the program is meeting his needs.

Understanding Needed

Caring learning is not enough if students do not have a clear understanding of what is expected of them. Students need to be able to identify their own learning goals and to develop strategies for achieving those goals. They also need to be able to evaluate their own progress and to make adjustments as necessary. It is important for students to be able to communicate effectively with their advisors and to receive feedback on their progress. This will help them to identify any areas where they may need additional support or to be able to adjust their learning strategies as necessary.
Need for instruction in farm mechanics in Hawaii

RICHARD S. SUZUI, Yo-Ag Instructor, Iluka, Hawal, Hawaii

A trial was made in this study to determine the need for instruction in farm mechanics in the Territory of Hawai'i. The opinions of persons who have done farm work and members of the veterans enrolled in the vocational training program were obtained. The veterans who also attended the vocational training program were obtained regarding their former job responsibilities and the previous jobs they had done related to the farm mechanics program. The characteristics of the veteran's training and their farm status were also obtained by questionnaire.

The questionnaire was used in conducting this investigation. Two schedules were employed; Schedule I, to be filled out by the veterans' instructors and Schedule II, to be filled out by the veterans currently enrolled in the instrumental on-farm training program. One hundred and twenty-two questionnaires, including both veterans who attended the training program and those who did not, were mailed to the veterans at their homes. The veterans were asked to fill out this questionnaire and return it to their instructors. The questionnaires were returned by 48 veterans, giving a return rate of 39.1 percent. Of the returned questionnaires, 48 percent of the veterans were veterans who attended the training program, while 52 percent were veterans who did not attend the training program.

The veterans were asked to rate their experience in farm mechanics. The veterans who attended the training program rated their experience higher than those who did not attend the training program. However, the veterans who did not attend the training program rated their experience lower than those who attended the training program.

The veterans were also asked to rate their confidence in farm mechanics. The veterans who attended the training program rated their confidence higher than those who did not attend the training program. However, the veterans who did not attend the training program rated their confidence lower than those who attended the training program.

The veterans were also asked to rate their need for instruction in farm mechanics. The veterans who attended the training program rated their need for instruction in farm mechanics higher than those who did not attend the training program. However, the veterans who did not attend the training program rated their need for instruction in farm mechanics lower than those who attended the training program.

Drawing in farm mechanics

DAVE HARRISON, Yo-Ag Instructor, St. Louis City, Missouri

Do you expect difficulty in keeping up with the farm chores? Do students demand more time and help to do the work? Do students waste time in your shop because they are not ready when you call them? Ask them, as it is only a matter of a few weeks, to organize a "Bench" shop in the near future.

For the next few weeks, the instructor in the shop will be the shop supervisors and must be prepared to make the drawing set which becomes the center of the student's work. A "Bench" hope is to keep that after graduation the student will remember and follow the "Bench" set. The students will be given the opportunity to work in the "Bench" shop and will be assigned to a certain shop during each week for the next four weeks.

The accompanying drawing shows the method of assembling the drawing board, tools, and other materials. This is to be used in the classroom. The instructor will show the layout of the shop, the layout of the shop, and the layout of the shop. The shop will be located in the building where the students will work. The shop will be located in the building where the students will work. The shop will be located in the building where the students will work.

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A combination shop

(Continued from Page 185)

Also influence to a tremendous extent the selection of facilities.

Where boards of education face limita-
tions in funds for the upkeep of their school systems, it is estimated that the construction of a school system can be greatly increased in the department as well as to the teachers of vocational agriculture in Ohio.

Professor Harold G. Kenestor, a native of Australia, graduated from the Agricultural Education program at the University of California at Berkeley in 1924. He was a member of the National Education Association, Phi Delta Kappa, Gamma Sigma Delta, the Farm Club, and the American Institute of Agricultural Engineers. Professor Kenestor's keen analysis of current problems as well as his broad experience in the field of agriculture education will be greatly missed in the department as well as to the teachers of vocational agriculture in Ohio.

How to report

(Continued from Page 185)

your favor if you rewrite the copy to the needs of the radio farm news and/or your audience. I have seen stories that failed to reach the "right ear" of our audience. The stories must be tailored to be more effective. The stories must be tailored to be more effective. The stories must be tailored to be more effective.

There's more, very, to this business of writing for radio news than a skilled professional. But, if fundamentals, is followed, will help bring you greater success.

Before completing the course, I would be willing to have you take a look at a copy of my course notes. My course notes contain a wealth of information. They contain a wealth of information. They contain a wealth of information.

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The school farm as a training center

ANDREW B. WELCH, Va. Ag. Instructor, Fryeburg, Maine

THE school farm provides training facilities for students in Vocational Agriculture and is a practical means for applying practices studied in the classroom. The Fryeburg Academy farm has thirty-six registered Holstein animals of which fifteen are milking cows and the remainder young stock and sixty-five acres of hay and pasture land. The planning of farm operations is taught in the classes and applied in practice on the farm. The Academy is located in a dairy area which makes applied practice comparable to that of boys on their home farms.

The feeding and management of a dairy herd, the major jobs in dairy enterprises, are observed and discussed frequently by the students. The production records are studied for selection of animals to improve the herd average in both milk and fat production and an increase has been obtained each year. New families are studied for selection of future herd replacements. The herd is tested monthly through the Dairy Herd Improvement Association and the cattle are artificially bred from proven bulls from the Maine Cooperative Bell Farm. Special emphasis is made to show that in the selection of future replacements, the type of a dairy cow is as important as production records. This appears to create most interesting discussions. The students prepare, train, and show animals each fall at the Fryeburg fair, and the Academy farm herd has won its share of ribbons. The problems that the herd presents in terms of selection, feeding, production, and diseases give the students actual problems that will likely occur on their own farms.

The crop planning job requires thought and discussion in class. It is further emphasized by application on the farm. Hay, pasture, and alfalfa are the main crops grown. The farm is at present conducting an experiment in co-operation with the Main Agricultural Experiment Station. Seven different forage crop mixtures are used, which include different grasses, clovers, and alfalas. The demonstration was laid out and planted by the students. The results will aid them and the farmers in the area in the selection of forage crop mixtures that are adapted to the area. Another experiment is being carried out in co-operation with the extension service on fertilized plots to show the selection of fertilizer for grasses and clover fields.

The farm has small strawberry and raspberry beds where actual experience is gained in the selection, planting, and care of small fruits.

The care and repair of farm machinery is another part of the experience obtained by students. The farm has a tractor and necessary equipment to carry on a dairy farm of its size. The students do some building and repairing of farm structures. They installed the floor and equipment in the row stable, a hay dory for use with chopped hay and helped to build two sheds. A building formerly used for poultry was recently made into a pen shed for yarding hens and a tool house was constructed. Last spring they made a two-wheel trailer to be used on the farm.

Training and experience acquired on a school farm are the best means for teaching the approved methods of farming. Practices are also tried out that are not always successful. This gives the students an opportunity to see that successful practices in some areas are not adapted to their own situation. It is hoped that the experiences gained by the students at the school farm training center will furnish practical experience of value to the students in agriculture at Fryeburg Academy.