PICTURES of the month...
A contest open to all teachers of Vocational Agriculture and farm veterans

"WEIGHING IN"
C. W. Dounias, St. Peter, Minn.
Camera: Minolta Automatic
Filter: Acous Supreme
File at 1/100
(A good picture—one that tells a story)

FIRST PLACE

"PIG CHAIN SELECTION COMMITTEE"
A. B. Parker, Washington College, Tenn.

Camera: Crown Graphic
Filter: Superpanchrome
Type E, film at 1/100

"STATE FARMER CANDIDATE"
Warren C. Dunne, Lawrenceburg, Ky.
Camera: Bush Pressman
Filter: Super xenon
Type E, film on press, type E, press 25 bulbs.

"STA DEMONSTRATION"
John H. Eilgen, Waukesha, Wis.
Camera: Speed Graphic #4
Filter at 1/30

"LET'S TIE KNOTS"
A. B. Parker, Washington College, Tenn.
Camera: Crown Graphic
Filter: Superpanchrome
Type E, film at 25 flash bulb.

Vo-Ag Serves the Community

Featuring...
School and Community Services
Through Vocational Agriculture
Contents

Guest Editorial

Since 1960 the life of the American farmer has changed profoundly. There are now twice as many farmers with electricity. There are four times as many milk ing machines and three times as many tractors. There have been great increases in the number of cow herds, pig herds and chicken flocks. The days of the large family and the large household are over. There is a greater emphasis on individual and more remunerative. It can also be more expressive and congenial. No longer detached from his community, the farmer is used to being from the life of the world. The American farmer is more actively as a participant in community and world affairs and he expects the school to play its part in preparing his children for the same broader participation.

The children and youth in rural America need an educational program as broad as do their cousins in the urban city. The rural school must provide programs in education suited to the necessities and opportunities of rural life.

The modern school seeks to improve community life in all its worth; its health, its religious activities, its productivity, the joy of its dwellers, the serenity of its lives. In these opportunities and in the social and community service, to develop efficiency in agriculture, to impart improved living standards, and to develop greater and more joyous participation in social and civic activities.

In the broadening scope and scale of modern rural life there is a challenge to education that the community school should meet with all its skill and effort.

Services are revealed through evaluation

Evaluation of almost anything which is concerned with education is going on continually. The agricultural program probably gets more "evaluation" than anything else in a school, with the possible exception of the athletic department, because of the scope, exposure and year around activity of the department.

Much of the general public's evaluation results from the public relations program of the school. The opportunity for good (or bad) publicity is so great that the community is aware of what goes on in a Vocational Agriculture Department and quite often hears about themselves. Whether the general impression is valid or not is debatable.

Certainly good community relationships are necessary in a program planned for out of school youth and adults as well as for high school students. In evaluating a department, any supervisor or superintendent would need to know how effective the public relations program was and what they experienced. I doubt whether a department could have been established in many communities without the public being fully informed in its objectives. This is a part of public relations. If the achievement of, or progress toward, the accepted objectives is not continuously publicized, the taxpayers will soon question the higher expenditures necessary for a 12-month, expensive housed, relatively small-enrollment department.

What then are the objectives which guide evaluation? There are many sources of information on this subject. The best test for "teaching Vocational Agriculture" by Flippo and Cook is especially valuable. This is not to say to summarize such outcome goals and methods for their application. It is not to say that the public is interested in the validity of the test. He should be more interested in the outcome of the test. He should be interested in the outcome of the test. He should be interested in the outcome of the test.

(Continued on Page 28)
Using advisory councils in planning services

E. L. McGraw, Subject Matter Specialist
Alabama Polytechnic Institute

A very noticeable weakness in many local programs of vocational agriculture is the lack of workable annual and long-term plans. Each advisory council, in trying to set these up, may well find itself facing a number of problems. The advisory council must be aware of this situation and take the necessary steps to correct it. The advisory council will be faced with the problem of developing a system of planning that will be effective in the long run. The success of any planning program will depend upon the willingness of the advisory council to take the necessary steps to carry it out.

Public Relations Value

All worthwhile community services are strengthened through cooperation. The teacher of vocational agriculture has the opportunity to cooperate with the advisory council in planning the community through advice and guidance of the strong council. This helps to stimulate people of the community to action and they will be able to do for themselves the things they thought would be done in the rural areas of the community. There is little use of any of the resources of the agricultural teacher. The program brings up another important factor in strengthening the local program of vocational agriculture. The local program of vocational agriculture should be set up and conducted in such a way that it is an important activity in the program of the community. The community program of vocational agriculture should be set up and conducted in such a way that it is an important activity for the community. The community program should have a strong advisory council that will help guide the program.

Theme for September

Improving the Teaching-Learning Process

Daniel Tannenbaum

A former teacher in Vocational Agriculture argues greater attention to the preparation of personnel for their responsibilities in cooperation as established farm workers, opportunities, frequently neglected, are cited.

Editorials

from Page 375

in their evaluations. The very act of questioning evaluation results with the administrator usually makes the sponsor consider first the sponsor, and second the administrator, to the second. The sponsor must be willing to accept the results of the evaluation process.

(Continued on Page 50)

improving rural conditions for the benefit of our national economy.

All of these organizations have made tremendous accomplishments, but in the interest of our national welfare, more remains to be achieved in this direction.

Contributions of Vocational Agriculture to community planning

In a democratic society is the role of the educational institutions that are fundamental in the development of the social and economic features of the farm community. The farm community in the rural school curriculum has had a share in enriching the social and economic development of rural people. Learning by doing has enabled rural youth to be better prepared to face the challenges of modern agriculture in a dynamic world.

The Future Farmers of America organization, as an integral part of the vocational agriculture program, has contributed to the spirit of cooperation by means of practical, real-life experiences in project action for annual needs. In the teaching of vocational agriculture, opportunity for cooperative learning by doing has been a realistic challenge.

That portion of the official creed of the Future Farmers of America which includes the following pledge should be accepted by the student of vocational agriculture and the U.S. Department of Agriculture have also made significant strides in the interests of cooperative learning and obtaining loans for FFA members.

PFA members and their advisor are cultivating one of the best soils of their agricultural projects and for establishment in farming.
Community Services result from-
FARM MECHANICS IN ACTION
and pupils find new interests in learning

JAMES JOHNSON and GEORGE STEWART
Student Teachers, University of Tennessee

A lack of facilities for its expanding program of work has given the Clifton County Vocational Agriculture Society and its students at Hendersonville, Tennessee, a chance to develop skills to work in a useful cooperative enterprise.

A few years ago, a program of promoting livestock breeding was organized under the direction of the Tennessee Experiment Station and the Tennessee Co-operative Extension Service. This project was conducted by a farmer who had been a successful breeder of hogs and cattle. He gave classes in livestock management and offered prizes for the best performers. The Clifton County Agricultural Society decided to take advantage of this opportunity by sponsoring a program of livestock breeding.

The society selected a group of six students who showed an interest in the project. They were instructed in the care and feeding of livestock, as well as in the breeding process. They were also taught how to judge the quality of hogs and cattle. The students were asked to keep records of their progress and to report their findings to the society.

The students were divided into three groups, each consisting of two boys and one girl. They were instructed to keep a record of the growth of each animal, as well as the feed and water consumption. They were also asked to observe any signs of disease or injury and to report them to the society.

At the end of the year, the society held a judging contest in which the students presented their animals. The judging was done by a panel of judges who were experienced in the field of livestock judging.

The society was impressed with the results of the project and decided to continue it for another year. They also decided to extend the project to include poultry and dairy farming.

As a result, the society was able to expand its program of work and provide more opportunities for its members to develop skills in cooperative enterprises.
The unique role of public school education as defined by

H. M. Hamlin, Teacher Educator, University of Illinois

The public schools of the United States are dedicated to the principle of "good citizens." Commonly this means that the development of men who will act wisely and understand the public interest so that they can be made able and men of integrity, and men of good will. It contains such virtues as honesty, charity, thrift, usefulness, courtesy, and courage. The task of the American citizen in these times is the most comprehensive and conditioned by any other citizen. We have faced the try to resist, and even to evade the public interest that is served by the public schools without the ultimate responsibility for those decisions. Education is not an individual undertaking, nor in decisions in good conscience on the public interest and the public welfare.

Traditionally, the task of preparing students for the world of work is left to be which can be completed before the time of graduation. In our schools, teachers are not merely holding an educational position, but they are also responsible members of the community. Their students believe that the teachers in the schools must be leaders. It is not enough for the primary teacher to be more than a subject-matter specialist.

Since the public schools are devoted to education, and more, and more, the responsibility of providing the teacher in the public schools is construed as the basic relationship between the public school and the student. It is not simply the core of the course of study to be subject to the teachers. The course of study must have an organized, systematic approach.

Many other agencies serve functions similar to those of the public schools. The fact that public schools are different from other agencies should not, more, lead to the conclusion that the public interest is barred from the public schools. As the public schools are, much more as a part of the community, our responsibility to contribute to the "other kind of education" to the general purposes of the community.

The public schools are concerned with the total development of man, and we are aware of the need for educational guidance and we are aware of the importance of educational guidance. The public schools are the schools in which we have our children.

What we as public school educators in agriculture should be fully dedicated to the agricultural interest, not special grades in farming. We can be sure of our success in teaching these principles in agriculture, but should be concerned with an end which is, that with every effort, it is often our duty to encourage the development of an agricultural interest among the students and pupils of the Department of Agriculture. How can we recognize our differences from those who are engaged in the field of agricultural products? Of course, we are always interested in developing those who are engaged in agricultural products.

As we in public school education in agriculture should be fully dedicated to the agricultural interest, not special grades in farming. We can be sure of our success in teaching these principles in agriculture, but should be concerned with an end which is, that with every effort, it is often our duty to encourage the development of an agricultural interest among the students and pupils of the Department of Agriculture. How can we recognize our differences from those who are engaged in the field of agricultural products? Of course, we are always interested in developing those who are engaged in agricultural products.

Some of the most difficult problems to which the citizens are faced in the past generation have been the problems which the students of education in the fundamental steps of education to face. To a considerable extent, they would not seem to be the issues before they became citizens.

The task of the public school is, in the sense of American citizens, correspondingly complex and important. The American educational system has been brought to the public schools in order to make the students capable of providing for themselves, in reducing the number of parasites upon other citizens, and in making more available to all citizens the food, clothing, and shelter they require. To the public schools is also expected to contribute to the "other kind of education" to the general purposes of the community.

The public schools are concerned with the total development of man, and we are aware of the need for educational guidance and we are aware of the importance of educational guidance. The public schools are the schools in which we have our children.

What we as public school educators in agriculture should be fully dedicated to the agricultural interest, not special grades in farming. We can be sure of our success in teaching these principles in agriculture, but should be concerned with an end which is, that with every effort, it is often our duty to encourage the development of an agricultural interest among the students and pupils of the Department of Agriculture. How can we recognize our differences from those who are engaged in the field of agricultural products? Of course, we are always interested in developing those who are engaged in agricultural products.

Some of the most difficult problems to which the citizens are faced in the past generation have been the problems which the students of education in the fundamental steps of education to face. To a considerable extent, they would not seem to be the issues before they became citizens.

The task of the public school is, in the sense of American citizens, correspondingly complex and important. The American educational system has been brought to the public schools in order to make the students capable of providing for themselves, in reducing the number of parasites upon other citizens, and in making more available to all citizens the food, clothing, and shelter they require. To the public schools is also expected to contribute to the "other kind of education" to the general purposes of the community.

The public schools are concerned with the total development of man, and we are aware of the need for educational guidance and we are aware of the importance of educational guidance. The public schools are the schools in which we have our children.

What we as public school educators in agriculture should be fully dedicated to the agricultural interest, not special grades in farming. We can be sure of our success in teaching these principles in agriculture, but should be concerned with an end which is, that with every effort, it is often our duty to encourage the development of an agricultural interest among the students and pupils of the Department of Agriculture. How can we recognize our differences from those who are engaged in the field of agricultural products? Of course, we are always interested in developing those who are engaged in agricultural products.
This is the season for—

**V**acations...

How, when, where, and why to take them

CHARLES CALVIN SMITH, Vo-Ag Instructor, Milford, Conn.

**V**acations are a tradition of the American way of life. They serve as a sure way to escape the mind-numbing routine of body, mind, and spirit and add zest for the working day. They bring joy and recreation to everyone, the very young, the working man, and the retired.

There are many types of vacations which might be planned to meet everyone's needs and interests. There are hundreds of places to go and many things to do and see, depending on what one prefers or, if we will think about them and plan ahead. Sometimes we go as close as our own back yards. Nearby parks or hillsides where the family may gather for rest, games, food, training, and a lot of fun are all available to us. Hiking trips, fishing trips, and camping provide real vacation opportunities when planned.

Many individuals take vacations with- out planning. Too often these folks lose the very things they seek. Many reasons for assistance in planning vacation are: better food, more security, less money, and more things to do and see. The A.A.A. is an excellent place to start in suggesting routes and places to stay. You can get all the information you need and comfort to your travels. Talking with people who have vacationed in the area can help in details of the vacation plan.

**Varied Interests Can Be Combined**

Teachers as a group can spend a limited time in the year for extended vacations and often like to combine travel with vacations. Such vacations can be a varied mix of historical, scenic, and recreational wonders, and can be as educational as they are restful. Vacations usuallyuckles from June 1 to August 30, and the usual week-long vacation is limited to about three weeks of the year, shopping around and trying to get the most out of the vacation.

Off-Campus Visits are enjoyable and often a great deal of some of our students are able to take advantage of extended travel opportunities. We have a large number of different places which are available to us. Some of these places are within the state, others are national parks, and still others are international destinations.

One vacation I enjoyed a great deal each of such vacations is in the Amish Country. This is a very interesting region of America, and the people there are very hospitable. We usually spend a week or ten days there, and the people are very accommodating and helpful. We visit several places each day, and the people are very friendly and helpful. We visit several places each day, and the people are very friendly and helpful.

**Vacation Patterns Vary**

Friends who share their work and leisure have indicated that travel and camping are the major forms of recreation that they plan for the day, the week, or the month. There are many different types of vacations, and they can vary from a short weekend trip to a month-long adventure. Each individual or family has unique preferences and needs, and it is important to plan accordingly.

**The Cover Pictures**

DEPARTMENTS Of Vocational Agriculture are noted for their services to their communities. School services are of many kinds and varying according to type of community and farming. We are invited to the State of Georgia and tour program of Vocational Agriculture for the illustrations of schools and for community service shows on the front and back covers of this issue of the Magazine.

Visitors—Vo-Ag students at Grayson, Georgia, under the direction of their instructor, Mr. J. A. L. Lewis. Their program was presented at the Georgia State Fair. In addition, they also presented a float and a parade, and their presentation was well received.

**Well-planned agricultural exhibits are effective teaching devices**

You can profit from the following tips to improve and prepare your next exhibit.

H. F. GIBSON, Assistant Superintendent, Alabama

**Teachers of Vocational Agriculture have the opportunity to develop observation and comprehension of well-planned agricultural programs and teaching devices. The exhibits are an effective and valuable tool of teaching.**

The farm products exhibit is a collection of samples of many farm products that are grown in the community. These products are arranged in a manner to attract the viewer as possible. The main purpose of this type of exhibit is to show the uses of different farm products grown in the community. This was a very popular exhibit several years ago, but it is not used very often at the present time. However, it is important for city people to see such an exhibit.

One idea or improved-practice exhibits is the most popular type of exhibit used by our teachers. The main purpose of this type of exhibit is to improve farm practices or help solve a major rural life problem. It stimulates pride in learning and a desire for community involvement.

The well-planned farm products and improved-practice exhibits is used at some fairs. It is an exhibit containing quality farm products and improved practices.

**What Makes an Effective Exhibit?**

An agricultural exhibit should have the following characteristics:

1. A definite theme. The theme should be catchy, appropriate, and well-pleased. Some criteria used in choosing a theme are:
   - "The Rice With Your Fish!"
   - "Better Living Through the Electric Way!"
   - "Hold That Soil!" "Stop That Rain!"
   - "Better Keep Poultry, Keep Poultry Better!"
   - "McKenzie Has Become Paint Wares!"
   - "Double Your Money With Shells"
   - "Climbing Those Golden Stairs!"
   - "Fighting Farmers Become Successful Farmers By Degrees."

2. Drama. Attention. No one can make you look at an exhibit but no one can make you look. The exhibit should present a visual, unusual, or attractive method of display.

3. Attention. Why waste interest. Make effective use of posters, light, color, sound, motion, and mechanism.

4. Attractive. A pleasant display to suit the situation as the desire for profit, the materials on display, and the time, space, and comfort of the exhibitor. The more one has to practice, the more one gets to love and sharing experiences that will be cherished all through life.

(Continued on Page 42)
Determining farm mechanics content

on the basis of

What farmers consider important

LLOYD J. PHIPPS and GEORGE P. DEYOE
Teacher Education, University of Illinois

UNDER the direction of the Division of Teacher Education, University of Illinois, five teachers of
vocational agriculture have conducted a survey to determine how their communities in
the State of Illinois rank the importance of farm mechanics instruction. Information was
obtained from a total of 169 farmers in the five vo school districts.

In interviewing the farmers, teachers attempted to discover the needs of farmers in farm mechanics and the judgments of farmers regarding the relative importance of various phases of
farm mechanics. The following types of evidence were collected:

1. The equipment in use on the farm
2. The types of farm mechanics work being performed by the farmers
3. The kinds of farm mechanics jobs in which the farmers are interested
4. The farm mechanics jobs which the farmers would do if they had the "know how"
5. The opinion of the farmers regarding the relative importance of each type of farm mechanics instruction.

Equipment in Use on Farm

In all of the communities studied, the farms are highly mechanized. Nearly all of the farms own tractors and tractor
planters, and in two or more tractor tractors and corn pickers, or more recent implements are not uncommon.

In one community, 60 per cent of the farms surveyed have two or more tractors and 33 per cent have three or more tractors.

Most, but not all, of the farms own combines and corn pickers. There are several electric motors on nearly every farm. The typical farm has a house, barn, 10 acres of land, with a 25-ton, 40-cent, and small buildings such as hog houses and brooder houses. The use of horses was originally for haulage and travel. A few of these farms have been modernized so that some other use can be made of the horse stalls. Horses have been indispensable on all of the farms studied. Many of the broader house and barn and building work were con-

firmed by the farmers of the farms own general farm building repair, such as building and repair-

</应用场景>
The Agricultural Education Magazine, August, 1953

Where do we go from here?

Presented here are some pertinent points of view from the young farmer program.

THOMAS J. STANLEY, Dept. of Agr., Francis T. Nicholls
Judson Colleges, Louisiana State University

With the Institutional-on-the-Farm  
Practicum Program, much has been written and said about the need for emphasizing young farmer instruction and supervision. The states that have had this subject included in the agriculture. A rapid change has occurred within the past few years and some have added a new trend to their programs. This question has been very hotly debated, but how shall we proceed from here?

Several states have solved this problem by the organization of Young Farmers’ Associations. From a survey recently made by the writer, it is felt that the supervision of the status having such organizations indicates that the Young Farmers’ Association has contributed materially to both the farm and the school education.

In an effort to determine the status of Young Farmers’ Associations at the present time, a travel survey was made in May of last year of all the “smaller” territories of the United States. The number of students who responded to the questionnaire was sent to the writer of this article. It was found that they had or were planning to organize Young Farmers’ Associations. The results of this survey are significant, since no one item can express the opinions concerning the existing organizations. In Florida, a survey of the state twenty-four states were sent a questionnaire to determine the current status and possibilities of organizing Young Farmers’ Associations. This questionnaire was sent to the state (local, state and national). Ninety-four per cent of all questionnaires were completed.

There was a wide diversity of opinion concerning the organization of the Young Farmers’ Associations. These varied, ranging from one extreme to the other with the idea of involving the small group in some way or other with the supervision of the local and state organizations.

One of the problems of the local and state associations is the question of organizing Young Farmers’ Associations. Many of the supervisors were concerned with the activities of their young farmer instructors. Some felt that they were not doing enough to keep the young farmers interested. Others felt that the young farmers were not taking the lead in their own organization. It is felt that the supervisors should be able to guide the young farmers to organize the Young Farmers’ Associations in their respective areas.

Adapted from the opening address to the American Society of Agricultural Educators. Copyright 1953. All rights reserved.
Do you doubt the value of judging contests?

Then read—

Judging contests have value

E. J. JOHNSON, Program Specialist, U. S. Office of Education

The judging of livestock, dairy, poultry, dairy products and meats should occupy an important place in the educational program. The primary function of the educational program is to provide an opportunity for instruction leading to a high degree of success in the livestock field. It is often necessary to provide instruction in livestock judging, but it should not be overlooked.

A group of educators in the field of vocational agriculture and the field of agriculture, in the United States, have been in existence for some time. They have been in existence for some time, but they have been in existence for some time.

The problem of selecting animals for judging contests is not new. It has been a problem for some time, but it has been a problem for some time.

The selection of animals is an important part of the judging contest. It is important to select animals that are representative of the breed.

There are many breeders who do not believe in the judging of livestock, but they have been in existence for some time.

The value of judging contests lies in the fact that they provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field.

The value of judging contests lies in the fact that they provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field.

The value of judging contests lies in the fact that they provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field.

The value of judging contests lies in the fact that they provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field.

The value of judging contests lies in the fact that they provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field.

The value of judging contests lies in the fact that they provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field. They provide a means of evaluating the progress of the students in the livestock field.
A number of former teachers of Vocational Agriculture are now serving in the Point 4 program. As a service to them, they are rendering as technical and Point 4 pioneers in Latin America is described in—

Point 4 helps Latin American countries develop agricultural credit

LIE ROSS, Director of Information, The Institute of Inter-American Affairs, Washington, D. C.

SUPERVISED agricultural credit is an important tool for building a better agricultural economy. A number of Latin American countries have recognized the need for agricultural credit and have established banks to provide it.

The cooperative credit program in Costa Rica is an example. The Banco Nacional de Costa Rica, the United States Agency for International Development, and the United Nations Food and Agriculture Organization have agreed to cooperate in developing a banks of credit, called Banco Nacional de Costa Rica, to meet the agricultural credit needs of farmers in that country.

In Haiti, the local credit unions are conducting an educational program in cooperation with the Servicio. Each credit union requires its members to purchase shares in the cooperative, which gives the union all the necessary funds to operate. The Servicio technicians give guidance in the application of the money, and the management of the credit union.

In Honduras, the agricultural program is establishing close cooperation with the newly established Banco de Fomento.

The extension agents and Banco Nacionales are also being trained in the use of cooperative credit by the Servicio. These agents and Banco Nacionales are assisting to stimulate agricultural production and marketing by stabilizing prices of agricultural products.

The cooperative agricultural program of Costa Rica is a model for other Latin American countries, and it provides an example of how supervised credit can be used to improve the agricultural economy.

Well-planned exhibitions—(Continued from Page 37)

5. Size and importance of the theme.
6. Promoters' decision and action.
7. Present a pleasing appearance.

Keeps the Viewer in Mind

One of the first problems to solve in planning and preparing an exhibit is to determine who will see the exhibit. This usually is one of the following groups: a combination of them—All-Day students, Hog-Raising Students, Adult Farmers, Rural People, city people, people with a farm background, and city people without a farm background.

When the teacher knows who will see the exhibit, he will be able to determine the amount of information required. He should also know what the exhibit is supposed to do before he can plan effectively for its success. The teacher, in charge, should have a definite plan of instruction and a definite plan of how to present the exhibit.

The students could be divided into groups and given specific areas to work on. They could then be responsible for the different parts of the exhibit. The teacher should be there to guide and assist them in their work.

One of the most important factors to consider is the time allowed for the exhibit. The teacher should allow enough time for the students to complete their work and for the exhibit to be set up. The students should be given a definite schedule of what they need to do each day to complete the exhibit.

The exhibit should be planned so that it is easy for the viewers to follow. The teacher should make sure that the exhibit is well organized and that the viewers can easily follow the different parts of the exhibit.

It is very gratifying to note the feeling of pride and enthusiasm that the students have for the new farm, I think. I think there will be a strong demand for the crops and produce from the new farm.

The students have been very enthusiastic about the new farm, and I think that it is one of the best moves that I have made in my teaching career.

Judgment is simply accurate and well-balanced interpretive thinking. To teach knowledge without also teaching judgment is like teaching a young man how to drive a car without also teaching him how to drive the mobile telephone. The results can be disastrous—equally disastrous—Roger E. Nye.
Agricultural problems in Western Germany

GERRY G. MUELLER, 

Lindsey, Calif.

The Agricultural Education Magazine, August, 1953

Much Past-Time Farming

The farmers we talked about in the preceding paragraph represent the very

same old 50 percent of Germany's rural

population that has been famished,

brave, and nearly on the point of famine.

On the other hand, the remaining

50 percent of the farmers in Germany are

making a good living, have a home

between one and three acres. In the

States and Canada farmers who have

five to one hundred acres, the farmers

who have from five to one hundred

acres, are still making a good living,

even though not as good as in the past.

The farmers who have from five to one

hundred acres, are still making a good

living, even though not as good as in the

past.

Exchange Students Promote Change

With the conclusion people in our

country are now made about the

situations in the Old World, but

there is much more that can be
done to improve the situation.

It is not enough to send a few

farmers to the United States, or

even to Europe. The true

solution is to bring the

farmers to the United States.

But could one state the same concerning

the United States? A definite

answer would be in the affirmative.

Solving the Problems of Agriculture

The farmers live together in little

villages, and they go out from there to

farm their land. This land consists of

most of the farmland, and is

distributed among about ten

families. In the case of

Germany, on the other hand, the

farmland is divided into

smaller plots. This is the

situation in the rural areas.

In the United States the

farmland is divided into

large farms, and is

distributed among about ten

families. In the case of

Germany, on the other hand, the

farmland is divided into

smaller plots. This is the

situation in the rural areas.

In the United States the

farmland is divided into

large farms, and is

distributed among about ten

families. In the case of

Germany, on the other hand, the

farmland is divided into

smaller plots. This is the

situation in the rural areas.

In the United States the

farmland is divided into

large farms, and is

distributed among about ten

families. In the case of

Germany, on the other hand, the

farmland is divided into

smaller plots. This is the

situation in the rural areas.
Two FFA members participate in British Exchange Program

Two American farm boys, David Boyce, 18, Route L, Marlette, Michigan, and Philip Bronnitt, 18, 6428 W. 49 Mile Road, Clawson, Mich., had every young farmer's dream last year when they were selected to take part in an exchange program operated by the National FFA Organization. Both David Boyce and Philip Bronnitt are sons of farmers, and these two students of a new generation of farmers will be speaking their native tongue to people of England and France.

The two visited in national FFA headquarters and the British Embassy in Washington, D.C., then headed to New York and the Georgia Tech campus in Atlanta. From there they sailed to England and spent three weeks in London and Paris. Then came a week in the Scottish highlands, after which they traveled to Ireland and spent two weeks there. Their trip then took them to France for two weeks and finally to Spain for another two weeks. Then they returned to London for a week and then flew to California and the West Coast for two weeks before finally returning to Michigan.

Two British young farmers arrived in April to live in America for the 1965-66 FFA year. Future Farmers of America members met their British counterparts at the FFA national convention in Phoenix, Ariz., and the two groups have been correspondents ever since.

FFA is the American equivalent of the British national youth organization and both are agricultural training programs for American and British farmers. The two groups have been correspondents ever since.

FFA is the American equivalent of the British national youth organization and both are agricultural training programs for American and British farmers. The two groups have been correspondents ever since.

FFA is the American equivalent of the British national youth organization and both are agricultural training programs for American and British farmers. The two groups have been correspondents ever since.

FFA is the American equivalent of the British national youth organization and both are agricultural training programs for American and British farmers. The two groups have been correspondents ever since.
Examples of School and Community Services

Featuring...
Improving The Teaching-Learning Process