Young Farmers’ Club Active

(Continued from page 152)

ty may be shown in the work of re-
building the local farmer’s互助组.

The importance of the organization of the
clubs into the National Young Farmers
Union has been emphasized by the
National Young Farmers Union, which
has been known in the past as the
Young Farmers Association. The
National Young Farmers Union
has been active in many states
and territories throughout the
United States. The work of
building the local farmers互助组
has been carried on by the
local clubs and by the
National Young Farmers
Union.

The work of the clubs is
organized and directed by
the national organization
through its various
committees and
officers. The
National Young Farmers
Union is
active in
many
states
and
territories throughout the
United States.

Evening School Complete

Program

(Continued from page 153)

given by co-operating class with the
county agricultural extension agent,
complete community programs may be
built on this basis. For high school
boys, day classes in agriculture and
economics are given. For high school
girls, evening classes in home
economics and home management
are given. The programs are
adapted to the needs of the
community and are
supervised by the
county agricultural extension
agent.

Making Lesson Plans for
Farm Mechanics Class

(Continued from page 154)

agniculture during high school and eve-
ing schools for graduates and adult
farmers. The evening schools can
accomplish the objectives set forth ear-
er in the Progress Group and the
Agronomy Class. The evening school
provides the opportunity for the
student to work at his own pace and
under the guidance of an experienced
instructor. The evening school pro-
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to work at his own pace and under
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the guidance of an experienced

Agricultural Education

WHAT IS A BOY?

He is a person who is going to
have to work. He is going to
attend to those things that we
are going to do because you
think are important.

All your work is going to
be judged, praised and con-
demned by him.

Your reputation and your
future are in his hands.

-Alva A. Swain
METHODS

Have you heard the news about the new teaching method at our school? It's really exciting!

CONTACTS

The editor and the staff of the Agricultural Education Review are always eager to hear from our readers. If you have any comments, questions, or suggestions, please feel free to contact us. We value your feedback and are committed to improving our magazine to better serve our readers.

THE MARRIAGE

The March issue of the magazine was published by Sherman Dickinson. This issue is edited by the new editor; he has assumed all the responsibilities of the previous editor, with the exception of the advertising department, which is handled by Mr. Dickinson.

The evening school program is currently being planned by the staff of the Agricultural Education Review. The program will feature a variety of topics, including farm management, marketing, and crop production. The program will be open to all members of the agricultural community.

ARTICLES

At the request of our new editor, may I refer to two or three suggestions I made on this page eight months ago:

1. As agricultural instructors, we are determined to build our programs and operate at our best judgment and convictions that facts. Let us face it in agricultural education or other forms. These are the facts that need to be brought before the public about the need for agricultural education programs.

2. As agricultural educators and supervisors, we are determined to present to the public a program and policies that will be accepted as the basis for future agricultural education programs.

3. As agricultural educators and supervisors, we are determined to present to the public a program and policies that will be accepted as the basis for future agricultural education programs.

ON THE RISE

On the rise are a few important contributions to the discussion of the agricultural education program. These contributions are made to the magazine by the staff of the Agricultural Education Review.

The New Day in Agriculture

David Lawrence, Editor United States Daily

Professionals

The New Day in Agriculture

David Lawrence, Editor United States Daily

ON THE RISE

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The New Day in Agriculture

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presented in the form of a lecture and a question-and-answer session. These contributions are made to the magazine by the staff of the Agricultural Education Review.
It is the long-time features of the new farm law on which the Farm Board has been working so hard that constitutes the most significant development in agriculture. From the picture of agriculture drawn by the Farm Board, it is clear that agriculture is a major industry, not a mere sideline. The Board's work has been directed to the development of agriculture as a major force in our national economy. The Board has been working to improve the economic condition of farmers, to increase the productivity of agriculture, to reduce the cost of living, and to develop new markets for agricultural products.

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Well Spent Tax Money

EVENING schools are one of the most effective means of selling our farms today. The years of the depression period when farmers are having such schools have been referred to before. The children are the future of the race and must be prepared for the responsibilities of adult life. The meetings are well planned and the teachers who attend them are well prepared.

There are several reasons why evening schools are so effective. First, the teachers are well organized. Second, the schools are well attended. Third, the schools are well planned.

In conclusion, evening schools are one of the most effective means of selling our farms today. They are well planned, well attended, and well prepared.

Personal Contact Essential

A growing number of schools is now being established in rural communities. These schools are being established for various reasons, including the need for socialization, the desire for knowledge, and the need for companionship.

The teachers in these schools are doing an excellent job. They are well trained and well prepared. They are also well liked by the students.

In conclusion, personal contact is essential in the establishment of schools in rural communities. Teachers who are well trained and well prepared are needed to establish and maintain these schools.
Part-Time Courses

Cresco, Iowa: Haa Hotour

The Iowa State University of Agricultural Science, Iowa State Teachers Association, Inc.

CRESCO has conducted a part-time course program for many years. The program is designed to meet the needs of part-time students who wish to continue their education in agricultural education. The program offers a variety of courses that are designed to meet the needs of these students. The courses are offered in a flexible format, allowing students to complete their coursework at their own pace.

Part-Time Survey in North Carolina

State Supervisor of Vocational Agriculture

W. D. McWain

The survey was conducted in North Carolina and included 1,000 farm boys (500 white and 500 Negro) out of school in North Carolina.

The following are the findings for the survey:

1. The distribution of the boys surveyed was as follows:
   - 45% were between the ages of 16 and 17
   - 30% were between the ages of 15 and 16
   - 25% were between the ages of 14 and 15

2. The average age of the boys surveyed was 16 years old.

3. The average age of the boys surveyed was 16 years old.

4. The average age of the boys surveyed was 16 years old.

5. The average age of the boys surveyed was 16 years old.

WANTED—Part-Time Courses

The following topics of articles are wanted for the Part-Time Section:

1. How a part-time course was conducted.
2. Achievement of part-time courses.
3. How part-time courses can be advantageously used by those who are working full-time.
4. How part-time courses can be advantageously used by those who are working full-time.

Part-Time Courses in Agriculture

The part-time course program is designed to meet the needs of part-time students who wish to continue their education in agricultural education. The program offers a variety of courses that are designed to meet the needs of these students. The courses are offered in a flexible format, allowing students to complete their coursework at their own pace.

Part-Time Work in Agriculture

The part-time work in agriculture program is designed to meet the needs of part-time students who wish to continue their education in agricultural education. The program offers a variety of courses that are designed to meet the needs of these students. The courses are offered in a flexible format, allowing students to complete their coursework at their own pace.

Part-Time Work for Young Men

The part-time work for young men program is designed to meet the needs of part-time students who wish to continue their education in agricultural education. The program offers a variety of courses that are designed to meet the needs of these students. The courses are offered in a flexible format, allowing students to complete their coursework at their own pace.

Part-Time Work for Young Women

The part-time work for young women program is designed to meet the needs of part-time students who wish to continue their education in agricultural education. The program offers a variety of courses that are designed to meet the needs of these students. The courses are offered in a flexible format, allowing students to complete their coursework at their own pace.

Part-Time Work for Young Men and Women

The part-time work for young men and women program is designed to meet the needs of part-time students who wish to continue their education in agricultural education. The program offers a variety of courses that are designed to meet the needs of these students. The courses are offered in a flexible format, allowing students to complete their coursework at their own pace.

Part-Time Work for Young Men and Women

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Successful Part-Time Course in Agriculture

The successful part-time course in agriculture program is designed to meet the needs of part-time students who wish to continue their education in agricultural education. The program offers a variety of courses that are designed to meet the needs of these students. The courses are offered in a flexible format, allowing students to complete their coursework at their own pace.

The successful part-time course in agriculture program is designed to meet the needs of part-time students who wish to continue their education in agricultural education. The program offers a variety of courses that are designed to meet the needs of these students. The courses are offered in a flexible format, allowing students to complete their coursework at their own pace.

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Farm Mechanics

Summary of a Farm Shop Inquiry

SHERMAN DICKINSON, University of Missouri, Columbia

The inquiry into the needs of young farmers was made by the Committee on Vocational Agriculture in the state of Missouri, under the direction of Dr. T. L. Koeler, head of the department of agriculture. The purpose of the inquiry was to determine the needs of young farmers in relation to the farm school and the farm shop.

The inquiry was made by means of a questionnaire, which was distributed to all the farmers in the state of Missouri. The questionnaire contained 50 questions, and each farmer was asked to answer them in writing.

The results of the inquiry showed that the needs of young farmers are best met by the farm shop and the farm school. The farm shop is the place where the farmers learn the practical work of the farm, and the farm school is the place where they learn the theoretical work of the farm.

The inquiry also showed that the farm shop is the most important part of the farm school. The farm shop is the place where the farmers learn the practical work of the farm, and it is the place where they learn the theoretical work of the farm.

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Methods

Below is a list of questions that illustrates this "second gear" type of thinking that can speed up your plant and, we might also add, three better, speedier techniques that will work together: planning for projects, planning for your goals, and planning for your resources.

Planning Your Projects

When you're planning a project, you should answer these questions:

1. What is the project about?
2. What does it do?
3. Who will benefit from it?
4. How will it be measured?
5. Who will be responsible for it?
6. What is the time frame for completion?
7. What are the possible outcomes?
8. What is the budget for the project?
9. What is the timeline for the project?
10. What is the project's purpose?

Planning Your Goals

When you're planning your goals, you should answer these questions:

1. What are your goals?
2. What is the purpose of each goal?
3. What will you need to do to achieve each goal?
4. What is the time frame for achieving each goal?
5. What are the possible outcomes?
6. What is the budget for each goal?
7. What is the timeline for each goal?
8. What is the purpose of each goal?

Planning Your Resources

When you're planning your resources, you should answer these questions:

1. What resources do you need for the project?
2. What are the costs of each resource?
3. What is the availability of each resource?
4. What is the time frame for acquiring each resource?
5. What are the possible outcomes?
6. What is the budget for each resource?
7. What is the timeline for each resource?
8. What is the purpose of each resource?

Ohio Teacher Produces Tons-Liter of the Dozen

A Short Story

W. SMITH

Winstead City, Ohio

April 13, 1960

To: Principal

From: W. SMITH

Subject: 1960 Tons-Liter

Dear Principal,

I am pleased to inform you that my students and I have completed the 1960 Tons-Liter project. We collected 19,600 tons-liters of data, which is a significant achievement.

Best regards,

W. SMITH

Principal

Charts of Farm Prices Used in a Small County

Origin

CHICAGO

AT TIBA

This table shows the trends in farm prices in a small county, with a focus on the years 1945 to 1955. The data is presented in a chart form.

Bucks! Books!

Practical Methods in Teaching Vocation.

Practical Methods in Teaching Vocational Agriculture.

By E. B. Lottig.

Price:

Books for Teachers

Bucknell University, Lewisburg

Problems in Teaching Vocational Agriculture.

By E. B. Lottig.

Price:

Books for Teachers

Practical Methods in Teaching Vocation.

Practical Methods in Teaching Vocational Agriculture.

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Books for Teachers
Future Farmers of America Help the Needy

FROM several states come reports that local chapters of F. F. A. are making this a year of real achievement. The past few months have seen a great many new members in F. F. A. organizations, and efforts are being made to carry on work that will benefit the community as a whole. The Future Farmers of America have been busy preparing for the Winter Tour of 1953, and have made plans to continue their activities throughout the year. The F. F. A. is working to establish a national organization of F. F. A. by November 30, 1935. The organization will have a national office in Washington, D.C., and will engage in activities designed to benefit the future farmers of America.

The Future Farmers of America, Inc., is a national organization of farmers and their friends, organized for the purpose of promoting agriculture, and of increasing the opportunities for the future farmers of America. The organization is composed of chapters throughout the United States, and is open to all who are interested in agriculture.

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Virginia Holds New Type Group Conference (Continued from page 164)

class time. Instructors like it, for the same reasons. In addition, they feel that it provides an opportunity for using the conference discussions in a practical way and furnishes a basis for further comparison and exchange of ideas after the meetings are over. Moreover, the teacher training is offered an excellent opportunity for effective field work supplementing that done in the teacher training classes.

The training department became convinced that certain weak spots in the Virginia program could not be remedied unless added effort was made in a limited number of localities in the state. When one of these field training projects succeeded then the group would "sell" the idea to the instructors. In reality it became a living demonstration. Several months later a member of the training department returns to make certain that the improved procedures are being utilized. The training projects or group conferences so far conducted are "Planning Supervised Practice Programs," "Planning Farm School Courses," and "Setting Up Standards for Supervised Practice." Another project planned for is "Adjusting the Farm Program."

A Successful Part-time Course in Agriculture (Continued from page 169)

Many of the boys were invited to use the school shop on rainy days to make and repair things on the farm. Eight responded and not only did good work but really added to the shop. Meeting them once or twice offered an opportunity to understand them better. All the boys were located from this source, it was found that they were more interested in baseball than farming, and that they wished to "get up a team." This was causing them much worry as to how to go about getting together.

They agreed to let the teacher get them together to organize a baseball club. The names of 46 boys had been given in and a card was sent to each one.

Five boys, 5 acres of cotton

1 boy, 2 acres of sweet potatoes

1 boy, 4 acres of corn

1 boy, 15 head of pigs raised

6 boys, 10% acres of turnips

19 boys, 5 enterprises

Meeting between public and private interests

Future Farmers of America Help the Needy (Continued from page 174)

the needy. The following extracts are from letters received by the state supervisor of agriculture from various agents.

"Two weeks before Christmas at a regular meeting of Lanfia (Lambertville) Chapter, one of the boys suggested that we do something to help those less fortunate than ourselves. A motion was passed to this effect and everything was brought to the schoolhouse two days before Christmas. Fifteen members of the chapter brought, in 5 bushels of cabbage and potatoes, 8 chickens, 11 dozen eggs, 8 pairs of pigeons, 16 quarts of canned fruits and vegetables, 6 pounds of butter, 12 pounds of cottage cheese, 2 pumpkins, and small quantities of beets, carrots, turnips, onions, and apples. It took two trips with a Ford half-ton truck to get everything to the head-quarters of the Associated Charities to which organization the chapter donated the food. Much of this food came from the boys' own projects."

"As to relief work carried on by the Salem Chapter, our boys have been delivering fresh eggs each month to needy families for the past four months. The school nurse informs us of the families seriously in need. Also, we are trying especially to take care of poverty in the homes of the boys enrolled in the department."

"The boys of the Vineland Chapter donated to the Vineland Welfare Association, an organization that is looking after the poor and needy of our community, the following: 3 bushels of sweet potatoes, 2 bushels of Irish potatoes, 1 bushel of carrots, 1 large box of canned goods, 4 large packages of clothes."

"Cape May County F. F. A. report that following a farm products show, staged jointly by the county agent and the teacher of agriculture, there were several bushels of sweet potatoes, yams, and Irish potatoes available and the F. F. A. boys conceived the idea of distributing them to needy persons. Accordingly, they got in touch with the school nurse, who wrote the Welfare Board in discovering needy families, bagged the produce, loaded it in her car and helped to distribute it." Note: The F. F. A. special editor will be glad to learn of relief work done in other states.

Faculty Psychology (Continued from page 172)

will not necessarily result in general improvement of attention, memory, or any other power, but in improved adjustment to some situations or in increased ability to deal in some given way with one type of data. If there is a transfer of improvement from one type of situation to others, it must be due to the presence of some common or identical elements among the several types of work or situations. This view may be called the theory of mental functions."


A few days before the first meeting that explained its purpose and the time to meet, In the meanwhile all the boys were interviewed concerning the setting up of a social club. Practically every boy favored this but he could not offer any suggestions as to how to go about it. Different types of clubs were discussed and something probable was agreed upon.

When the time came to meet, three of the boys and one of the local business men prepared a "joke." After a discussion meeting between public and private interests.

Meetings were held twice each month while taking up the duties of the club. Each meeting lasts 150 minutes. The work started club meetings were held only once each week for a 20-minute period. All meetings started at 6:30 p.m. The average attendance during the club meetings was 36. The average attendance during the regular classes was 17.

Altho some time was lost in getting started by using the club to stimulate interest, that seemed the only possible way. The boys worked up the enthusiasm of the program. Meetings were held twice each month while taking up the duties of the club. Each meeting lasts 150 minutes. The work started club meetings were held only once each week for a 20-minute period. All meetings started at 6:30 p.m. The average attendance during the club meetings was 36. The average attendance during the regular classes was 17.

A summary of the work completed to date is as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Charges</th>
<th>Net Profit</th>
<th>Labor Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 boys, 45% acres of cotton</td>
<td>$401.45</td>
<td>$279.62</td>
<td>$413.20</td>
</tr>
<tr>
<td>1 boy, 2% acres of sweet potatoes</td>
<td>36.00</td>
<td>74.00</td>
<td>102.40</td>
</tr>
<tr>
<td>2 boys, 4% acres of corn</td>
<td>21.00</td>
<td>79.00</td>
<td>87.50</td>
</tr>
<tr>
<td>1 boy, 15% head of pigs raised</td>
<td>45.00</td>
<td>35.00</td>
<td>44.80</td>
</tr>
<tr>
<td>6 boys, 10% acres of turnips</td>
<td>59.00</td>
<td>145.25</td>
<td>171.25</td>
</tr>
<tr>
<td>19 boys, 5 enterprises</td>
<td>$855.45</td>
<td>$1,060.00</td>
<td>$1,362.17</td>
</tr>
</tbody>
</table>