The greatest function of the Future Farmers of America is the development of intelligent and aggressive leadership among farmers. — Dickinson
EDITORIAL COMMENT

AGRICULTURAL EDUCATION

Agricultural Education: An Important Issue

By: John A. Smith

Editorial Managing

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TOWN & COUNTRY

Time to Think

We all know that the future is uncertain, and our decisions must be based on the best available information. The key is to be well-informed and make informed decisions. This requires thoughtful consideration of all relevant factors. In this context, it is crucial to balance short-term interests with long-term goals and consider the potential impacts of our actions on both individuals and society as a whole.

Research and the Role of Agriculture

Research is crucial to the advancement of agriculture. By understanding the natural world and its processes, we can develop more efficient and sustainable farming techniques. This not only benefits farmers but also contributes to the overall well-being of society.

Supervised Practice

Supervised practice is an essential component of agricultural education. It allows students to apply theoretical knowledge in real-world situations, gaining hands-on experience and developing practical skills.

Suggested Activities for Developing Supervised Practice Problems Common to a Group of Beginning Students

By: Donna M. Orr, Agricultural Education, Oklahoma A. and M. College

The following activities are designed to help students understand the importance of supervised practice in their education.

1. Problem: Defining supervised practice purposes or objectives

   - Purpose: To enable students to recognize and articulate the purposes or objectives for supervised practice.

   - Activity: Have students create a list of objectives for supervised practice based on their experiences and observations.

2. Problem: Reporting programs of supervised practice

   - Purpose: To assist beginning students in understanding the reporting requirements for supervised practice programs.

   - Activity: Provide examples of supervised practice reports and discuss the key components.

3. Problem: Building supervised practice programs

   - Purpose: To help students develop supervised practice programs that meet the needs of their communities.

   - Activity: Engage students in a group project to design a supervised practice program for a specific problem or need.

4. Problem: Assessing the relationship between supervised practice and other programs

   - Purpose: To evaluate the effectiveness of supervised practice in relation to other educational programs.

   - Activity: Conduct a survey of students to gauge the impact of supervised practice on their overall education.

These activities aim to enhance students' understanding of supervised practice and its role in agricultural education. By engaging in these exercises, students can develop a deeper appreciation for the importance of hands-on learning and its relevance to their future careers.
Part-Time Courses

The Place of a Part-Time Class in a Community Agricultural Program

JAMES H. PEARSON, Specialist, Part-Time and evening Schools.
Federal Board for Vocational Education

BOYS who are working on the farm and attend the part-time class are of great interest to the teacher. The part-time class is an opportunity for the instructor to work with boys who may be interested in agriculture but do not have the time to attend the regular school program. The part-time class provides a chance for the boys to learn more about agriculture and develop their skills.

J. H. Pearson

The part-time class is an opportunity for boys to learn more about agriculture and develop their skills. The class is an excellent way for boys to gain practical experience in agriculture.

Most Neatly Grade

These out-of-school boys seem to be the most neatly gradable of the present programs in many of the states. They are many such boys in every community who need the practical training that is offered by the part-time class. The part-time class is an opportunity for boys to learn more about agriculture and develop their skills.

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Correlated Relationships

Third, related information for the student is the knowledge of vocational and educational opportunities the student has and the motivational factors within the social environment of the student. These motivational factors are important in determining the student's attitude towards the part-time class. The student's attitude towards the part-time class is a crucial factor in determining whether or not the student will attend.

The motivational factors within the social environment of the student include the student's family, friends, and teachers. These factors can influence the student's attitude towards the part-time class. The student's family, friends, and teachers can provide support and encouragement to the student to attend the part-time class.

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A Prize Winning Evening School in the Ozarks

JOE DUCK, Teacher, Vocational Agriculture, Neosho, Missouri

Mr. Duck received the Superintendent's Trophy for the best evening school program of 1959-60.

Securing the Enrollment

In securing the enrollment of students in evening school, the teacher with the problem of finding as many qualified individuals as possible, had to be determined by the school district's graduate faculty. The following is a list of the steps taken by the teacher to secure the enrollment of students in the evening school.

1. Organizing the School

The school was organized to meet once a week, for a period of 12 weeks, from 7:00 to 9:00 pm. The teacher gave some advantages of having the meetings in the evening. She decided to study the possibility of having meetings during the week and on the weekend. The teacher then decided to hold meetings on Tuesday and Thursday evenings. The meetings started in October and continued until the end of the school year. The meetings were held in the library of the school.

2. Selecting the Co-ordinator of the Course

The course coordinator for the evening school was selected by the school board. The teacher was selected based on her qualifications and the needs of the students. The coordinator was selected based on her experience in teaching and her ability to meet the needs of the students. The coordinator was selected based on her experience in teaching and her ability to meet the needs of the students. The coordinator was selected based on her experience in teaching and her ability to meet the needs of the students.

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Farm Mechanics

Suggestions on Farm Shop Management

CARL G. HOWARD, State Supervisor for Agricultural Education, Wyoming

1. Tires are at least fifty percent worn before they need replacing.

2. The number of hours spent in heading Farm Shop Management.

3. The time spent in these activities is not always sufficient for the students. They may be listed as follows:

   a. The handling of equipment and supplies.
   b. The care of equipment.
   c. Account in use.
   d. Use of equipment.

4. The utilization of the shop by the community.

   a. If good business practices are followed, in the management principles guiding the six items listed above, the shop can justify its existence and at the same time account for all money spent and received.

   b. It may be said without fear of contradiction that good tools and equipment should be provided for the student who is to develop skill in any operation or set of operations. On a recent visit to one of the farm mechanics departments in the state, some shop work was completed, but the students were unsatisfied with the work and complained of the use of only four or five tools. None of them was interested in the condition of their tools or the care of their equipment.

   c. The shop facility for which the students were working was not such that all the tools and equipment were available, which was the position of the shop.

   d. All equipment and supplies have value and must be strictly accounted for. The most satisfactory accounting system for the shop has an account with each major division of items purchased and disposed of. In opening a set of farm shop accounts inventories are kept on the debit side of equipment, tools, lumber, metal, plastic, and handling equipment. The totals from these several accounts are added and a list is made of each entry made in that account. This account is checked at the end of each month, which is the limit of which the shop possessed.

5. The number of students are urged to acquire all equipment, tools, and supplies for the farm shop in the winter, prior to the year for delivery for August 15. There should appear on this recommendation of a few months before the season, or even later, that students are urged to acquire all equipment and supplies for the shop.

6. The number of students are urged to acquire all equipment, tools, and supplies for the shop in the winter, prior to the year for delivery for August 15. There should appear on this recommendation of a few months before the season, or even later, that students are urged to acquire all equipment and supplies for the shop.

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Methods

Transfer of Training in Vocational Agriculture

CAROLINE HAMMONDS, University of Kentucky

Training in one situation may transfer or carry over to another situation in the same or another enterprise may prove helpful in another situation. The extent of the transfer may vary from case to case, and it may contribute to the ability to solve problems in different situations. The amount of transfer may be large or small, depending on the nature of the training and the situations involved. Therefore, the study of transfer is important in agricultural education, as it helps in the development of effective teaching methods and in the design of curricula that can better prepare students for real-life situations.

For some years, transfer of training has had a high priority in educational folklore. It has been associated with faculty psychology and physical education. The nature of the training and its transfer are important aspects of the educational process. The transfer of training can be defined as the ability of an individual to apply what he has learned in one situation to another situation.

For example, if a student has learned how to operate a tractor in a classroom setting, the transfer of training would be to apply this knowledge to the actual operation of a tractor on a farm. The transfer of training can be achieved by providing opportunities for students to practice the skills they have learned in real-world situations. This can be done through field trips, demonstrations, and hands-on activities.

In conclusion, the study of transfer of training is important in agricultural education. It helps educators to design effective teaching methods and curricula that can better prepare students for real-life situations. It also helps in the development of effective learning strategies and in the design of educational programs that can better meet the needs of students.
Professional

Working Toward an Ideal in California

GEORGE COUPER, Bureau of Agricultural Education, San Luis Obispo, California

CALIFORNIA has moved a step nearer to the ideal in vocational education. The appointment of a principal investigator of a term is a significant step in this direction, and so are the other steps that have been taken to improve the educational life of California's youth. The steps taken have been most encouraging, and we are confident that they will result in a better education for the state's young people.

The step is not being taken without careful deliberation. It is not just a matter of a few years of study to find that it is right. It is the result of growth in the number of recommendations made by state officers in the past few years, which is the result of the state's educational and agricultural leaders making a thorough analysis of the facts as they present them.

It is embodied, in brief, in setting up an agricultural school plant and with little additional expense, a secondary vocational agricultural school, of terminal graduation, and the reorganization of the boarding houses of the students in the industry which is the backbone of California's agriculture. The state is the agent by which the state is the agent of the state's agricultural education.

The work of the state has been directed to the improvement of agricultural education, and the state's educational officers have been directly responsible for the 150 high schools that have been established.

"Permanency of reform cannot be obtained unless change is for the better," declares McPhie, in stressing the importance of the program which has been established.

"Perfectibility of a program is the essence of education. It is the keynote of success. It is the key that will be put into the work of the school, with a definite objective of carrying the work of the school to a higher level. It is the key that will be put into the work of the school to a higher level. The key that will be put into the work of the school to a higher level. The key that will be put into the work of the school to a higher level.

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Future Farmers of America

Texas F. A. Has Prosperous Year

G. WHITELY, Editor, Future Farmers News, Austin, Texas

COMING in a school bus or riding on horseback are members of the Texas Association of Future Farmers. The state chapter took the bus to Dallas for their annual meeting last fall and returned by horseback last week. All the boys were admitted to the fair grounds and spent the most of their time in a large and well-equipped building which was to be the headquarters for the Future Farmers during this year. The chapter took the building down in the fall and moved it to the future site of the Fair Grounds, where it will be used as a storehouse for the future use of the chapter.

S. M. Marrs, State Superintendent of Public Instruction, and Frank P. Holland, editor of Farm and Ranch, addressed the boys at their Saturday evening meeting which was the chief topic of the evening. The speakers pointed out the advantages of agricultural education to teaching boys how to add to the methods of farming to their particular sections of the country, and the importance of raising livestock on the farm.

At the election of officers for the year following the boys were chosen: E. H. Breene, warden, of was the president of the judging contest for the State in October, president; J. K. Bertrand, White Bear, vice-president; and W. D. Sisson, secretary; Walter Scott, Kemp, treasurer; Wesley Carroll, Dilley, recorder; Steve Jernigan, Taylor, director; A. W. Mills, director; A. W. Zwingler, counselor; E. F. Mott, counselor; Adair, Millard Whitehead, Austin, treasurer; and Charles W. Miller, editor of Texas Farmer, secretary.

The book is open to all boys from 10 to 12 years of age, and contains 25 to 30 pages of instruction. It is to be used in conjunction with the Future Farmers News, Austin, Texas.

The book is published by the Future Farmers of America, and contains 25 to 30 pages of instruction. It is to be used in conjunction with the Future Farmers News, Austin, Texas.

Stewart Write Booklet for Future Farmers

"H. E. H. is in Mastering Parliamentary Procedure" is the title of a pamphlet recently written by W. E. Stewart, professor of agricultural economics at the University of Texas, Austin.

The book is pocket size, staked into a flexible cover and contains 4 pages. It may be purchased at the author at the following price:

Single issues, 10c each; 100 copies @ $1.00 per hundred; 500 copies @ $2.50 per thousand; 1,000 copies @ $3.75 per million; 10,000 copies @ $3.75 per million, and 100,000 copies @ $4.00 per million.

All orders are on cash. All shipments are prepaid.

The book is dedicated to the Future Farmers of America, and is meant to inform the student of procedure, and give him an explanation of the rules that he must follow in order to make a successful presentation of his work. It is a very useful tool for any boy who wishes to become an effective speaker or writer.

The pamphlet is available for 25 to 30 pages of instruction. It is to be used in conjunction with the Future Farmers News, Austin, Texas.

In the accompanying picture, John Butler, 14-year-old son of Mr. and Mrs. Frank Butler, of Austin, is shown looking over the book, "H. E. H. is in Mastering Parliamentary Procedure".
Future Farmers Make Farm Survey

E. B. Mayhew,
Storv City, Iowa

THE Future Farmers of Story City, Iowa, recently completed a farm survey of the 96 sections which are considered the Story City trade territory.

The data gathered by the survey have been organized into map form and is available to interested farmers in 20 x 24-inch blue prints at 25 cents each. The blue prints show all roads as paved, gravelled, or dirt; all farms including size, locations of buildings, also owner's or renter's name; all schoolhouses and churches; the 96 section numbers; and well-defined dividing lines between the parts of the three counties and six townships surveyed. The city of Story City is not included in the survey.

The map title indicates that the result of the study is known as the Story City Farm Survey, that it is in original work of the Future Farmer boys, and that the officers of the club are Herbert Donhue, president; Kenneth Nelson, vice-president; Merrill Canady, secretary; Alvin Thompson, treasurer; and Wayne Peak, sergeant-at-arms.

Other printed matter states that there were on the farms of the 96 sections March 1, 1931: 1,790 men, women, or children; 1,878 horses; 2,083 dairy cows; 71,360 hens; 3,186 brood sows; 1,470 acres of alfalfa; 3,025 fruit trees; 205 evergreen windbreaks; 96 silos; 174 tractors; 320 trucks; 320 automobiles; 923 machine sheds; 174 flowing wells; 194 farms having electricity; 390 telephones; 262 radios; and 304 power washing machines.

The data indicates that the average section of Story City farm land keeps 19 people, 19 horses, 21 dairy cows, 33 brood sows, 715 hens, 37 fruit trees, 2 evergreen windbreaks, 2 flowing wells, 1 silo, 2 tractors, 5 cars, 3 machine sheds, 2 farms having electricity, 4 telephones, 3 radios, 3 power washing machines, and 16 acres of alfalfa.

One interesting situation brought out by the survey was the odd division of a farm located in four different sections which are divided one way by a railroad right of way and its parallel county highway; the other way by a state paved highway. To further complicate matters the house and garage are located across the paved highway from the barns and feed yards.

Another peculiar fact the boys dug up was that the section having the greatest number of brood sows is but a few miles from the section having no brood sows.

In writing out the plans for gathering the data, the boys first decided upon the area of the Story City trade territory. Next they drew a rough sketch showing the 96 sections and their numbers. From this rough sketch each of the 80 boys in turn chose sections to survey.

Each boy took a four-inch drawing which represented the section to be surveyed, also several questionnaires to each of the farms within his chosen sections. Within two weeks' time the boys had all the necessary figures and each farm sketched on its individual section map.

This material was all tabulated and organized by the boys into one original map from which the blue prints were made.

The boys feel that the experience obtained thus far this project has made them better acquainted with the community in which they live. The farmers have become better acquainted with the boys and have learned several things such as the number of the section in which they live, and so forth. From the viewpoint of the instructor such a survey and map is a real challenge to the boys, and is a means of creating greater co-operation within the community.

Ohio F. F. A. Chapters Exhibit at State Fair

Carl G. Howard,
Assistant State Supervisor

Thirty Ohio Chapters of Future Farmers of America made exhibits in the Junior Fair division of the 1931 Ohio State Fair. These exhibits were designed to portray F. F. A. ideas and chapter activities. This is the third year for F. F. A. exhibits at the state fair. They have been very successful in attracting the interest of the public and acquainting it with the purposes of the organization. Exhibits are judged on the following points:

a. Use of Future Farmer idea........ 50
b. Quality of exhibit.............. 50
c. Originality of exhibit........... 20

Total......................... 100

Transportation and liberal premiums were provided. Twenty premiums were offered ranging from $75 for first down to $5. Fredericktown chapter has set the pace by winning first place the last two years. Robert Clark, president of the Ohio Association of Future Farmers of America, was president of the winning chapter the past year. Greenfield chapter won second premium and Canal Winchester chapter was third.

Other classes for vocational agriculture students at the Ohio State Junior Fair are provided in farm shop, poultry, swine, sheep, wool, dairy cattle, beef cattle, potatoes, and apples.

Vocational agriculture students at the Washington Union High School of Fresno, California, are carrying on a grading-marketing contest "on paper." Each student ships one mythical case daily to any selected market where he feels a fair price may be obtained. Complete data on the cost of shipment, number of days required for shipment, and profit or loss of the transaction, are kept. These Future Farmers hope to get a better understanding of marketing while the profits and losses are still "on paper."

Orland, California, high school agriculture students participating in a Future Farmer judging contest at the Glenn County Fair this year won the W. S. Guilford trophy for the second successive year. Willows High School won the trophy in 1926 and 1927, and the two schools each have a chance for repetition next year.