Dead Areas

(Continued from page 16)

The virtues of women is all "loopy." We young folks know better. You see we live in a different age than you old-fashioned people did. Mores have changed. Every woman has her price. There are very few, if any, of the good women you talk about." 2 do not know what the word means. But he explained to me that when I was about 15, Murch had dead-rotten areas in their live. The plowmen who tilled the fields around the bank, where widows and children and working men had entrusted their savings, had a dead area in their moral life. The man who does not bear "good" words toward his neighbor shows in his spirit toward God has a dead area in his spiritual life.

There is a danger in a dead area developing in our lives. In those times, one is in a situation, overloading with work, threatened loss of jobs, and so on, have depressed us to the point where desire of moral and wholesome living has almost gone so far as to become unrecognizable.

What is the practical significance of all this for the church of youth? Can the dead areas be made alive? There is implanted in every life an irresistible urge to grow and to heal the broken parts. It is the nature of living things to eliminate foreign matter, to cover it with a protective coat, as if the body is the root coating the broken joint in the world. The lesson here is, if the root coating is to be functional, it must be covered with live tissue.

Teachers of youth, we have in us that same life and power to cast off the dead areas in our lives and to give birth to new growth. We must not forget that the key to the solution lies in the creative force in the community. The creative spirit that fuses the sense of community is the key to the solution — that for which the Great Teacher came — alive, life more abundant.

Illinois Chapter Thrift Bank

WE STARTED our thrift savings account January 1, when school opened after the holidays. Previously, we had sent a committee of four boys and our adviser to the city with the task of finding the best bank to handle the accounts. Following the reports of the committee and some discussion of the merits of thrift savings, at our regular F. F. A. meetings, 21 of the 24 members present indicated they would start accounts and make deposits as often as possible. Our banks agreed to let us start accounts with any amount of money even if they regularly required an initial deposit of $1. They also agreed to figure our interest at 7% percent from the time of deposit. Our thrift savings are a part of the chapter program of work. No officers are needed except a secretary whose duty it is to keep in hand our

Agricultural Education

(Continued from page 15)

F. F. A. Convention Program

(Continued From page 15)

1:00 p.m.—Second convention session, Baltimore Hotel
1. Call to order by the President
2. Ranges
3. State reports (continued)
4. Brief address by representa- tives of sponsors of national F. F. A. councils
5. Report of the Executive Secretary
6. Reports of the Treasurer
7. Raffles and raffle of assorted items to the degree of American Farmer, F. F. A.
8. Closing ceremony
5:00 p.m.—Buffet supper, Hotel Trem- ple (Election and Convention) — Assembly for the evening
7:45 p.m.—Dinner in the Arena, Ameri- can Royal Grounds, Wednesday, November 8
8:00 a.m.—General work, Baltimore Hotel
10:30 a.m.—Third convention session, Baltimore Hotel
1. Opening ceremony
2. Ranges
3. Committee reports
4. Unfinished business
1:00 p.m.—Fourth convention session, Baltimore Hotel
1. Ranges
2. New business
3. Motion of officers
4. Address by retiring Presi- dent
5. Closing ceremony
5:00 p.m.—Banquet for F. F. A. dele- gates, judging teams, parents, prize winners, and guests
Thursday, November 7
9:00 a.m.—Fourth convention session, Trem- plle and 1922-23 Standards of Thrift, (Continued from page 15)
A Project Training Program

(Continued from page 15)

high school students, and junior play managers. He was also a member of the Extension Agriculture Students Association, which is "one of the most outstanding agriculture students who have been in our department and have done outstanding work in our school." In a letter to young farmers, L. C. Cowles, state super- visor of vocational agriculture, wrote: "You are to be congratulated upon already being selected for the State Farmer degree, and being elected as treasurer of the State Organization of F. F. A.
I am delighted you project book the best book submitted this year.

With such a record behind you, can you enjoy the future help but hold a bright prospect for you, with such accomplishments as this to count the teaching of vocational agriculture in high school surely seems to be justified.

Farm Shop Records

(Continued from page 15)

This system gives the teacher opportunity to spend his time with constructive criticism rather than in grading work in class time.

The second factor in organizing shop work is teaching the boy facts and principles in an interesting manner. The shop should be a place to learn and not a factory to turn out articles as fast as possible. How can the teacher decide what to teach? I believe that only shop jobs used to have time and money in the community. The freshmen should be taught the elementary and secondarily learned jobs, such as tool sharpening, rope splicing, leather work, sewing, and ad- ditional work. The sophomores should be taught the more advanced jobs, and the juniors the still more difficult jobs.

SHOP RECORD SHEET

Name of Items

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Work Done during this time</th>
<th>Cost</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total

Total Cost

The pleasure that comes from doing what one wants to do tends to contentment with the wage received. - James Russell

In a very few years those lads who are today officers and on executive committees of state associations of Future Farmers will be officers and on executive committees with power in influencing rural life.

The above picture shows the Florida officers and execu- tive committee including advisor; for 1932-33.
Agricultural Education

THERE are many schools of thought in connection with the administration and organization of the program for teaching agriculture in high schools. One that is rather significant expresses the idea that the program for teaching agriculture in a vocational basis should be developed apart from the public school administration. The plan suggests segregation even to the point of providing separate buildings, separate field experience, separate classes, separate student bodies, separate facilities, separate systems, separate curriculums, separate programs of work, and separate records of achievement.

A student, as a subject is a relatively new arrival as far as the program of offerings of the public high school is concerned. In fact, it is one of the least known areas of any high school subject, yet the greatest achievement of the school in the high school needs no apology as agriculture represents the largest, the most fundamental, and the most necessary educational effort of any group of national leaders.

If agriculture as a subject is to be recognized and accepted in its rightful place in the secondary school offering, it must meet at least the following standards:

1. There must be a recognized and accepted need for the study of agriculture as a subject within the school system.

2. Agriculture as a subject must present a content that is available to all high school students.

3. Content must be recognized as an integral part of the educational system.

4. Major administrative and supervisory responsibility should be shared with all teachers as a subject.

5. Federal and state activities should be directed toward the advancement of the content and the recognition of programs of work with recognized standards of achievements.

(Continued on page 38)
Gorga's Vocational Forestry School

Gorga, M.D. Province, Assistant State Supervisor of Agricultural Education, Tifton, Georgia

DIVISION OF VOCATIONAL EDUCATION

To have and to hold, or to let, or to sell, or to take your own life, or to do what you believe to be for your own good.

This is the first page of the document, which appears to be a part of a larger text. The text contains references to vocational education, forestry, and agricultural education, suggesting a focus on the preparation of students for careers in these fields. The document seems to be discussing the importance of vocational education and the role of forestry schools in providing practical training for future professionals in these areas. The text also mentions the challenges of teaching and the need for strong leadership and guidance in the education process.
The Relation of Specific Objectives to Vocational Teaching

F. W. LATIHOP, Federal Board for Vocational Education

One of the objectives of vocational teaching is to develop specific skills and knowledge among students. These objectives are often stated in clear, measurable terms so that teachers can assess whether their students have achieved them. However, it can be challenging to determine if a student has met a particular objective, especially if the objective is not clearly defined or is difficult to measure.

Methods

The National Committee on Objectives in Vocational Education has developed a framework to help teachers evaluate whether their students have met specific objectives. This framework includes guidelines for setting specific objectives, assessing student progress, and making adjustments to the teaching process as needed.

The process begins with identifying the specific objectives that are relevant to the course or program. Once the objectives are defined, teachers can assess student progress by observing and recording student performances, analyzing their work, and conducting formal evaluations.

If a student is not meeting the objective, the teacher can identify the reasons why and make adjustments to the teaching process. This might involve providing additional instruction, changing the teaching method, or adjusting the assessment criteria.

Finally, teachers can reflect on the effectiveness of the teaching process and make further adjustments to improve the achievement of the specific objectives.

Case Studies

Several case studies illustrate how the framework can be applied in different contexts. For example, a teacher in a culinary arts program might use the framework to assess whether students can prepare a specific dish using the techniques they have learned.

Another application might be in a computer science course where students are expected to develop programming skills. The teacher could use the framework to assess student progress and make adjustments to the teaching process as needed.

Conclusion

By using a systematic approach to evaluate specific objectives, teachers can ensure that their students are meeting the goals of the course or program. This not only helps to improve student learning outcomes but also allows teachers to make informed decisions about their teaching methods and strategies.

Some Implications for Further Study

Further research could explore how the framework can be adapted to different subjects and teaching contexts. It could also examine the impact of different teaching strategies on student achievement and make recommendations for improving the effectiveness of vocational teaching.

References


FARM MECHANICS

California Conference Notes on the System of Grading Farm Mechanic

JULIAN A. MCPhee, Chief, Bureau of Agricultural Education, California

The Agricultural Mechanics section of the California Conference notes contains a discussion on the system of grading farm mechanics. The discussion focuses on a new grading system that involves the use of a master chart, long on the basis of which each boy may determine his standing in comparison with the work of the group. The system involves the use of a grading chart for each boy which reflects his standing in various categories. This system is intended to give every boy a chance to compete.

The grading system may be used for mastery charts which summarize the individual records kept by pupils. The conference section also worked out standards for evaluating specific projects in gas engine repair, farm blacksmithing, pipe fitting, tool sharpening, and repair, and farm electricity, including a dollar value in terms of points to some new problems in these three specific areas of farm mechanism work. About one-third of the agricultural mechanics teachers reported that this system of grading in one or more classes in the past year, and many will adopt it this coming year.

The Farm Mechanic Program in the Wyalusing Township Vocational School

RICHARD A. LOBB

Teacher of Agriculture, Bradford County

THREE YEARS ago vocational work began in our high school with an enrollement of 21 boys. During the first year we constructed 12 work benches and a machine shop. In the second year we purchased engines, power tools, and blacksmithing equipment.

All work is carefully checked before the boy leaves the shop, and any job is not completed until the teacher is satisfied with the work. The goal is to make every boy a skilled mechanic, capable of handling any job that may come his way in the future.

A Proposed Survey to Obtain the Depreciation of Farm Machinery in Kansas

FRANK J. ZINK, Extension Engineer, Kansas State College, Manhattan

It has been proposed on numerous occasions that agricultural machinery be adjusted to the changing conditions of time and industry. The purpose of this survey is to provide more time for farm mechanics. A survey of farm machinery was conducted by the United States Bureau of Farm Machinery and Industrial Agriculture for the past year. This survey was distributed to a large number of farms and the results indicated that many of the farm machinery is no longer being used.

The survey indicated that the efficiency of farm machinery can be increased by the use of new and improved types of machinery. The survey also showed that the cost of machinery has increased due to the increase in wages and salaries. The results of this survey will be used to guide the development of new and improved types of machinery.

In conclusion, the survey provides valuable information for the development of new and improved types of machinery. The results of the survey will be used to guide the development of new and improved types of machinery.
Part-Time Courses

Summary Of Studies In Part-Time Instruction.

F. W. LATHROP, Specialist in Agricutural Education (Research)


Some of the more vital problems involved in this field are:

1. Discovered the need for part-time work for part-time students.
2. Discovered the disinterest of out-of-school boys in farming.
3. Formed the need for part-time work.
4. Emphasized the curriculum for part-time instruction.
5. Measured the social needs of part-time students.
6. Studied teaching methods most effective for part-time instruction.
7. Organizing part-time classes.

The purpose of this discussion is to take up each of these vital problems with special reference to the 21 studies which have been made in the field of part-time instruction. It will be found that the study of each will contribute more to the second and secondly to the remaining problems.


Five studies of part-time work were primarily related to this problem, or to the discovery of a need for part-time work under certain part-time work perspectives on the basis of which 21 Ohio teachers could classify their farming areas. To describe the types of methods broadly, the farmer teaches more on a farm by acquaintance, the procedures on the farm by acquaintance, the methods on the farm by acquaintance, the methods on the farm by acquaintance.

A similar procedure is used in the survey of Wisconsin counties, Hurd, S. farm management. Although the high school boys of the farmer and the boys in the part-time instructor’s farms may be more interested and by virtue of the methods of information getting up are more accurate than the boys in the part-time instructor’s farms.

Stewart has described the survey of the Vocational Department of Trumansburg, New York, by means of which survey represents another type. The following paragraphs describe the method of the procedure:

The vocational department through the advanced class was made a part of the high school at Trumansburg, New York, a village of 1,001 inhabit-


tants and the high school center for the county. Local school surveys were made at the high school center, and the school surveys were made at the high school center.

The efficiency of the part-time instructor on the basis of which 21 Ohio teachers could classify their farming areas.


As work at farm就想道一样。对于大多数学生来说，这种工作是一种宝贵的实践，因为他们有机会在实际环境中运用所学知识。工作与课程的结合有助于提高学生的学习动机和兴趣，使他们更好地理解农业实践的重要性。工作中的挑战和困难可以培养学生的解决问题的能力和毅力。因此，这种工作-课程模式对于提高学生的学术表现和职业准备具有重要意义。
APRIL
Plan spring outing. Meet with boy scouts and plan for S. F. trip.

MAY
Meet with master farmers for chicken & catfish.

JUNE
June long. Have a meeting with county agricultural agent and extension workman.

JULY
August-long. Plan tour of northern Ohio.

AUGUST
September meeting. Plan next year's activities.

SEPTEMBER
October meeting. Plan next year's activities.

OCTOBER
November-meeting. Plan activities for the coming year.

NOVEMBER
December-meeting. Plan activities for the coming year.

VI. Methods of Teaching Most Effective in Part-Time Instruction

Garrison reported that students were in need of more time to prepare for the courses. He also said that the use of the library was not being utilized to its fullest extent. The students were asked to come up with better ideas for using the library and to also suggest ways to increase class attendance.

Why Not a Part-Time Class?

B. E. STERN

The idea of a part-time class was rejected by the students due to the lack of interest and the difficulty in scheduling. The students felt that the part-time class would not provide enough depth in the subject matter and would not allow them to fully grasp the material.

VII. Organizing Part-Time Instruction

When organizing part-time instruction, it is important to consider the availability and needs of the students. It is also important to ensure that the class is conducted in a manner that is conducive to learning and that the students are motivated to attend.

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Program of the Grove City Club,

January
Pot o' gold play at Fort Washington. Start farm accounts.

February
Visit Greenfield F.M. School, including some farm accounts, contact farmers, and work with the farmers in the cooperative association.

March
Hampton Township Young Farmers' Organization. Meet as a group and discuss plans for the coming year.

April
Plan spring outing. Meet with boy scouts and plan for S. F. trip.

May
Meet with master farmers for chicken & catfish.

June
June long. Have a meeting with county agricultural agent and extension workman.

July
August-long. Plan tour of northern Ohio.

August
September meeting. Plan next year's activities.

September
October meeting. Plan next year's activities.

October
November-meeting. Plan activities for the coming year.

November
December-meeting. Plan activities for the coming year.

December
Plan winter activities. Plan for next year's activities.

The ideal part-time situation has been observed when a group of farmers have been involved in the farming of off-farm school boys, especially those who are interested in agriculture. The off-farm school boys have been able to participate in the activities of the local agricultural society. The results of these experiments have shown that the off-farm school boys have been able to participate in the activities of the local agricultural society. The results of these experiments have shown that the off-farm school boys have been able to participate in the activities of the local agricultural society.

Part-Time Instruction

Part-time instruction is a form of education that allows students to continue their studies while still working on a farm. This form of education is particularly useful for students who are interested in agriculture, but who also need to work on a farm to support themselves.

In Agriculture 1 and Agriculture 2, each boy in the program works and the course in general. The plan has already shown promising results in that the boys have given considerable attention to the work of the farm, the productive as well as to the other social and cultural aspects of the school. The study of agriculture for the first year is always given to the students. Each of the boys was enrolled in a class and had an instructor assigned to them. The study of agriculture for the first year is always given to the students. Each of the boys was enrolled in a class and had an instructor assigned to them. The study of agriculture for the first year is always given to the students. Each of the boys was enrolled in a class and had an instructor assigned to them.

The fact that these boys have returned to the farm to work on the farm has expressed their desire to take a course in the field of agriculture. This is a very promising situation that now is the opportunity time to teach part-time work in agricultural education.

Part-Time Work at Night in Iowa

A CHANGE in the school for conducting part-time work for vocational agriculture students in Iowa has been made. The change was made to provide more opportunities for students to work on the farm and to allow them to continue their education.

I have hoped, I have planned, I have worked to complete the farm.

To the will I have added the debt;
The best that was in me I've given;
I have had and sought only the true;
I have battled and broken my bonds;
That the weak and timid call Chance,
I am old, I am bad, I am cheated;
But name me not with the defeated.
Future Farmers of America

Third North Atlantic Region Public Speaking Contest

The third N. A. F. A. Public Speaking Contest, which was held in New York City in March, was again a great success. The region was held under the auspices of the American College of Agriculture, Massachusetts Agricultural College, Massachusetts, September 25, 1952. Contestants from all states of the region, including Maine, New Hampshire, New York, New Jersey, Pennsylvania, and New England, competed in both junior and senior divisions. The contest was open to both boys and girls, and included both speaking and essay contests. The winners were awarded prizes ranging from $10 to $50 for their efforts.

A Pennsylvania Report

Program of Work, Iowa Association of Future Farmers of America

The annual program of the F. F. A. chapter at the Greeley High School, Greeley, Iowa, included a variety of activities designed to help students develop leadership and management skills. The program included regular meetings, section meetings, and a variety of social events.

1. Encourage and assist in establishing section activities.
2. Sponsor a series of radio broadcasts.
3. Have all chapter members sign up for public speaking on the club and state levels.
4. Instruct students to practice public speaking to develop leadership and management skills.
5. Provide superior awards for the following events:
   a. Public Speaking Contest
   b. F. F. A. Farm Service Contest
   c. F. F. A. Farm Employment Contest
   d. 1955 Iowa F. F. A. Officers

Future Farmers' Cooperative Association

A cooperative effort is being made by the F. F. A. and the F. F. A. Council of America to promote a better farm program, enabling students to understand the role of the boys of the department of vocational agriculture in the state. The Illinois F. F. A. student is being offered the opportunity to participate in the work authorized by the several legislative acts.

Coping with America

Why Future Farmers of America

Since so many of our public officials have never had a chance to see the results of college training for future farmers, a detailed part of their training on the farm, a number of them are finding that the appreciation of agriculture would lack something. The key to the success of the F. F. A. program is that it is an educational program for young people, which can be tailored to meet the needs of the individual student.

The Future Farmers of America (F. F. A.) work is commanded by the F. F. A. Council of America. The Council, with its headquarters in Washington, D.C., is responsible for the overall administration of the F. F. A. program. The Council is composed of representatives from each of the states, and is elected by the state F. F. A. councils. The Council meets annually to discuss the future direction of the F. F. A. program and to make decisions on policy matters. The F. F. A. Council of America is committed to ensuring that all young people have the opportunity to learn about agriculture and to develop the skills needed to succeed in the field.
Integrate or Disintegrate
(Continued from page 66)

offering because there is a need for it rather than because there is an aid for it. Let us use the stimulus of federal and state funds to the purpose of building a permanent and properly integrated program of instruction in agriculture in the high schools. If this is not accomplished, we may face the danger of having the agriculture program disintegrate if the extra-local support is reduced or discontinued. It is a simple matter to "cut off" any programs and activities that are "tacked" on to the local school organization. On the other hand, it is not so easy to discontinue any activity that has established itself as an integral part of the school system. For agriculture in the high school, integration is a safeguard against disintegration—A. M. F.

Life and Cost Survey of Farm Machinery
(Continued from page 72)

12. How much have you spent on repairs? Estimated $ .

13. When this machine is worn out and discarded, what machine will replace it?

14. Has this machine ever been rebuilt?

15. Has this machine ever been repainted?

16. Has this machine been under shelter when not used?

17. If this machine has been discarded, was it discarded because it was worn out or because its place was taken by an improved machine?

18. Are shop tools available on this farm for the repair of machinery?

Suggested Machinery to be Reported on in This Survey

Tractors
Combines
Grain headers
Grain binders
Corn binders
Drills
One-way plows
Tractor moldboard plows
Disc harrows
Cultivators
Manure spreader
Ensilage cutters
Corn pickers
Lifter plows
Soil pickers
Mowers
Hay feeders
Gas engines
Feed grinders

An F. F. A. Fair Exhibit
O. E. Miner
Director of Agriculture, Glassboro, New Jersey

THE Glassboro, New Jersey, Chapter of F. F. A. last year decided they would like to arrange for a special project at our Granger's Fair, held annually at Aley Grove Park, Pitman. As a member of the fair committee, I was able to secure space for such an exhibit.

In our exhibit of 1931 we aimed to introduce the F. F. A. to those who otherwise might know very little about it. The boys made attractive charts which showed how a boy may grow in the F. F. A. These were hung on the walls. On the floor we exhibited farm machinery. Our work was not the result of much effort, as we simply had a chance to work in the agriculture building.

The exhibit was a great success. It attracted much attention and the boys were very happy to see their work recognized. It was a real asset to their community and we hope to make it even better this year.

The boys were very enthusiastic and we hope to have many more exhibits in the future. The F. F. A. is a great organization and we are glad to have the opportunity to display our work to the public.

Importance of Economic Training of Teachers
(Continued from page 71)

oped and whether they are rational under the existing economic and technical conditions.

Some questions:
1. What standards should guide the teacher of vocational agriculture in attempting to identify and evaluate the prevailing types of farming in his community?

2. Should he acquire skill in the application of these standards while he is in college?

Third, "he should be able to distinguish between broad generalities and concrete details, and to use the broad generalities in meeting and solving the problems which the specific details create."

Perhaps a simple illustration of the foregoing statement of an essential ability would be that "every farmer should arrange his farming program so as to provide the maximum number of hours of productive labor for each month."

The fourth ability, as stated by Dr. Holmes, is that the teacher of vocational agriculture "should be able to understand the so-called abstract principles of economics, particularly those which are basic to farm economy (farm management), and to be able to see the place of these principles in his educational program."

Some questions:
1. What constitutes an "understanding" of the so-called abstract principles of economics?

2. How can we know that a teacher is "able to see the place of these principles in his educational program."

In conclusion I wish to make the following observations:

1. The case material included in this discussion indicates that teachers of vocational agriculture are beginning to recognize the importance of the economic aspects of farming.

2. It is likewise evident that these men have not given attention to all of the more important economic problems that farmers and boys are now faced with frequently failing to solve.

If the foregoing observations are true, then we must ask:
1. What kind of training in agricultural economics should teachers have?

2. How much of this training should be provided before the teacher begins work?