THE FARM HOME OF JOSEPH WING, ILLUSTROUS FARMER

The story of one picture of the farm home of Joseph Wing, a letter to the editor of The Iowa Farmer, a group of oats, and Mr. Martin, alluding to the country place.

The place itself, known as "The Farm," is a farm, because quite change. Then the place, as it was known, and also known as 'The Farm', is a farm, and is known as 'The Farm'.

The farm shown in the picture is one of a number of farms owned by Joseph Wing and his wife, both of whom are farmers. Even though he has such a combination of elements at a farm, he is called a city dweller only in the city. He said that the city in his farm towns, in the town he lived, in the farm he lived, and in the town he lived, and when he was there, as he is there, he is there. It is not true, but it is true when he is there, as he is there, it is true when he is there, as he is there.

VOLUME VI

This issue of the magazine is the first issue of Volume VI. Five volumes have appeared in the course of this period. These volumes have been a source of suggestions and inspiration to the thousands of readers.

He who reads this magazine has listened to the great number of suggestions and inspiration to the thousands of readers. "Reading the book" is the title the vast majority of the readers have given to this term. "Reading the book" is the title the vast majority of the readers have given to this term. "Reading the book" is the title the vast majority of the readers have given to this term. "Reading the book" is the title the vast majority of the readers have given to this term.

Aгляд на машину

The time has passed, and if there ever really were such a time, skills and knowledge of the horse, man, and the work, and if there ever really were such a time, skills and knowledge of the horse, man, and the work, and if there ever really were such a time, skills and knowledge of the horse, man, and the work, and if there ever really were such a time, skills and knowledge of the horse, man, and the work, and if there ever really were such a time, skills and knowledge of the horse, man, and the work, and if there ever really were such a time, skills and knowledge of the horse, man, and the work.

Charles Hubbard Judd

One of Dr. Judd's strongest characteristics is that he never thought of making his own name. He always thought of making his own name. He always thought of making his own name. He always thought of making his own name. He always thought of making his own name. He always thought of making his own name.
Agricultural Education July 1933

Objectives for Agriculture and Country Life

1. To Secure Recognition of the Importance of Rural and Urban Interests
   - General acceptance by rural and urban people of the fact that whenever agriculture suffers from neglect or mismanagement, this will affect the whole nation. It is necessary to make agriculture an equal partner in the national economy and to ensure that it receives the attention and resources it needs.

2. To Secure Effective Group Action Towards Social Justice
   - Address social injustices and promote social welfare not only of farmers but also of industrial workers, business and professional people, to realize a society as a whole.

3. To Secure Adequate Planning and Formation of Policies
   - To ensure that policies are adequate and reflect the needs and concerns of all agricultural stakeholders.

4. To Secure Adequate Payment for Agricultural Labor
   - To ensure fair compensation for agricultural labor, addressing the issue of labor and agricultural income.

5. To Secure Adequate Funding for Agricultural Research
   - To ensure that agricultural research is adequately funded to support innovation and development.

6. To Secure Adequate Agricultural Education
   - To ensure that adequate agricultural education is provided to support the growth and development of agricultural professionals.

7. To Secure Adequate Access to Credit
   - To ensure that farmers have access to credit to support their agricultural activities.

8. To Secure Adequate Access to Farm Mechanization
   - To ensure that farmers have access to mechanization to support their agricultural activities.

   - To ensure that farmers have access to markets to sell their products.

10. To Secure Adequate Access to Natural Resources
    - To ensure that farmers have access to natural resources to support their agricultural activities.

11. To Secure Adequate Access to Agricultural Information
    - To ensure that farmers have access to agricultural information to support their activities.

12. To Secure Adequate Access to Political Representation
    - To ensure that farmers have access to political representation to support their activities.
Cooperation Between Schools and Extension Departments

It was a common practice that many schools and extension departments are not in close cooperation with each other. This situation is being addressed and improved.

New policies for relationships between schools and extension departments are being introduced. One such policy is that activities of the department are to be planned in consultation with the school. This is to ensure that both the school and the department are working towards a common goal.

The cooperation has been extended to all levels of education. This is to ensure that all levels of education are being addressed and improved.

Conclusion

In conclusion, the cooperation between schools and extension departments is improving. This is to ensure that both the school and the department are working towards a common goal. The cooperation has been extended to all levels of education. This is to ensure that all levels of education are being addressed and improved.

Reactions From Summer Program Planning Conferences

G. H. Kistrom, State Supervisors, Iowa

The summer program-planning conferences were attended by a large number of teachers. The conferences were held from February 4 to March 11. The teachers were able to discuss and plan the programs for the summer.

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Supervised Practice

Farm Skills Acquired in Agriculture Classes

TO what extent is practical work being taught in vocational schools? A determination of the number of skills taught under the supervision of the agriculture teacher and the number of new skills performed during the school term is a fair index of the agricultural program of the school. This was done by Mr. J. W. Crittenden, graduate student, Pennsylvania State College, and presented as a thesis in 1932. The ten farm enterprises common to the agricultural schools in Pennsylvania were chosen as a basis for this enterprise. Lists of minimal skills peculiar to each enterprise were made and checked with the teachers of these schools in Pennsylvania.

Some idea of the preparation of the work for the study may be gained by Table I, showing the farm enterprises, the number of minimal skills involved, and the average number of teachers. It is found that each enterprise has a partial answer to the question of the number of skills involved and the average number of teachers. It is found that each enterprise has a partial answer to the question of the number of skills involved and the average number of teachers.

The author concludes his study with the following summary:

1. The work which we are conducting is very ineffective as a measure of teaching below skills.
2. The more teacher prepared in farm progressive teachers is the larger number of skills.
3. The projects aid greatly in helping the paper.
4. Among the possible benefits which farming and the future farmer may receive from the use of the skills-checking sheet prepared by the teacher.

Table I shows the number of skills performed by each teacher. The table shows the average number of skills performed by each teacher. It is found that each enterprise has a partial answer to the question of the number of skills involved. The average number of skills performed by each teacher is given in Table I. It is found that each enterprise has a partial answer to the question of the number of skills involved.

Table II shows the number of skills performed by each teacher. The table shows the average number of skills performed by each teacher. It is found that each enterprise has a partial answer to the question of the number of skills involved. The average number of skills performed by each teacher is given in Table II. It is found that each enterprise has a partial answer to the question of the number of skills involved.

<table>
<thead>
<tr>
<th>Enterprise</th>
<th>Minimum Skills Involved</th>
<th>Average Number Performed by 22 Teachers</th>
<th>Average Per Cent of Minimum Skills Performed by Each Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dairy</td>
<td>20</td>
<td>25.2</td>
<td>76</td>
</tr>
<tr>
<td>Field crops</td>
<td>29</td>
<td>24.0</td>
<td>78</td>
</tr>
<tr>
<td>Poultry</td>
<td>21</td>
<td>25.2</td>
<td>76</td>
</tr>
<tr>
<td>Vegetable gardening</td>
<td>21</td>
<td>23.7</td>
<td>68</td>
</tr>
<tr>
<td>Fruit growing</td>
<td>21</td>
<td>23.7</td>
<td>68</td>
</tr>
<tr>
<td>Hogs</td>
<td>24</td>
<td>24.0</td>
<td>78</td>
</tr>
<tr>
<td>Sheep</td>
<td>24</td>
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<td>78</td>
</tr>
</tbody>
</table>

The data were secured by an inspector who visited each school and recorded the skills performed by each teacher. The inspector visited each school and recorded the skills performed by each teacher. The inspector visited each school and recorded the skills performed by each teacher. The inspector visited each school and recorded the skills performed by each teacher.

Savings in Poultry Raising

To the teacher who is responsible for the saving in poultry raising, the following suggestions may be made:

1. Helps to bring about a saving in the building of a small house for the raising of poultry.
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Methods

The Problem Procedure in Teaching Agriculture

The Formulation and Arrangement of the Problems

J. A. STARRAK, Iowa State College

The problem procedure in teaching agriculture is one of the important and basic problems that the teacher must face in his work. In many cases, the problem procedure is based on the objective set by the teacher, and this is the case in the arrangements of the problems. The following is the arrangement of the problems that the teacher must face in his work.

1. Select and define the problem. The problem should be selected and defined in a manner that will make it clear to the student what is required of him.

2. Select the materials needed for the problem. The materials needed for the problem should be selected in a manner that will make it clear to the student what is required of him.

3. Select the methods of teaching. The methods of teaching should be selected in a manner that will make it clear to the student what is required of him.

4. Select the evaluation procedure. The evaluation procedure should be selected in a manner that will make it clear to the student what is required of him.

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Observations, Objectives, and Recommendations 

On Farm Machinery Repair Activities 

FRANK J. ZINCK 

Department of Agricultural Engineering 

Kutztown College

DURING the last week of March, 1953, it was my privilege to visit the 30 farms of the 10 school districts of this state in order to study the farm repair work that is being done in these high schools. The following are some observations noted:

Two kinds of schools were observed:

One of the better schools is a good one; numerous better schools are doing a commendable job and maintaining a combination of educational and_educational training. A few schools have farmed land, and some are using this land in their farm programs. Both good and poor schools have been visited. The farms of the better schools have been well maintained and have been well kept. The farms of the poorer schools have been poorly maintained and have been poorly kept. The farms of the better schools have been well maintained and have been well kept. The farms of the poorer schools have been poorly maintained and have been poorly kept.

Woodworking skills should be emphasized on any farm machine or repair shop. Only by these skills can competent, efficient, and skilled work be done.

It would be very helpful for the farm repair shop to be located as close to the barn as possible. Only by this can the work be done in a timely manner and the repairs made as quickly as possible.

The use of common tools, such as hammers, wrenches, and screwdrivers, should not be underestimated. These tools are an absolute necessity for any repair work.

It would be wise for the farm repair shop to have a complete inventory of tools and equipment.

The major objectives of this course are to prepare the student for a career in farm repair work and to enable him to become an efficient and skilled farm repairman.

The course is divided into two parts:

1. Farm Repair Work.

2. Farm Mechanic Training.

The course will begin with the fundamentals of farm repair work and progress to more advanced topics.

The course will be conducted in a classroom setting and will include demonstrations and practical exercises.

The course will be graded on a pass/fail basis.

With this in mind, the student should prepare himself for the course by:

1. Studying the fundamentals of farm repair work.

2. Practicing the initial steps of repair work.

With these objectives in mind, the student should:

1. Study the fundamentals of farm repair work.

2. Practice the initial steps of repair work.

The course will be conducted in a classroom setting and will include demonstrations and practical exercises.

The course will be graded on a pass/fail basis.

In summary, the course will prepare the student for a career in farm repair work and enable him to become an efficient and skilled farm repairman.

The course will be conducted in a classroom setting and will include demonstrations and practical exercises.

The course will be graded on a pass/fail basis.
Future Farmers of America

Poolesville, Maryland, Chap-

G. V. WERKHEIM

OFF chapter has had the hard luck of the closing of banks, with the result that it has $70 in a bad failure, and $50 in another bank closure. The members have had to cope with this, and the chapter struggled to survive.

The following methods have been employed successfully:

1. The chapter ran a "Clean Up" for three years, which was started in 1932. This plan, called "Clean Up" program, was a success.
2. The members have been working on a "Clean Up" program, which is currently under way. The chapter has been very successful with this program.
3. The chapter has been working on a "Clean Up" program for several years, and has made great progress.
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The chapter has been very successful with this program.

Peirce-Wagen of the Poolesville, Maryland Chapter

Future Farmers to Attend World's Fair

A four-week trailer has been completely equipped and will attend the World's Fair at Chicago this summer. The trailer was specially designed with feed and pot, potato, corn, and a water tank. The trailer has been furnished by the chapter, and will be used for educational purposes.

You may rest assured that any farmer who cannot afford to attend the World's Fair will have the opportunity to do so.

Future Farmers of America

A statement from the President of the chapter, Mr. H. F. O. Thomas, of the Department of Education, said that the chapter had been formed for the purpose of providing opportunities for boys and girls to get the best possible education in agriculture.

The chapter has been very successful with this program.

Feed Cooperative Shows Continuous Expansion

Member Quinone California

A few years ago the Riverdale chapter of Future Farmers of America showed all their feed, which was very little, in a small building. The demand for more feed has increased, and a new building was constructed, which has now increased to 600 bushels of feed.

A few years ago the Riverdale chapter of Future Farmers of America showed all their feed, which was very little, in a small building. The demand for more feed has increased, and a new building was constructed, which has now increased to 600 bushels of feed.
The Insular Chapter conferred honorific Insular Farmer Keys on Dr. José Padín, Commissioner of Education; Harrison C. Givens, Director of Vocational Education; Antonio Texidor, Insular Adviser and Supervisor; and M. Molendañez Munoz, Secretary of the Insular Board for Vocational Education and F. P. A. Treasurer.

Selling Vocational Agriculture

Whoever stopped you on the street and asked you how the projects were coming? Not many. Then the whole summer’s work should seem to me to be ebbing off with a day or two of agriculture days at which time every boy should be required to exhibit something of his own raising. The public should be invited, and there should be at this exhibition plenty of good livestock, as this keeps small grains and gardens a dozen ways.

This is something which should be worked for. It has already been done to some extent but not enough. The project allowed for, made and the unseemly and unheard of interest in advertising for any department of agriculture. We had a very good exhibit last season. We found it worth while in more ways than one, as the boys earned much good about how to exhibit and sold much seed and livestock.

Chinook, Montana Builds Trailer

THE CHINOOK Chapter of F. F. A. recently constructed a trailer for a Fordson tractor, capable of carrying 25 boys. This trailer is used for field trips and so forth and is a useful piece of equipment in any department. The cost of construction, including the chassis, was $27. —F. Bowen, Instructor.

North Central Association of Instructors in North Dakota Plan Another Summer

Seven schools in this area are again planning their annual tour and camping trip. The same schools went last year on a three-week trip to Spiritwood, a distance of about 160 miles. There were 55 students in the party. With all food furnished and the boys and teachers living in tents, the total cost was only $3 per person. Such trips to both educational and recreational to the students. Some of those on last year’s trip had never been outside of the county before this year we are planning a little longer trip and expect to visit the North Dakota Badlands, a distance of about 300 miles.

I must respect:—

My job if I am going to give it my best.
Myself if I am to make others respect me.
Today for it is the only day I really have.
My children’s rights if I want them to respect my authority.
The confidence of my friends if I want to keep them as friends.
The opinions of others if I expect my own to have any influence.
My promises if I want other people to take them seriously.