Farm Home of an Illustrious Farmer

Ashlawn, Charlottesville, Virginia, the farm home of James Monroe, fifth president of the United States

In order to really establish an ideal it is necessary to develop some abilities involved in carrying out the ideal.
FRANK PIERRPONT GRAVES

Professional

J. CAYE MORRISON, Assistant Commissioner for Elementary Education, State Education Department, Albany, New York

Teaching a Science and an Art

THE job of the teacher is to teach. In September we go back to school. We are there to teach. If we are true teachers, if we are true teachers in September, then we are teaching not by rote, not by reciting, not by what we have heard, but by a real, personal contact with the knowledge to which we are teaching. Teaching is also an art. There is no opposition between science and art, although when there is a distinction, it is a very difficult one to make. Teaching, in this sense, is an art which involves the creation and the development of an atmosphere of creative activity, a setting in which the students can be free to think, to explore, to question, to make mistakes, and learn from them. Teaching, in this sense, is an art which involves the development of a personal relationship between the teacher and the student, a relationship that is based on mutual respect and trust. Teaching is an art, and it is a complex art, involving not only the transmission of knowledge, but also the development of character, the fostering of critical thinking, and the encouragement of creativity.

This is the job of the teacher. It is not easy. It requires knowledge, but it also requires understanding, empathy, and a sense of what is important. It requires a willingness to take risks, to be open to new ideas, and to be willing to change. It requires a sense of humor, and a sense of humanity. It requires a sense of the importance of education, and a sense of the responsibility that comes with it.

The teacher is not just a transmitter of knowledge, but a creator of learning experiences. The teacher is not just a lecturer, but a facilitator of discovery. The teacher is not just a provider of information, but a guide in the exploration of ideas. The teacher is not just a lecturer, but a storyteller, a poet, a musician, a dancer, a painter. The teacher is not just a teacher, but a mentor, a friend, a confidant, a guide.

This is the job of the teacher. It is a difficult job. It is a complex job. It is a job that requires a great deal of skill, and a great deal of heart. It is a job that requires a great deal of energy, and a great deal of dedication. It is a job that requires a great deal of passion, and a great deal of love.

This is the job of the teacher. It is a job that is worth doing. It is a job that is worth doing well. It is a job that is worth doing with all our hearts.
Principles Which Should Control a Program in Vocational Agriculture in Any School

New York, N.Y.

September 1933

Agricultural Education

No...
A Modified Smith-Hughes Plan for Macedonia

HAROLD R. ALLEN, Director of Education, East Kent Foundation

WARM hidden Macedonia has sent up a signal of need. The students of 9th grade in the town of St. Paul down to the present have graduated from high school, but Macedonia and help us," for educational facilities and the growth of the people and the chance to teach them how to live in a civilized society. A modified form of the Smith-Hughes Act is in order.

The Macedonia program covers 54 rural communities in Greece and looks at our home, with the aim of raising the status of the children in the rural areas of Greece and includes what we consider a step forward in the education of the rural children.

The type of organization now in effect is the result of the joint efforts of the personnel of the National Economic Council, the National Council for Education and the National Council for Health.

Achievement in Vocational Agriculture

AGRICULTURE

The agriculture of the country is shown to be, especially related, perhaps, to certain activities which are the result of the natural environment of the cropland. However, the agriculture of the country is shown to be, especially related, to certain activities which are the result of the natural environment of the cropland.

The agricultural process of some small farmers which are some of the most important activities in the area may be influenced by a winter phase of injury and a spring phase of injury. The agricultural process of some small farmers which are some of the most important activities in the area may be influenced by a winter phase of injury and a spring phase of injury.

The agricultural process of some small farmers which are some of the most important activities in the area may be influenced by a winter phase of injury and a spring phase of injury.

The agricultural process of some small farmers which are some of the most important activities in the area may be influenced by a winter phase of injury and a spring phase of injury.
Supervised Practice

A Workable Standard for Supervised Practice

G. A. SPIDEL, Waverly, Nebraska

In an attempt to improve the quality of the Supervised Farm Practice program, the writer has developed a plan which, if adopted, would pass the Merit Standard for Supervised Farm Practice as outlined in the 1950 Standard for Supervised Farm Practice. This plan could be used as a basis for one of the following: a) a state standard, b) a national standard, or c) a set of guidelines for local supervisors. The plan is designed to make the Supervised Farm Practice program more efficient and effective.

The Plan:

1. The plan is divided into two main sections: a) record keeping and b) performance standards.
2. The record keeping section includes the following:
   a. Record keeping forms: These forms are designed to help students keep track of their progress and achievements.
   b. Performance standards: These standards are designed to ensure that students are meeting the minimum requirements for the program.

3. The performance standards section includes the following:
   a. Performance criteria: These criteria are designed to help supervisors evaluate their students' performance.
   b. Performance regulations: These regulations are designed to ensure that students are meeting the minimum requirements for the program.

4. The plan is designed to be flexible and adaptable to the needs of individual students and supervisors.

5. The plan is intended to be used as a guide for supervisors who are responsible for the Supervised Farm Practice program in their area.

6. The plan is designed to be evaluated and revised on a regular basis to ensure that it remains relevant and effective.

In conclusion, the plan is a workable standard for Supervised Farm Practice that can be used to improve the quality of the program. It is designed to be flexible and adaptable to the needs of individual students and supervisors, and is intended to be used as a guide for supervisors who are responsible for the program in their area. The plan is designed to be evaluated and revised on a regular basis to ensure that it remains relevant and effective.
Methods

The Problem Procedure in Teaching Agriculture

Bringing the Problem to a Satisfactory Conclusion

J. A. STARRAK, Iowa State College

In the preceding article an attempt was made to emphasize the importance of the proper techniques or strategies for solving a problem in agriculture. The purpose of this article is to present a general plan of action in this respect. This plan is based on the principles of teaching and learning and the nature of the individual student. The plan is designed to help students develop their own thinking processes and to make them more effective in solving problems. The plan is intended to be a guide for teachers and students alike.

1. Collect written conclusions of the problem from the students.

2. Call on several individual students to state orally their conclusions, getting every student’s opinion of the situation. This will develop their thinking processes and enable them to consider the problem more deeply.

3. Select one of the proposed conclusions and call on all students to support or help in the development of this conclusion. This will help to develop the thinking processes of the students and make them more effective in solving problems.

4. Encourage the students to check upon the accuracy of the conclusions of each student. This will enable the students to develop their thinking processes and make them more effective in solving problems.

5. Next, call on the arguments for and against the conclusion, selecting the concluding arguments to be considered and the conclusions to be supported.

6. Evaluate the significance and relative importance of the arguments submitted. This will help to develop the thinking processes of the students and make them more effective in solving problems.

7. Give some practical advice on the solution of the problem. This will help to develop the thinking processes of the students and make them more effective in solving problems.

8. A better community house arises from the necessity of balancing the factors that seem to be in conflict with each other, and also the magnitude of the factors that seem to affect the solution. This will help to develop the thinking processes of the students and make them more effective in solving problems.

9. A better community house arises from the necessity of balancing the factors that seem to be in conflict with each other, and also the magnitude of the factors that seem to affect the solution. This will help to develop the thinking processes of the students and make them more effective in solving problems.

10. Let us try to evaluate and assess the problem to the best of our ability.

September, 1933 Agricultural Education

The Problem Procedure in Teaching Agriculture

Bringing the Problem to a Satisfactory Conclusion

J. A. STARRAK, Iowa State College

In the preceding article an attempt was made to emphasize the importance of the proper techniques or strategies for solving a problem in agriculture. The purpose of this article is to present a general plan of action in this respect. This plan is based on the principles of teaching and learning and the nature of the individual student. The plan is designed to help students develop their own thinking processes and to make them more effective in solving problems. The plan is intended to be a guide for teachers and students alike.

1. Collect written conclusions of the problem from the students.

2. Call on several individual students to state orally their conclusions, getting every student’s opinion of the situation. This will develop their thinking processes and enable them to consider the problem more deeply.

3. Select one of the proposed conclusions and call on all students to support or help in the development of this conclusion. This will help to develop the thinking processes of the students and make them more effective in solving problems.

4. Encourage the students to check upon the accuracy of the conclusions of each student. This will enable the students to develop their thinking processes and make them more effective in solving problems.

5. Next, call on the arguments for and against the conclusion, selecting the concluding arguments to be considered and the conclusions to be supported.

6. Evaluate the significance and relative importance of the arguments submitted. This will help to develop the thinking processes of the students and make them more effective in solving problems.

7. Give some practical advice on the solution of the problem. This will help to develop the thinking processes of the students and make them more effective in solving problems.

8. A better community house arises from the necessity of balancing the factors that seem to be in conflict with each other, and also the magnitude of the factors that seem to affect the solution. This will help to develop the thinking processes of the students and make them more effective in solving problems.

9. A better community house arises from the necessity of balancing the factors that seem to be in conflict with each other, and also the magnitude of the factors that seem to affect the solution. This will help to develop the thinking processes of the students and make them more effective in solving problems.

10. Let us try to evaluate and assess the problem to the best of our ability.
Agricultural Education September, 1933

**A Note on Feeding Dairy Cattle**

**IVAN FAY, Agricultural Teacher, Wisconsin**

The basics of feeding dairy cattle are simple, yet crucial. A well-balanced diet is essential for optimal health and production. Let's break down the key factors to consider:

### The Importance of Feeding

Feeding is a fundamental aspect of dairy management. A balanced diet not only ensures the health of the animals but also maximizes milk production and quality.

#### A 1,000 pound Cow

- **Fats**
  - 4.5 pounds per day
- **Protein T.D.N.**
  - 3.0 pounds per day
- **Bones**
  - 0.5 pounds per day

#### Ratios of Feeding

- **Dairy ration 1**
  - Protein T.D.N.: 3.0 pounds per day
  - Fat: 4.5 pounds per day
  - Bones: 0.5 pounds per day

This balanced ration ensures a healthy diet for the cow, promoting overall well-being and productivity.

### Feeding Dairy-Feeder Cattle

- **Ratio 1**: 3.0 pounds T.D.N.
- **Ratio 2**: 4.0 pounds T.D.N.
- **Ratio 3**: 5.0 pounds T.D.N.

Each ratio is designed to meet the specific needs of the cow, considering factors such as milk production, age, and health status.

### Conclusion

Feeding is a critical component of dairy management. A balanced diet is key to ensuring the health and productivity of dairy cows. By following these guidelines, farmers can optimize their dairy operations for sustainable and profitable outcomes.

---

**References**

- Additional resources on dairy cattle feeding and management are available from various agricultural extension services and universities.

---

**Image Description**

The image contains a detailed text on feeding dairy cattle, including tables and figures to illustrate the nutritional needs and ratios for different types of dairy ration. The text is educational and informative, aimed at helping farmers make informed decisions about their dairy operations.
Couchdale F. F. A. Camp and its Functions

Couchdale F. F. A. Camp, an institution of the Young Farmers Club, is a place where young farmers from various parts of the country come together to participate in various agricultural activities. The camp is held at Couchdale, a town in the state of Arizona. The camp's primary purpose is to provide a platform for students to learn about agricultural practices, exchange ideas, and develop leadership skills. The camp is supervised by the Arizona F. F. A. Council, which ensures the smooth functioning of all camp activities.

Organisation of Camp

The camp is divided into various sections, each focusing on a specific aspect of agriculture. These sections include animal science, crop science, soil science, and agricultural business. Each section is headed by a team of experienced agricultural professionals who guide the students through hands-on learning experiences. The camp also includes a variety of activities such as farm tours, workshops, and competitions to enhance the learning experience.

Recruitment

The camp is open to all high school students interested in agriculture. Applications are typically submitted by the end of the year, and acceptance is based on a selection process that considers the applicant's interest and aptitude in agriculture. The camp provides a unique opportunity for students to explore their interest in agriculture and network with other students and professionals in the field.

Agricultural Education

Agricultural education is a critical component of the camp. It includes both theoretical and practical sessions, covering topics such as crop management, animal husbandry, and environmental sustainability. The aim is to provide students with a comprehensive understanding of the agricultural sector and its importance in society.

Conclusion

The Couchdale F. F. A. Camp is a valuable platform for students to learn about agriculture, develop leadership skills, and connect with other students and professionals in the field. It offers a unique opportunity to gain practical experience and explore career options in agriculture. The camp's success is attributed to the efforts of its dedicated organizers and the enthusiasm of the students who participate in it.
Vacation Trip
RAYMOND N. MAJOUT, Utah State Reporter

An extensive vacation was had this summer by members of the Richfield, Utah, chapter of the Future Farmers of America, who combined recreation with education in a 12-day tour in southern Utah, Nevada, and California. This group of 113 Future Farmers and others left their homes May 11, and during the next two weeks journeyed over a course more than 2,000 miles long. They viewed such sights as Zion National Park, Utah; Boulder City and Boulder Dam, Nevada; and Long Beach, Los Angeles, and Yosemite National Park, California. The boys were given special permission to go to the bottom of the canyon at the Boulder Dam. While in Long Beach the adventurous farmers were given a free trip of inspection of the Long Beach harbor. They saw the battle ship stationed there, and were permitted to inspect the Chicago from tunnels to the boiler room. They spent a delightful three days at Yosemite National Park, seeing the high waterfalls, cliffs, and numerous trees.

In Front of the Museum in Yosemite National Park

National Park, seeing the high waterfalls, cliffs, and enormous trees.

No accident or sickness of any kind occurred on the trip. Trucks equipped with sturdy sails and canvas coverings provided very economical transportation. The boys camped out, taking their food and bedding from home, thus cutting expenses to a minimum. According to the chapter advisor, John R. Adams, the average cash outlay for each person to make the trip was from 10 to 15 dollars.

The chapter members made a similar trip to Yellowstone National Park last year. The outstanding success of both of these trips fully warrants that this vacation idea be continued.

Use of the Outlook
(Continued from page 41)

losts of giving careful consideration to facts as presented in the Outlook Reports, in their project and farm planning. Usually the study centers around the conditions necessary for successful and profitable sales and disposal of crops, stock, and by-products. The necessity for forethought becomes very evident to these more mature boys. Now I can assign references in economic text books, magazine articles dealing with the subject, and expect the boys to be able to read and talk on the reports as they come in. Each report becomes a reference for each boy. Not only his present project but his future farm plans are affected. In times of depression he figures costs of production by various methods, and arrives at a decision as to how long he can go and still allow him a profit on his enterprise. He is watching for the time to expand or retrench. Let us hope that each boy will continue such practice throughout his career as a farm business man.

The Orland Grange chapter, California, has posted an $800 fund in a local bank as a guarantee against any losses for Future Farmer project loans. As a result of this cash margin, members are able to borrow several times that amount, and some of the best projects have been financed in this way.

Agricultural Education September, 1933