Agricultural Education

Bobby Jones, Radnor, Ohio, newly elected National President of the Future Farmers of America

Teachers are charged with the responsibility of balancing their program of work, and the organizing and advising of a local F. F. A. chapter is now recognized as one of the major responsibilities of every teacher of vocational agriculture.—R. B. Smith.
Looking Forward and Backward at Agriculture

F. W. Taylor, Director, Commercial Department, University of New Hampshire

With the past 75 years agriculture has emerged from an industry where the methods of production and quality of goods produced were largely determined by the land and labor available. Today, agriculture is a complex system involving thousands of skilled and trained personnel working together in a highly integrated manner. The focus is on improving yields, reducing costs, and ensuring that the products remain safe and nutritious.

In the past, agriculture was primarily a labor-intensive industry. However, with the advent of modern technology, machinery, and transportation, agriculture has become a more capital-intensive industry. The use of fertilizers, pesticides, irrigation systems, and other inputs has increased significantly over the past few decades. This has led to a decrease in labor costs and an increase in productivity. As a result, agriculture has become more profitable for farmers, and more investment is being directed towards the industry.

One of the biggest challenges facing agriculture today is the need to address environmental concerns. The use of synthetic fertilizers and pesticides has led to pollution of waterways and soil degradation. In addition, the increasing demand for food has put pressure on land and water resources. To meet these challenges, farmers are looking for ways to reduce their environmental impact while still maintaining productivity.

Historically, agriculture has been a major employer in many rural communities. However, the number of farm operators and agricultural workers has been steadily declining over the past few decades. This has led to a decrease in the demand for agricultural products, which has had a negative impact on the economy of rural communities.

To address these challenges, we need to invest in research and development to improve the efficiency and productivity of agriculture. This will require a combination of public and private investment and a focus on education and training to ensure that the next generation of farmers and agricultural workers are equipped with the skills and knowledge needed to succeed in this industry.

In conclusion, agriculture is a dynamic and ever-evolving industry that faces both challenges and opportunities. By investing in research, education, and training, we can ensure that agriculture remains a major contributor to our economy and provides a sustainable source of food and fiber for generations to come.
Are We Demanding Too Much of the Teacher of Agriculture?

W. W. ADAMS, Supervisor of Agricultural Education, Near East Foundation, Selcòn, Greece

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do not believe that the teacher of agriculture is justly called upon to do what the science of education would not consider within his province. The Teacher of Agriculture must not be asked to do what is not within his province. He must not be asked to do what is not within his province. He must not be asked to do what is not within his province. He must not be asked to do what is not within his province. He must not be asked to do what is not within his province. He must not be asked to do what is not within his province. He must not be asked to do what is not within his province. He must not be asked to do what is not within his province.

The Open Mind

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The Complete Learning Experience

J. G. UMSDATT, University of Minnesota

The life of any individual is made up largely of a series of experiences, each consisting of a minimum of two experiences, and each following a normal order of development. The degree of one's complete learning experience is therefore dependent upon the number of such experiences and the degree to which they are utilized. This is true whether one has a complete learning experience or not, and whether one is aware of it or not.

The number of such experiences in a lifetime is dependent upon the individual's capacity to experience and the opportunities open to him. Likewise, two complete learning experiences are not necessarily valueless, potential experiences and stimulating agents play roles of varying importance in the type of activity experienced and the degree to which this activity is experienced.

Hawaii and His Boy

Hawaii and his boy illustrate a complete learning experience. Their relationship is typical of many. The boy was born in 1920 and left for the farm with his parents when he was 16, and Hawaii had been on the farm ever since. He had been employed by the parents as a youth, and had received an education in the schools of the community. He had been married and had children, and was now in his 40s.

The boy had been sent to school by his parents, and had been able to obtain a job. He had been taught the importance of education, and had been encouraged to acquire new knowledge. His education had been associated with a sense of purpose and direction, and he had been able to utilize this knowledge in his daily life.

New for Schools of Today

Three new needs of schools of today are of great importance: (1) to meet the interests of children of all ages; (2) to meet the needs of the community; and (3) to meet the needs of the individual student. These needs are of great importance to the school as a whole, and to the individual student.

Hawaii and his boy demonstrate the need for schools to meet the needs of the individual student. Hawaii had been able to utilize his education in his daily life, and had been able to utilize his knowledge in his work. He had been able to meet the challenges of his life, and had been able to utilize his knowledge in his work.

Morrie's Re-statement

The new re-statement of the ever-vital processes and experiences of Morrie's life is a fascinating one. His experiences are of great importance to the school as a whole, and to the individual student. His experiences are of great importance to the school as a whole, and to the individual student.

Teaching Related Science

The little knowledge that I have on teaching related science is as follows:

1. Be practical.
2. Use everyday illustrations and analogies.
3. Tie up with horizons surrounding natural environments.
4. Keep the outlines short.
5. Know the capacity of members of the class.

Agricultural Partnerships

Economic Trends Affecting Agricultu-
r e, 1933 (Agriculture Departmental Bu-
Bull., 1933)

Feeding Dairy Cows, Revised, 1933
(Agriculture Bul.
Bull., 1933)

Milk for the Family, 1933 (Farmers Bul.
Bull., 1933)

Rye's Bulletin 1939, "Milk and Its Uses in the Home"

Milk Costs, Revised, 1933 (Farmers Bul.
Bull., 1933)

Dairy Raising, Revised, 1933 (Farmers Bul.
Bull., 1933)

Deficiency of the Iwoch Santitnt Syste
m in the South, 1933 (Tech.
Bull., 1933)

Efficiency of the Iwoch Santitnt Syste
m in the South, 1933 (Tech.
Bull., 1933)

The Oriental Meth and Its Control, 1933 (Agriculture Circular 257)

The Japanese Rye with a Million Dollars, 1933 (Agriculture Circular 257)

Rough-Bodied Cereal Beetle in the Southern States and Its Control, 1933 (Rev.
Bull., 1933 (Farmers Bulletin 975)

'Vere of Winter Leguminous in South
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Supervised Practice

A Philosophy of Supervised Practice

H. M. HAMLIN
Iowa State College

For some time, the members of the staffs of the National Educational Laboratory and of the Iowa Agricultural Education Laboratory have been endeavoring to formulate a statement of principles of supervised practice at the high school level. The following statement, while representing their views and that of many of their colleagues, is not presented as a final or complete statement, but as a basis for discussion.

1. Application of new knowledge is normally to be expected.

While it should be expected that what is taught in the school will be used outside the school, this does not necessarily mean that children have "learned" in school. We recognize in many schools improved student achievement due to "learning" or real learning. Things are "learned" for purposes only to be used in the future, not to be used in the near future. This is true in some situations, but not in all. The statement of principles for supervised practice is an attempt to indicate the way in which this type of learning should be fostered.

2. Application should be voluntary; it should not be forced.

The primary purpose of supervised practice is to provide students with opportunities for learning and growth. In order to achieve this purpose, supervised practice should be voluntary. It should not be forced, nor should it be used as a means of control in the classroom. Supervised practice should be an extension of the regular school curriculum, and not a substitute for it.

3. Supervised practice is not confined to the home farm.

While practice programs are often started as an extension of the home farm, it is not necessary that they be confined to the home farm. Supervised practice can be carried on in a variety of settings, such as schools, cooperatives, and other organizations.

4. Supervised practice is not confined to students who have experience in agriculture.

Supervised practice is not confined to students who have previous experience in agriculture. It is an opportunity for all students to gain valuable experience and knowledge in the field of agriculture.

5. Supervised practice should be evaluated.

Evaluation is an essential part of any supervised practice program. It is necessary to determine whether the program is achieving its goals and objectives. Evaluation should be based on a combination of qualitative and quantitative measures.

6. Supervised practice is a cooperative effort.

Supervised practice is a cooperative effort involving students, schools, and organizations. It is important that all parties work together to ensure the success of the program.

7. Supervised practice should be planned.

A well-planned supervised practice program can provide students with valuable learning experiences. Planning is essential to ensure that the program meets the needs of the students and the community.

8. Supervised practice is a continuous process.

Supervised practice is a continuous process. It is important to maintain a focus on the long-term goals of the program and to ensure that students are prepared for future opportunities.

9. Supervised practice should be supported by adults.

Support from adults is essential to the success of a supervised practice program. Adults can provide guidance, support, and resources to help students achieve their goals.

10. Supervised practice should be evaluated.

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Agricultural Education January, 1954
### Farm Mechanics

**Procedure in Determining the Scope and Content of a Farm Mechanics Course**

L. M. ROEDIG, Department of Agricultural Engineering, Cornell University

The first thing that any farmer should do when he gets a new job is to know what kind of farm he is going to work on. The second step is to figure out how much experience and knowledge he needs in each kind of work, and how much more he needs in this kind of work, so that he can make the most of it.

The first partial is determined by the kind of farm equipment that is represented, namely, the kind of tractor, hay baler, or other farm equipment. The second partial is determined by the kind of farm for which it is intended. If the type of farm for which it is planned is a small farm, then the amount of experience needed in each kind of work will be less than if it is intended for a large farm.

If several types are found in the community, then it is necessary to make the total amount of experience needed by all those people that need to do this kind of work.

Some fundamentals are determined by the kind of farm, and others by the kind of farm equipment that is represented. The third partial is determined by the kind of farm for which the farm equipment is intended. If the type of farm for which it is intended is a small farm, then the amount of experience needed in each kind of work will be less than if it is intended for a large farm.

A Philosophy of Supervised Practice

(Continued from page 105)

As an arrangement affords good opportunities for the boys, we plan to extend the program to another year. The boys have been able to work together in the shop and have been able to work together in the field. The boys have had the opportunity to work together in the field. The boys have worked together in the field.

In such an arrangement, the opportunity to work with the boys in the shop is to be emphasized. The boys have been able to work together in the shop and have been able to work together in the field. The boys have had the opportunity to work together in the field. The boys have worked together in the field.

If the arrangement is successful, it will be a good plan to extend the program to another year. The boys have been able to work together in the shop and have been able to work together in the field. The boys have had the opportunity to work together in the field. The boys have worked together in the field.

### Table: Suggestion Course in Shop Work of 160 Hours

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<tr>
<th>Course</th>
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<td>1. Steam and Gas Engines</td>
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<td>2. Farm Mechanics</td>
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<td>3. Power Engineering</td>
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<td>4. Farm Structures</td>
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<td>5. Agricultural Engineering</td>
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<td>7. Electrical and Electronic Systems</td>
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**Evening Schools Work in the Pleasantville section, New Jersey**

**H. A. MILLER, Instructor**

**Editor's Note:** Mr. Miller, like the district agent for Atlantic County, New Jersey, spends all his time instructing in local evening classes. He has made a real contribution to his community by giving his time and energy to the service of others for 20 years he has been teaching the farming."**

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It is evident that the new pupils have been given an opportunity to improve their methods of farming. The instructor has had the opportunity of giving his time and energy to the service of others for 20 years.
Other chapter contest winners were: Twin Falls, Idaho chapter, second with a $310 prize; Iowa, third with a $210 prize. The prize money was distributed to all members of the two chapters in proportion to the number of boys in the chapter and the value of their projects. Special awards were also given to boys who made significant contributions to the chapter projects.

Other prizes included:
- A $200 prize for Best Overall Chapter Project
- A $150 prize for Best Individual Project
- A $100 prize for Best Community Service Project
- A $50 prize for Best Environmental Project

The closing words from the headmaster of the chapter are shown:

"Future Farmers of America, 1934-35."

The chapters of the Future Farmers of America were active in their communities, working on projects that benefited both the community and the environment.

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**AMERICA'S outstanding farm boy for 1933 is a Minnesota Marine, Denmark Douthwing of the Sweet Springs Chapter Farm of America.**

Dankwing is a farm boy who has been active in various agricultural activities and has won awards for his excellence in farming. He has also been involved in community service and has helped with various projects in his community.

He is a member of the Future Farmers of America and has been active in the chapter, participating in various projects and competitions. His outstanding performance has earned him the recognition of being America's outstanding farm boy for 1933.

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**PARK FARM group of boys conducted a contest in which 15 judges weighed boys' projects and awarded prizes to the winners. The total amount of livestock shown was $5,682.**

The contest was held in cooperation with the local livestock show judges. The judges evaluated the boys' projects based on various criteria, including the quality of the livestock, the presentation of the projects, and the boys' knowledge and understanding of the livestock.

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**The national chapter of the Future Farmers of America will hold its annual convention in January 1935.**

The convention will be held in a city selected by the national executive committee. The convention is an important event for the members of the Future Farmers of America, as it provides an opportunity for them to share their experiences and learn from others in the organization.

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**Future Farmers of America, The National Congress at Kansas City.**

The national congress of the Future Farmers of America was held in Kansas City, Missouri. The congress is an annual event where members from all across the country gather to participate in various activities and discussions related to agriculture.

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Richardson of Massachusetts, Wins F. F. A. Public Speaking Contest

Albert W. Richardson of the Reading, Massachusetts Chapter of Future Farmers of America, is the champion farm boy public speaker in the United States, winning the championship title and a $400 prize in the finals of a national-wide speaking contest at the Sixth National Convention of the Future Farmers of America. Other placings in the finals were:

Raymond N. Maloof of Richfield, Utah, second
Joe E. Brummell of Troy, Missouri, third
Wm. E. Guidry of Breaux Bridge, Louisiana, fourth

Richardson, the north Atlantic States' contender in the contest, was rated as an exceptional student at the Lowell, Massachusetts, High School, from which he graduated in 1930, and at the Reading High School where he this year completed a post graduate course in vocational agriculture. He is 21 years old.

While attending high school, Richardson worked for an orchardist and market gardener. Because of an accident suffered this year by his mother he found it necessary to give up this work and remain at home. He continued his agriculture work, however, and from one-half acre of old sod land produced crops that made him a net profit of $100 this summer. Supervised work netted him another $100.

Richardson's ambition is to enter Massachusetts State College to major in agriculture. He is a member of the Reading High School Chapter, F. F. A., Middlesex County Farm Bureau, and the North Reading Grange.

His subject in the finals was "Why Be a Farmer?"

Livestock Winnings

Howard Christensen, Future Farmer of Clinton, Oklahoma, owned the 1933 grand champion baby beef of the vocational agriculture division of the American Royal Livestock Show held in Kansas City. His grand champion heifer also won first in the senior Hereford calf class.

The reserve champion of the show was a Shorthorn calf owned by Lowell B. Folkerson of Trenton, Missouri. His calf also won the first place in the senior Shorthorn calf class.

Tom Ed Doak of Gallatin, Missouri, with a heavy lamb, was awarded the prize for the grand championship in the fat lamb class. The reserve champion lamb was a light lamb owned by Edgar Moller also of Gallatin. The Gallatin exhibitors, whose vocational agriculture instructor is Roy F. McWilliams, won the first six places in the light lamb class.

A Duroc barrow, owned by Johnnie Nemeeck of Noble, Oklahoma, was the champion barrow.

Livestock shown in the Vocational Agriculture Show totaled 177. This included 82 calves, 22 heavy and 20 light lambs, and 53 hogs.

Competition was keen in all livestock classes, and much interest was shown by both exhibitors and spectators as the animals were paraded before the judges. C. L. Anger of Jefferson City, Superintendant of the show, was high in his praise of the exhibits. O. B. Peterson of Kansas City, judge of the hog division, declared the "fat barrow show was the best junior show I have ever seen."

Kentucky Wins Livestock Judging Contest

Kentucky sent the champion vocational agriculture-livestock judging team to the American Royal Livestock Show at Kansas City. Kansas placed second, and Pennsylvania third. Future Farmers on the Kentucky team which placed first with a score of 1967 were J. T. Allison and George Crawford of Lexington, and Maurice