Teaching Farm Management

(Continued from page 56)

Teaching Farm Management in Arizona

(Continued from page 61)

Results of Evening School Program

(Continued from page 62)

of an explanation, with blackboard illustrations, of how the program was to function.

This brought a typical evening school to a close. Each school is an individual problem since the work deals altogether with the present practical problems of the farmer of that particular community.

The following results were obtained from the four evening schools held in Durango school district during the current year: 500 members enrolled; 7,000 lemons produced and marketed at a premium price; 20,000 pounds of oranges were brought to market co-operatively at a saving of 50 cents per 100 pounds over local market prices; one ear of corn; a commercial fertilizer was bought co-operatively; practically every edition of the producer in the district took advantage of the new soil conservation program; 75 new poultry flocks were started and 50 hens improved; and approximately 300 farmers participated in the Arizona Dairy sponsored by Blue Valley Cooperative of Arkansas.

This year, the aid of a national editor on the Arizona Cooperative organized two sections in two of his leading communities. Interested developed for these same almost entirely from the evening school program.

The year was closed with a very successful poultry show at which 300 roosters of poultry were shown for which $450 in prizes was given.

Professor Gregory Takes Over New Work

(Continued from page 63)

Agricultural Education

(Continued from page 63)

Professor Gregory Takes Over New Work

(Continued from page 53)

natural section and was chairman of the Executive meeting.

He was one of a small committee which originated and planned the idea of this magazine. In addition to having served several years on the Editorial Board, he has been a frequent contributor to the last editor and has recently assumed the editorship of the Professional Section of the magazine.

The Agricultural Education Magazine is happy to extend its best wishes to Mr. Gregory in his new appointment.

Co-operation Practiced

Ibiza—The Blackfoot Chapter recently purchased a registered Percheron cow, one year old, from a farmer for $100. The cow was shown at the county fair and won first prize.

Texas Makes a Touchdown

The Texas Association of F.F.A., at its state convention in 1936, set a goal of 12,000 active members for the year 1935-36. The newly elected officers, under the leadership of their president, E. B. Barnard, set about to build a program of work which would stimulate the 30,000 members to work in a united way to accomplish their purposes.

The 356 chapters, filled with the spirit of winning the state’s 100th birthday and the irrigation furnished by national, state, area, district, section, and local leaders, produced a growth to the extent of gaining over the goal for a touchdown. They now have 12,632 active paid-up members.

They went every state association to celebrate the victory with them by visiting the central office during the remaining weeks. The centennial opened June 3 and will close on August 28, 1936.

Book Review

The first publications prepared under the auspices of the Iowa Vocational Agriculture Progress-Planning Committee have been released.

Occupations for the Agriculturally Tinted. A teacher’s guide for an agricultural occupation, by M. W. Burtenshaw, Department of Vocational Education, Iowa State College, An-"
Whither Agricultural Education in Supervised Farm Practice?

L. R. HUMPHREYS, State Supervisor Agricultural Education, Logan, Utah

Professional

Whither Agricultural Education in Supervised Farm Practice?

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Professional

Early Stages of Supervised Practice

Nearly two decades have passed since the federal government's first supervision program reached its peak. This program included vocational agriculture schools of less than college stand of the field, but a comparatively short period in education, followed by a period of intensification and change in thinking and a gradual shift towards a more intensive and disciplined approach to education under the terminology adopted. This was within a year's span of the period, namely, supervised farm practice. Until 1917 our agricultural program was developed largely on the basis of formative education with slight thought applied to the application of science. The instructional system in agricultural education in the high schools was restricted to no particular relation to the boy's home environment. Our facilities both for training teachers and students during the early period were inadequate.

Early participation in this field has been limited to the high schools, which in many instances have tended to stress remedial instruction. The principal achievement has been the acquisition of skills, and the process of learning has been made more efficient by the development and application of new knowledge and more efficient teaching methods, which in turn will provide the foundation for educational progress on this phase of the problem. This state of affairs applies particularly to agricultural education in some earlier stages.

The deficiencies of earlier types of educational programs were due to the lack of the following factors: an effective unit of instruction with adequate course work, lost opportunities for instruction, providing equipment and other teaching facilities, lack of opportunities for instruction, delivering the program, and supervising the educational activities. The educational program moved largely on the basis of personal effort and experience, and not the entire professional program was completed.

Not all of such responsibilities can be provided for during the present period. The question to be asked is: How do you solve the problem of personal effort and experience? The problem of personal effort and experience is one of the major challenges facing the agriculture education field. The primary aim of the Smith-Hughes Act as far as agriculture is concerned is: in those rural and agricultural classes where practical teaching is in progress, off-campus teaching is being done on a regular basis under the supervision of teachers trained in agricultural education. This act is designed to provide the necessary training in agricultural education for the teachers who will be responsible for the supervision of the program in the rural and agricultural classes. The program includes the following objectives:

1. A maximum of education and training of pupils in agricultural education.
2. An effective and efficient program of educational activities.
3. An increase in the number of pupils enrolled in agricultural education programs.

L. R. Humphreys
The student in supervised practice learns how to live by virtue of his own experience. This is the essential ingredient of a practical education. We must develop more efficient techniques in analyzing our problems and evaluating the outcomes of the program.

Difficulties and Shortcomings

A uniform program of training farmers with specific provisions planned for the state and the federal government has been developed to fit into the program of the average rural high school. The non-uniformly large school population of children of various ages, grades, and interests creates large differences in the size and characteristics of the secondary school, the variation in the length of the class period, the number of students in the class, and the size of the class. The major problem is the same for all schools, but solutions for each problem are not the same for all schools. All these factors are but a few of the problems that arise in the planning of a program for teaching vocational agricultural education. The difficulty is further increased by the fact that many of these problems are not easily solved in a short period of time.

Possibly one of the most serious criticisms directed against the program in vocational agriculture is that the program is too rigid. The criticism is that the program does not allow for flexibility. It is not possible to adapt the program to the needs of the students. The program is too rigid in its requirements and structure.

The program of supervised practice in vocational agriculture has been the point that no program should attempt to take over. The teaching of the students is the responsibility of the teachers. The program is not designed to teach the students how to do their work. The program is designed to provide a structured environment in which the students can learn how to do their work. The program is designed to help the students develop the skills necessary to function in a cooperative environment. The program is designed to help the students develop the skills necessary to function in a cooperative environment.

So far as I know, no comprehensive study has been made to determine the amount of training in vocational agriculture that would be required to prepare students for the kind of work that they would do after graduation. The program is designed to prepare students for the kind of work that they would do after graduation. The program is designed to provide a structured environment in which the students can learn how to do their work. The program is designed to help the students develop the skills necessary to function in a cooperative environment.

The program of supervised practice is designed to provide a structured environment in which the students can learn how to do their work. The program is designed to help the students develop the skills necessary to function in a cooperative environment. The program is designed to help the students develop the skills necessary to function in a cooperative environment.

Participation and Teacher Education

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A Philosophy for Vocational Education in Agriculture

N. E. FITZGERALD, Teacher Training, Knoxville, Tennessee

One of the things that complicates the study of the influence of psychology on educational psychology, for example, is the fact that when we toyingly pass from an older psychology to a newer one, there are many who do so grudgingly and with great unease. For, regardless of the psychology ac-

cepted today by scholars in the field, there is always something or someone lacking in the framework. The place of transfer of an idea, or idea system, is very fluid, for example. It is unsettled. It is thought, however, that understanding these obstacles to the training of a teacher is not true, but it is held that with proper interpretation there is a good deal of value in the transfer of the ideas.

The psychology of a vocational education person is as important in the school as it is in the home. Therefore, the vocational education person must enter into the vocational education person's life in one way or another, the more so if he hopes to gain the trust and confidence of the other person. The vocational education person must enter into the vocational education person's life in one way or another, the more so if he hopes to gain the trust and confidence of the other person.

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Two-Year Development of Vocational Agriculture

R. C. HEFFERNAN, Instructor, New London, Wisconsin

The vocational agriculture department at New London High School, July 1, 1964. The crop year is from August 4 to May 15, a period of about 9 months. A total of 3,000 people, located in the heart of the farming community, is engaged in this educational activity. The farms in this region are largely owned by the operators and average about 120 acres per farm. The farms vary in size depending on the type of farming and the number of acres owned by the farmers. The farms in this region are typically small to medium-sized, with an average of about 120 acres each. The farms are well managed and offer a variety of crops and livestock, including corn, soybeans, hay, and dairy. The farms are also home to a variety of small businesses, such as blacksmiths, millers, and grain elevators. The farms are also home to a variety of small businesses, such as blacksmiths, millers, and grain elevators.

Methods

Third, I solicited the services of my local newspaper editor to publish an advertisement for the vocational agriculture department in this vicinity. He ran many advertisements in the local newspapers, which were distributed to the farmers. I believe that the success of the advertising campaign was due to the cooperation of the department and the newspaper.

Fourth, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

Fifth, after I received the necessary training for the vocational agriculture department in this vicinity, I started a 2-day training program for the farmers. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

Sixth, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

Seventh, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

Eighth, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

Ninth, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

Tenth, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

Eleventh, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

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Twentieth, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

Twenty-first, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

Twenty-second, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

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Twenty-seventh, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

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Fortieth, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

Fiftieth, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

Sunny, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.

Sixty, I started a 2-day training program for the vocational agriculture department in this vicinity. This program included 2 days of training, which were held each month. The training program was designed to provide the farmers with the knowledge and skills needed to establish and manage their farms. The training program was also designed to provide the farmers with the opportunity to network with other farmers and share ideas and experiences.
Farmers Classes

Same Farmers Studying Potato Production for Five Years

N. K. SPEICHER, Teacher. Mill Creek, West Virginia

When I began teaching vocational agriculture in this grades high school in 1933 little had been done to improve potato growing in the community. Ypsilanti Valley had been known for its potatoes for many years, but there was no one who had taught potatoes as a cash crop. A growing interest seemed imminent, but the farmers of the valley were concerned with their own affairs. Due to this interest I decided to help them understand how to grow potatoes and to secure the farmers' support to further the educational program. The following problems were selected for study:

1. Selecting and seeting seed potatoes.
2. Selecting and treating fertilizers.
4. Preparing seed.
5. Tubing seed potatoes.
6. Cutting of seed potatoes.
7. Fertilizing the soil.
8. Cultivating the soil.
10. Reaping the records.
11. Harvesting and grading.
12. Marketing.

At the first meeting ten farmers were present. By means of the conference method these persons decided to study the problem of selecting and seeting seed potatoes at the next meeting.

The problems to be studied at the next meeting were written on the board and read by each member. Each member was given his own copy of the problems, and asked to bring his own copy of the problems to the next meeting.

The conference method was used in the teaching of agriculture during the year. The problems were given to the students, who were supposed to prepare their own copy of the problems and bring them with them to the next meeting. The students were supposed to study the problems and bring them with them to the next meeting.

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Finding the Needs of Farm Boys

C. H. BONSAK, Instructor, Oregon, Wisconsin

I REALLY STRUGGLE to answer the question of finding the needs of farm boys. This may seem like a difficult task, but it is not. The needs of farm boys are much like that of any other child. They want to be loved, to be respected, to be given the opportunity to learn and grow.

Part-Time Work in Agriculture

E. F. FUKA, Topeka, Indiana, Louisiana

We have a growing community in this time of the "Second Industrial Revolution." Many young people are looking for ways to earn money and experience the world. Agriculture provides a great opportunity for these individuals. Part-time work in agriculture can be a beneficial experience for young people.

A Philosophy for Vocational Education in Agriculture

Concluding Statement

We have a long way to go in vocational thinking from the time of the "Second Industrial Revolution." Many young people are looking for ways to earn money and experience the world. Agriculture provides a great opportunity for these individuals. Part-time work in agriculture can be a beneficial experience for young people. We must continue to work towards a better future for all.
Future Farmers of America

Egg-Laying Contest

J. L. HUDSON, Wellington, Pennsylvania.

This is a community in which dairy cattle and poultry are the leading kinds of livestock and in which a large number of farmette enterprises are conducted. These enterprises are being greatly of importance to the farmers of the community.

The egg-laying contest is a part of the Future Farmers of America program. It is a competition among the farmers to see who can produce the largest number of eggs in a given period of time. The contest is open to all members of the Future Farmers of America who are engaged in the production of eggs.

During the contest, farmers are encouraged to keep accurate records of the number of eggs produced by their hens. The contest is judged at the end of the contest period, and the farmer who produces the largest number of eggs is declared the winner.

The egg-laying contest is an excellent way for farmers to improve their egg-laying abilities and to learn more about the production of eggs. It is also a great way to promote interest in the Future Farmers of America program.

Vocational Agriculture Work in Spotlight

M. J. FIELDS, Deputy State Superintendent, Huntingdon, Texas.

The accompanying picture shows the Future Farmers of America program in action. The picture was taken at the annual conference of the Texas Vocational Agriculture Education Association, which was held in Dallas, Texas.

The Future Farmers of America program is an important part of the educational system in the United States. It is a program that is designed to provide young people with the skills and knowledge they need to succeed in the world of agriculture. The program is open to all young people who are interested in learning about agriculture.

The Future Farmers of America program is funded by the U.S. Department of Agriculture and is administered by the National FFA Organization. It is a program that is designed to provide young people with the skills and knowledge they need to succeed in the world of agriculture.
Future Farmer Becomes Farm Manager

AFTER graduating from the vocational agriculture course at Marion, Illinois, High School, in 1930, Vernon Hart applied for and received an agriculture scholarship at the Illinois Agriculture College. However, the depression came along, making him decide to work as a farm hand on account of a lack of funds. While working, he spent his spare time studying government bulletins and good farm magazines, and he attended the farmers' short courses at the local high school.

On April 1, 1932, Vernon accepted a position as herdsman to take full charge of a purchased Holstein herd. Here he made a good record. The following year his herd average was the highest among the four McHenry County cow testing associations. The herd of 18 cows averaged 14,572 pounds of milk and 458 pounds of butterfat per year, two of the best cows averaging 29,453 pounds of milk and 618 pounds of butterfat. One of the heifers made a new state record of 12,794 pounds of milk and 45 pounds of butterfat as a junior two-year-old in the advanced cow registry. Another cow was made as high as 105 pounds of milk per day and tested 3.5 percent. Eight of the cows on official test averaged between 700-940 pounds of fat. Herd was the first in the section to be tested clean for Bang's disease.

He kept his job as herdsman until November 1, 1933, when he was appointed manager of the entire farm of 290 acres at the age of 20 years. He reorganized the farm cropping system. He believes in building up the fertility of the land with manure and rock phosphate. He plans to spread 50 tons of lime and 150 tons of rock phosphate on 40 acres in preparation for alfalfa seeding. He intends to plow under 50 acres of sweet clover pasture each year. This year's cropping plan consists of 60 acres of alfalfa hay and pasture, 30 acres soybeans, 30 acres oats seeded to sweet clover, 60 acres corn, 11 acres being left in permanent blue grass pasture.

The herd sire, Prince Ormaby Korndyke Bess, has full sisters that averaged between 700-900 pounds of butter with a test of 3.8 to 4.0 percent as two-year-olds. His daughters are now showing a great deal of improvement in production over their dam. Hart intends to practice semen breeding with these daughters. All the best bull calves are being raised to sell for breeding purposes. During the past six years over $3,000 worth of bulls have been sold. In the fall of 1933 Vernon took two bulls to the National Dairy Show at Madison, Wisconsin. The 13-month-old bull brought the second highest price at the sale.

Vernon is but 22 years old and single. He has employed his father to help with the farm work, and his mother keeps house for him.

Mississippi Plans Big Fair

Four thousand B.P. members and vocational agriculture students from Mississippi participated in the MS South Fair, Memphis, Tennessee, and the Mississippi State Fair, Jackson, Mississippi. The theme for the State Fair was "Mississippi Plans Big Fair." The fair was held on the fairgrounds, and a variety of exhibits and competitions were featured. Faculty advisors are planning for the 1936 fair.