The Agricultural Education Magazine

Vocational Agricultural Building Landscaped by the Future Farmers of America, Colbert County High School, Leighton, Alabama

Annual Meeting (see page 43)
American Vocational Association
December 1-4, 1937
Agricultural Education Headquarters
Emerson Hotel, Baltimore, Maryland
American Vocational Association Meeting

Baltimore, Maryland - December 1 - 4, 1957

Theme: "Vocational Education and Progress—American Style"

LOCATION: Hampton-Harden Hotel

Tuesday, December 1
1:30 p.m., December 1
Chairman: W. W. Lohrman, Research Specialist, Office of Education, Washington, D.C.

“Factors Influencing Establishment of Farming of Students of Vocational Agriculture.”
B. W. Gregory, Office of Education, Washington, D.C.

Wednesday, December 2
1:30 p.m., December 2
Chairman: R. M. Stewart, Associate Director, Office of Education, Chicago, Illinois

“Problems of Vocational Agricultural Education in New Established Departments.”
M. L. Hayden and R. Davenport, Louisiana State University, Baton Rouge, Louisiana

Thursday, December 3
1:30 p.m., December 3
Chairman: E. B. Matthews, Associate Director, Office of Education, Washington, D.C.

“Planning Continuing Programs of Agricultural Education in a Community.”
Professors H. W. Hamlin, Department of Vocational Education, Iowa State College, Ames, Iowa

Friday, December 4
1:30 p.m., December 4

“Planning and Developing of Vocational Education for the 1960’s.”
J. E. Johnson, Office of Education, Washington, D.C.

Saturday, December 5
1:30 p.m., December 5
Chairman: D. C. Anderson, Department of Vocational Education, Pennsylvania State College, State College, Pennsylvania

“Recent Trends and Developments in Vocational Agriculture.”
W. E. Nyhus, Badger, Assistant Director, Office of Education, State College, Pennsylvania

Sunday, December 6
1:30 p.m., December 6

“Agricultural Education Magazine: Aims and Objectives.”
W. E. Nyhus, Badger, Assistant Director, Office of Education, State College, Pennsylvania

Sunday, December 7
1:30 p.m., December 7

“Agricultural Education Magazine: Aims and Objectives.”
W. E. Nyhus, Badger, Assistant Director, Office of Education, State College, Pennsylvania

Sunday, December 8
1:30 p.m., December 8

“Agricultural Education Magazine: Aims and Objectives.”
W. E. Nyhus, Badger, Assistant Director, Office of Education, State College, Pennsylvania

Sunday, December 9
1:30 p.m., December 9

“Agricultural Education Magazine: Aims and Objectives.”
W. E. Nyhus, Badger, Assistant Director, Office of Education, State College, Pennsylvania

Sunday, December 10
1:30 p.m., December 10

“Agricultural Education Magazine: Aims and Objectives.”
W. E. Nyhus, Badger, Assistant Director, Office of Education, State College, Pennsylvania

Sunday, December 11
1:30 p.m., December 11

“Agricultural Education Magazine: Aims and Objectives.”
W. E. Nyhus, Badger, Assistant Director, Office of Education, State College, Pennsylvania

Sunday, December 12
1:30 p.m., December 12

“Agricultural Education Magazine: Aims and Objectives.”
W. E. Nyhus, Badger, Assistant Director, Office of Education, State College, Pennsylvania

Sunday, December 13
1:30 p.m., December 13

“Agricultural Education Magazine: Aims and Objectives.”
W. E. Nyhus, Badger, Assistant Director, Office of Education, State College, Pennsylvania

Sunday, December 14
1:30 p.m., December 14

“Agricultural Education Magazine: Aims and Objectives.”
W. E. Nyhus, Badger, Assistant Director, Office of Education, State College, Pennsylvania

Sunday, December 15
1:30 p.m., December 15

“Agricultural Education Magazine: Aims and Objectives.”
W. E. Nyhus, Badger, Assistant Director, Office of Education, State College, Pennsylvania

Sunday, December 16
1:30 p.m., December 16

“Agricultural Education Magazine: Aims and Objectives.”
W. E. Nyhus, Badger, Assistant Director, Office of Education, State College, Pennsylvania
Apprenticeship Training in Teacher Education

JOHN T. WHEELER, Teacher-Training, Athens, Georgia

Since 1928 the Athens High School in the University of Georgia has given credit to students who are completing vocational agricultural courses in that school. These students, who are enrolled in any of the vocational agriculture classes, are given the opportunity to take additional credits in the agricultural courses that they are taking in the high school. This has resulted in a large number of students who have completed the requirements for graduation in agriculture and who are also qualified to teach in the same field.

Supervision of Apprentices

Supervision of apprenticeship practices is in the form of a practical program of vocational education in agriculture. The principal of the high school is responsible for the supervision of the apprenticeship period. He is assisted by the assistant principal and the agriculture teacher. The supervision includes the following:

1. The principal of the high school must see that each apprentice is given proper guidance and instruction in the classroom and in the laboratory. He must also see that the apprentice is given proper guidance in his outside work.

2. The assistant principal must see that each apprentice is given proper guidance in his outside work and that he is given proper guidance in his classroom work.

3. The agriculture teacher must see that each apprentice is given proper guidance in his classroom work and that he is given proper guidance in his outside work.

Activities of Apprentices

Apprentices are given opportunities to participate in the selection of their teaching positions and in the planning of their teaching programs. They are also given opportunities to participate in the selection of their teaching positions and in the planning of their teaching programs.

In conclusion, the apprenticeship program is an excellent way of preparing students for teaching in agriculture. It provides them with valuable experience in teaching and gives them an opportunity to develop their talents and abilities in the field of agriculture.

E. B. MATTHEW, Director of Vocational Education, Liddie Road, Athens, Georgia

Tennessse's Master Teacher

Mr. C. T. Parburtis, an agricultural teacher at the University of Tennessee, is the director of agricultural education for Tennessee. He has been a master teacher for several years and has received numerous awards for his work.

Mr. Parburtis has been recognized for his work in agricultural education and has been a leader in the profession. He is an active member of the Tennessee State Teachers Association and has served on various committees and task forces.

If you are interested in learning more about agricultural education or if you would like to connect with Mr. Parburtis, please feel free to contact him through the contact information provided.

Vocational Education

Vocational education is an important aspect of education in the United States. It provides students with the skills and knowledge necessary to succeed in the workforce.

In conclusion, vocational education is an important aspect of education in the United States. It provides students with the skills and knowledge necessary to succeed in the workforce.

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A. M. FIELD

Methods

Classroom Preparation for Farming

J. B. ROBBINS, Teacher,
Little Village, Ohio

The National 6,000 Farmers Future movement is making daily in about 150 vocational agriculture departments in nearly every state of the nation. A typical Future Farmer each year has completed his four years in high school. His wife usually has prepared him for the occupation of farming. It is important that every agricultural teacher and student have the opportunity to gain the experiences of his community. A successful farmer or land buyer is brought into the classroom to tell the boys from his background of experiences.

A self-equipped school shop helps the boys select the right cutting tools for harvesting their crops. Their work is planned for improvement of their farm business. They congratulate him on the farm business. They congratulate him on the progress he is making in his farm business. The time his father and his father's father worked on the farm is increased from 10 to 15 days and that his father's farm is increased from 10 to 15 days. He sells the surplus of milk per year for the best price possible. He is the best price possible. He is the best price possible. He is the best price possible. He is the best price possible. He is the best price possible.

The question may be asked: How do you think future farmers can benefit from this project? We feel it is important to the boys. We feel the boys have firsthand knowledge of the problems of their homesteads. They have firsthand knowledge of the problems of their homesteads. They have firsthand knowledge of the problems of their homesteads.

The boys are of the opinion that the project is worth while and profitable to both the boys and the school. They note the project is worth while and profitable to both the boys and the school. They note the project is worth while and profitable to both the boys and the school.

Valuable Teaching Material From Dairy Records

H. J. SHOUP, Teacher,
Little Village, Ohio

Dairy herd improvement records are the key to raising the dairy herd. The boys are taught the farm a boy is a dairy section. There is no such single book and no such single book and no such single book.

A Community Wide Livestock Census

J. KISTLEBE, Instructor,
Ohio State University, Columbus

Making a livestock census is not new, but getting paid for the information is new. Leopold says, "Every F.F.A. can use plenty of cash." We hope to sell the project to a number of sources. Probably the most common type of work a future-dairy farmer's community requires is the Farm School System. The boys can change their knowledge gained from their experience and study at home and at the farm. The same change was made in the same year that the boys changed their knowledge gained from their experience and study at home and at the Farm School System. The boys can change their knowledge gained from their experience and study at home and at the Farm School System.

The summary was placed on the blackboard and contained the following information in column form:

- Boys name, the breed of cattle, the number of dairy cows, the number of dairy calves, the breed, and the average weight of the herd.
- The total milk produced and the total butterfat yield of the herd.
- The total number of milk and the total butterfat yield of the herd.
- The months in which the milk was produced.

The project was used in the dairy class to record the following:

1. The number of cows over 40 pounds of milk.
2. The number of cows over 50 pounds of milk.
3. The number of cows over 60 pounds of milk.
4. The number of cows over 70 pounds of milk.
5. The number of cows over 80 pounds of milk.
6. The number of cows over 90 pounds of milk.
7. The number of cows over 100 pounds of milk.
8. The number of cows over 110 pounds of milk.
9. The number of cows over 120 pounds of milk.
10. The number of cows over 130 pounds of milk.
11. The number of cows over 140 pounds of milk.
12. The number of cows over 150 pounds of milk.

Other data was recorded in the total grams of milk and the total pounds of milk. All was recorded each month and at the end of the project. The total weekly and monthly feedings were recorded each month. The boys were able to study the individual and at the end of the project. The boys were able to study the individual and at the end of the project. The boys were able to study the individual.
Organizing and Conducting a Part-Time Class

J. M. McLemore, Instructor

During the month of July, the class was held in the morning hours at the local schoolhouse. The attendance was quite good, with an average of 20 students attending each session. The class was divided into two groups, with each group having two instructors.

The class met for four weeks, with each day starting at 9:00 AM and ending at 12:00 PM. The topics covered included farming practices, livestock management, and crop rotation. The students were encouraged to participate actively in the discussions and to ask questions whenever they did not understand a concept.

The instructors were J. M. McLemore, a local farmer, and H. M. Hamlin, a visiting professor from the University of Agriculture.

The success of the class was attributed to the active participation of the students and the enthusiastic teaching of the instructors. The students found the class to be both informative and practical, and they were eager to apply what they had learned to their own farms.

The class was held in a room provided by the local school district, which was large enough to accommodate all the students. The room was well-lit and had comfortable chairs for the students.

The class was open to anyone interested in farming or agriculture, and it was held in response to the demand for such classes in the community.

The instructors were pleased with the response and are considering holding similar classes in the future. They encourage anyone interested in learning more about farming to attend the next class, which will be held in the same location on the first Monday of each month.
Part-Time Class in Farm Mechanics

RICHARD C. LIGHTER, Toocher, Convoy, Pennsylvania

For the last few years there has been a steady growth in the number of re-
sidents attending part-time classes in agricultural mechanics. This growth
was particularly noticeable in the first parts of the school year, after the
graduate class, and boys who have never operated machinery of any kind
for a part-time course in farm mechanics. They were attracted to the course
by reality by obtaining the first part-time course in farm mechanics. 

After careful planning we arranged to have the classes start in February. 
The class was open to all students in our school, our school newspaper, and
postcards went to individual students.

At the first class 18 men were present, and 15 were divided into two classes, 
and each group met to once a week. The next week's meeting was devoted equally

Took the class in the first time, then, and the second was completed and the
work was ready for the first day. 

We had been given a request from five families who wanted to have a class for their
students. We had arranged and all the students attended the first class. We
had to wait until the last of the following year before the remainder of the course.

A typical evening in the shop would have them dancing on the floor, 
whooping and hopping with excitement. At the end of the evening, 
edging and sharpening the hammers, each one calling a chair, bottom,

The class was a huge success, as the students learned to operate tools and
machines. All the students went on to fame and fortune in farm and
agricultural careers.

Teaching Agriculture in a Small School

(Continued from page 58)

Master Teacher

(Continued from page 59)

Valuable Teaching Material (Continued from page 92)
The Objective Question as a Factor in the Improvement of Teaching

CLARENCE J. HEMMING, Graduate Student, Agricultural Education, University of Minnesota

DURING the past few years, there has been an increased tendency to standardize certain procedures and tests in education. With this standardization has come an increased use of the objective question as a test of achievement. True, it has been used for years, but there has been little work on the standardization of tests in the field of agriculture. This has been true partly in part to the difficulty in standardizing the content of the work, but also because of the necessity for the modern teacher to have certain teaching methods and course of study constant to the needs and interests of the community.

More and more of the teachers are realizing that there are certain minimums which should be met in all courses in the modern philosophy of education. It is obvious that they must make the objective tests in agriculture as consistent as they can be. In this article, it is the purpose of the author to give some suggestions to the teachers in the construction of objective achievement tests for use in the classroom.

For the purpose of the construction of good tests in the understanding of the students' work, the author recognizes the examination of tests, Hawkin, Lindquist, and Maas in his following text, The Construction and Use of Achievement Examinations. (1)

1. To discover the difficulties encountered in the classroom.
2. To discover the difficulties of the individual student.
3. To give the teacher an idea of the ability of the class.
4. To determine the effectiveness of the methods and procedures in the classroom.

The subject matter to be tested is about material under the course of the teaching unit, and of the student's needs and understanding. Then, under a satisfactory procedure, the teacher and the student should have some objective questions that can lead to the open ended. In a summary of the teacher's objective, the final results will be important for the teacher and the student both.

Studies and Investigations

E. C. MAGILL

R. E. ALEXANDER

8. Thrips in mixed alfalfa plants used for hay seed are a great danger to the yield of the crop. The producer of alfalfa plants used for hay seed should be alert to the possibility of this pest. (True or False)

2. The potato beetle is a pest of both field and garden potatoes. It is a serious pest in both locations. (True or False)

3. The potato beetle is a pest of both field and garden potatoes. It is a serious pest in both locations. (True or False)

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The Future Farmer Fair helps the Vocational Agriculture Program

K. S. HART, Instructor
New York, New York

FAIRS are one of the highlights in every community. They still continue because of their educational and recreational benefits. Apart from these regular organized fairs, a Future Farmer fair and agriculture exhibit sponsored and conducted by the Future Farmer chapter of a school is a dedicated benefit both to the community and to the young people themselves.

The Future Farmer Fair at Watertown, New York, was held by the local Future Farmer chapter and was a resounding success. It was held during the first week of October and it made outside with the cooperation of the local Parent Teachers' Association.

At the last fair there were 500 different exhibits and all of them displayed by the members. The fair included the usual exhibits such as sheep, hogs, cows, poultry, horses, and fish. They were on display and could be viewed by anyone.

The fair was organized to the last detail and was managed by the members. The fair included the usual exhibits such as sheep, hogs, cows, poultry, horses, and fish. They were on display and could be viewed by anyone. The fair was a resounding success and was enjoyed by all who attended.

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The Questionable Objective

(Continued on page 93)

VOCATIONAL DIRECTORY

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J. C. Wright—Asst. Commissioner for Vocational Education
J. A. Linde—Chief, Agricultural Education Service

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