FARM SHOW — LYNCHBURG, VIRGINIA
(See page 163)

Nature has provided no means by which the pencil long retains the information he does not use.—Thoreau.
The Agricultural Education Magazine

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Editorial Comment

The problem of better training, from a social point of view, of the young men who are teaching rural leaders as yet, cannot be solved. It is to be hoped, however, that teacher-training staffs in particular will recognize this challenge, and to the best of their ability, continue to provide their trainees a higher appreciation for intellectual and cultural ideals to the end that they may better take their places as leaders of rural youth.—Keith L. Holloway, Arkansas.

OUR COVER

Lynchburg Farm Show

Nearly all our F. F. A. chapters in Virginia are identified with a federation. None of these federations are really functioning. Others are quite questionable. The Hub Federation, composed of ten chapters around Lynchburg, was responsible for conducting a farm show. They, of course, provided competition, not only for F. F. A., but also for 4-H club, no matter how small. This year visitors attended the show. The bulk of the prizes was won by Future Farmers of America, and the 4-H club, on the other hand, showed a larger amount of 4-H club and 4-H club邈kil. This year an unusual feature of the show was the exhibit of the city and county's rural, self-helping, self-supporting, nonprofit, secondary, public, agricultural, entertainment program presented. City officials estimate that $10,000 would have been taken out of the county, but that the fair, now under the direction of the show, has been outlawed in Lynchburg. It is expected that Virginia and W. C. Thread, teacher, Amherst, Virginia.

Vocational Teachers and Rural Electrification at the Cross Roads

During the past 15 years we have been trying to develop a well-rounded, four-point program, a model co-operative for the rural community, so that the young man or woman who is interested in the field of teaching, or going into the field of teaching, will be prepared to carry on his work properly. We have pointed him to a better and more fully equipped community to help him in his work.

While this neighbor was equipped with expensive power that wasn't used or given away, he was "plucked" along for being too cooperative and overlooking the demands of our rural people. We think we are now standing with "Rural Electrification at the Cross Roads," honestly, and gratefully, the best hope for financing another program. Another 4-H club, the Cooperative Agricultural program, led the way, but the road leads to the rural people, and we are now making the problem. The third road refers to the next generation, and is directed toward the vocational teachers and farm leaders who are interested in the field of rural education. The third road is the one that we shall discuss.

The problem of financing power project has been, for some years, of no other kind of individual. Cooperative organizing and building has been out of the picture as far as co-operation is concerned. A committee of the Rural Electrification Administration Program, a model cooperative, was formed, and the idea was developed into a plan for the rural community, where the teacher and the rural leaders must work together to raise the money. The problem is not only the raising of the money, but also the development of the community. The idea is to develop the community to the end that the teacher and the rural leaders may better take their places as leaders of rural youth.
Some Challenging Teaching Problems in Vocational Agriculture

LEON E. COOK, Teacher-Training, Portland, Me.

In discussing this topic I have been asked to deal only with the procedure of classroom instruction but all my experience and work have been spent in preparing for and in carrying on the instruction that is the framework of the classroom.

It is my purpose to call attention to the fact that in the last few years the sense of need for careful study and of responsibility to the situation in which further education may be instituted. I fully realize that the responsibility for these problems is not limited to the superior teacher and to the principal, but is due to the whole body of teachers, and it is necessary that we consider the problem in this broad context before we seek solutions.

1. A reconsideration of the clarification of the objectives of vocational agriculture to give added emphasis to the importance of these objectives, which may seem to be secondary but which in education are basic.

2. The selection and organization of content to meet the needs of the pupil and the subject matter materials.

3. Introduction of interpretation and in all phases of classroom technique and organization of instruction and as to realize the importance of the individual and his place in the whole organization of group instruction.

4. A development of a program of guidance, which will involve the principles of vocational agriculture in the use of tests, interviews, and examinations with the pupil in the role of an individual, and the role of the teacher in the role of a counselor.

5. The encouragement of social activity and the spirit of cooperation in all phases of educational effort. The pupil must be interested, and their interests and their significances in the learning process are important.

6. The opportunity of vocational agriculture to bring about wholesome and profitable utilization of leisure time.

7. The encouragement of vocational agriculture to bring about wholesome and profitable utilization of leisure time.

8. Our share of responsibility for the development of the adjustment of the off-school hour in the community and in the home.

9. The relationship of vocational agriculture to the whole educational system and the educational philosophy and the problem of the whole educational system.

10. The opportunity of vocational agriculture to bring about wholesome and profitable utilization of leisure time.

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20. The opportunity of vocational agriculture to bring about wholesome and profitable utilization of leisure time.

The Problems

One of the urgent problems of the next few years is the great need of more vocational teachers and the need to provide for the needs of the boys and girls in the community. The first step in providing for their needs is to find the right vocational teachers. This is a problem that every teacher must face, and it is a problem that every teacher must solve.

Many a boy who is not interested in teaching is interested in teaching. Many a girl who is interested in teaching is not interested in teaching. Many a teacher who is interested in teaching is not interested in teaching. Many a teacher who is not interested in teaching is interested in teaching.

The step-by-step system of education has found its way to the school. It is not that the school is not important for the development of the individual. It is the school that is important for the development of the individual. It is the school that is important for the development of the individual. It is the school that is important for the development of the individual.

The life of the child is the life of the community. It is not that the school is not important for the development of the individual. It is the school that is important for the development of the individual. It is the school that is important for the development of the individual. It is the school that is important for the development of the individual.

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Methods

A Plan for Fourth Year Agriculture

WILFRID E. FEASE, Teacher, Farm Science, University of New York

The modern attitude toward education is that educational processes must provide for the development of the entire person in terms of the total social, economic, and physical life. To be just, however, the farmer is not the only group interested in this type of education. The farmer's wife is also interested. She wants to know how to operate a farm, to prepare good food and to have an attractive home. For these reasons, the plan proposed here is designed to meet the needs of both groups. The plan is based on the belief that the farmer's wife is just as important as the farmer himself in the success of the farm. The plan is designed to provide the farmer with the knowledge and skills he needs to operate a successful farm, and to provide the farmer's wife with the knowledge and skills she needs to make her home a comfortable and attractive place to live.

Landscape Program for Covington County

J. R. FARR, Teacher, Red Level, Alabama

The $20,000 building program in 1936-37 Covington County was used to practically the completion of the school; making her the first woman to receive a degree from the University of Alabama. The plan provided for the construction of a new high school building, which was completed in 1940. The school has since been expanded, with additions being made in 1950 and 1960. The school is now one of the best-equipped schools in the county, with modern facilities for all subjects. The school has a strong vocational program, with courses in agriculture, home economics, business education, and industrial arts. The school also has a strong academic program, with classes in all subjects, including science, math, social studies, and English. The school has a strong athletic program, with teams in football, basketball, baseball, and other sports. The school has a strong music program, with choirs, bands, and orchestras. The school has a strong drama program, with plays and musicals. The school has a strong fine arts program, with art classes and art shows. The school has a strong career program, with classes in business, agriculture, and other fields.
A Project in Fruit-Growing
A. S. A. RUGGLES, Instructor

The project in fruit-growing covered for the past two years by the Highland Agricultural Society at the Meyersville Chapel, Hancock, Maryland, has given a chance for a class discussion on fruit-growing in the form of a discussion on the month of November. The raw material of fruit is a relatively expensive item in the small farm of the farm countries of the world, where a large proportion of the people work on the land. The problem is one of finding the best way to grow and sell the produce of the land.

Harvesting the Crop

Early in the spring, the crop is ready for the sprayer to be used in the orchard. The sprayer, which consists of a gasoline engine and a tank for the mixing of the sprayer, is used for the purpose of treating the trees with fungicides and insecticides. The sprayer is used by the farmers to control the growth of weeds and to control the spread of diseases.

Supervised Farm Practice: A Community Program
A. S. RUGGLES, Instructor

I. Vocational agriculture teachers are to continue to the fullest extent necessary to take the lead in the preparation of the community to meet the needs of the community as a whole. Vocational agriculture classes are to be small considering the number of people who would use the material taught.

The project in fruit-growing is a good example of the usefulness of the small farm in the community. It is a good example of the useful work that can be done by the small farm in the community. It is a good example of the useful work that can be done by the small farm in the community. It is a good example of the useful work that can be done by the small farm in the community.
Farmer Classes

J. B. McCLELLAND

PART-TIME classes in the vocational agriculture department of the Silverton School, Oregon, this year are being conducted in cooperation with Oregon State College. It was decided to offer courses adapted to the needs of the students and include work on personal or general production. The demand for such classes has been increased by the fact that a number of young men have returned to the farm in the past few years.

Due to demand for such classes, this is the third year such a plan has been in operation; with attendance running from 20 to 30.

Renewal was greatly desired by the producer, who was trying to meet the challenge of the modern farm. The classes were offered in the fall of 1940.

In the past two years, the attendance has fluctuated, but the demand is still strong. The most recent enrollment was 20, which is comparable to the previous year.

Some of the topics covered include soil conservation, livestock management, crop rotation, and pest control.

The classes are taught by a combination of professionals and experienced farmers, providing a well-rounded education.

Planning and Conducting the Meeting

IRA E. BARKLEY, Instructor, Agriculture

The purpose of this article is to discuss the best practices in developing a group of farm operators to work together on a specific meeting to cover a specific area. The article will cover the planning and conducting of such an event.

The meeting will include a discussion on the importance of having a clear objectives and goals, as well as the steps involved in planning the event. The meeting will also cover the process of conducting the meeting, including the role of the facilitator and the importance of active participation.

Developing a Sound Agricultural Program

R. V. DICKINS, Instructor, Agriculture

South Dakota is generally known as a sunny, corn and soybean state. However, climate conditions vary greatly from region to region. A sound agricultural program should be developed for each area.

A few points to consider when developing a program:

1. Market needs: What crops are in demand?
2. Soil fertility: What soil conditions are necessary for the crops?
3. Weather conditions: How do the climate conditions affect the crops?
4. Economics: What is the economic value of the crops?

These problems offer our best topic for review. The problems of the farmers teach us the value of the research work which the University's Agricultural Extension Service does.
EVENING CLASSES IN Horticulture

F. P. JACQUES, Teacher

In southeastern Indiana fruit growing is one of the best paying

nurser) number of profitable and generally safe activities. Any

thing that would bring money to the man who is interested in this

area. With these points in mind some of the most important

questions on the evening class in fruit culture have been: (1) What

the growers were more interested in than in

not very willing to give his best advice for the class

At the time of the course there were

So many problems to choose from and with the

confine to his immediate locality or fixated on

In any case like these, our problem

If the wall can be

in preparing the soil for the

the wonderful within

The 1936-37 course was planned and

to do this kind of work, and neither of these can

special emphasis on liming, seeding of

This year the group was

and other services except as

their members gave them money and

they are working away from home where the

that a project program

of the project program

was a trip to Waterloo to visit the

various industries through which young people might make

to 300 young people this year. However, many of these are

a part of the school curriculum and

of the youth conference on Iowa State College during First

year, the men of the project program consisted of basketball, volleyball, and

sponsoring the work. Prizes were

the evening classes, the practical

the importance of the method of keeping a record of

for price, which in turn is

with the help of the citizens of the area.

months before.

Year before proved to be the most

quall the class who were

saying in the class, but there are

a few, and it was decided to try to

planning and dealings, and in

In a small group, three or four people,

the way of buying the land,

and they had the

blue apron

were some that had paid the price.

Beard

Young Farmer Education

Wernell M. Wescott, Instructor

OUR-PARTY school work is now two

years old, and it seems to have been

held during the school year. It seems to be quite a

So many of the people who are teaching this point

as a whole farm or rustic or herd rent or

as a whole family or household or

In the case of those who

and it was decided to try to

several head of cattle or

farmers, a number of

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F. W. LATHROP, Research Specialist, Office of Vocational Education, Washington, D. C.

Recent Studies in Vocational Agriculture Related to the Establishment of Young Men in Farming

In an effort to improve the effectiveness of a vocational training program and to discover the kinds of influences that are the study of the individual for the development of agricultural vocations, a number of studies have been made. Two of these studies are highlighted here: one by Noyce and Gregory, and the other by the Amos Board of Education.

Noyce and Gregory studied the factors that influence the decision of young men to enter farming. They found that the chief factors were financial considerations and the availability of land. The study also revealed that the decision to enter farming was influenced by the attitudes of family members and by the availability of agricultural jobs in the community.

On the other hand, the study by the Amos Board of Education focused on the educational aspects of farming. It found that the availability of agricultural education programs and the encouragement of parents and teachers were important factors in motivating young men to enter farming.

These studies, along with others, have provided valuable information for those who are involved in the establishment of young men in farming. By understanding the factors that influence this decision, educators and policymakers can develop programs and policies that are more effective in promoting the establishment of young men in farming.

Group Teaching Methods

(Continued from page 176)

9. A decision made to part-time teaching or to take a part-time position in another field of education may be a necessary step in professional growth and development. It can also provide an opportunity to gain valuable experience in other areas of education.

10. A teacher who is part-time teaching or taking a part-time position in another field of education should make an effort to maintain a balance between the two positions. This can be achieved by setting clear goals and priorities for both positions. It is also important to stay in touch with peers and colleagues in both fields to ensure that the skills and experiences gained in one field can be transferred to the other.

11. Teachers who are part-time teaching or taking a part-time position in another field of education should be open to feedback and evaluation. This can help them to improve their skills and knowledge in both fields. It is also important to be prepared to discuss any challenges or difficulties that arise.

12. Teachers who are part-time teaching or taking a part-time position in another field of education should be prepared to give back to the community. This can include volunteering for community service, participating in local events, and sharing their knowledge and skills with others. It is also important to be a positive role model for students and colleagues in both fields.

These are just a few of the ways that teachers who are part-time teaching or taking a part-time position in another field of education can continue to grow and develop in their careers. Ultimately, the key is to find a balance between the two roles and to use the experiences gained in both fields to benefit students and colleagues.
Future Farmers of America

L. R. HUMPHRIES

F. A. A. Beautification Program

G. S. WILLIAMS, Teacher, Frisco City, Alabama

This is the hundredth year of the existence of the Frisco City high school and its history is one of education and progress. The school has grown from a small two-room building to a modern, well-equipped institution. During this period, many notable alumni have graduated from its halls, including doctors, lawyers, teachers, and businessmen.

Before

In 1928 when the department of vocational agriculture was established in the Frisco City high school, only one farm student had any experience with farming. In 1936, 70 percent of the students in the school had some experience with farming. This program has been a success and has stimulated interest in a career in agriculture.

The origin of the Frisco City F. A. A. dates back to the spring of 1933 when a small group of students met after school to discuss farming. They decided to form a club and began meeting regularly. In 1934, they organized the first F. A. A. chapter in the school.

A Home Landscape

After

The F. A. A. program has benefited many students in the school. It has provided an opportunity for them to learn about agriculture and to express their interest in the field. The club has sponsored many events, such as a landscaping contest, a soil conservation project, and a beautification program. These activities have helped to develop the students' skills and knowledge in agriculture.

Soil Conservation

FLOYD SHERLOCK, Reporter, Lenoir, Texas

THIRTY-FIVE hundred and fifty trees have been planted in the school's woodlot. The trees were purchased by the Future Farmers of America (F. A. A.) and are being cared for by the teachers and students.

F. A. A. Junior Fair

DAVID M. ENGLE, Teacher, Mineola, Texas

Each year, in August, the F. A. A. members participate in the Junior Fair. This year, the fair was held on the second Saturday in August. The fair included various competitions and events, such as livestock shows, gardening contests, and a harvest fair. The attendees were able to enjoy a variety of activities and learn about agriculture.

Our Ideals, Hopes, and Ambitions

DURWARD SIMPSON, Paul, Lenoir, Texas

No institution becomes great that does not have ideals, hopes, and ambitions. It is the ambition of the members of the F. A. A. to be leaders in agriculture and to contribute to the improvement of the agricultural community. They strive to develop their skills, knowledge, and leadership abilities in order to fulfill their goals.

The Agricultural Education Magazine March, 1938
Cooperative Education

Rural Electrification

STATE SUPERVISORS—TEACHER-TRAINERS

STATE SUPERVISORS—TEACHER-TRAINERS

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OFFICE OF EDUCATION, WASHINGTON, D. C.

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