I can truthfully say, America is still a land of opportunity for its youth, and I know that the youth will take advantage of it.

—Father Edward J. Flanagan
Progressive Agricultural Education

Agricultural education, designed for proficiency in farming on the part of present and prospective farmers, is a field of education that is becoming more and more important as the need for better and deeper training is felt. It is a field that was formerly held for it. In the beginning, workers in the field of vocational education in agriculture were concerned primarily with the development of skills and abilities needed in the more or less unrelated aspects of the productive phases of farming. Major emphasis thus far has been placed upon the needs of in-school adolescents for those skills and abilities. As a consequence, most of the attention of educators and teachers was directed to the development of programs of systematic instruction organized and administered in the interest of all students. If ever true that such a conception of opportunities and responsibilities sufficed for the welfare of individuals about to become or already engaged in farming, it becomes increasingly apparent that such is not the case today. Leaders and teachers in the field of vocational agricultural education are finding it necessary more and more to include in their thinking responsibility for the satisfactory placement of out-of-school youth. These are the factors that are leading toward the progressive establishment of adult farmers in the occupation, doing this, however, without any tendency to lessen the effectiveness of the work being done with all the day group. As such a development takes place, it becomes necessary to develop new programs of agricultural education, co-ordinated and correlated to the presence of progressively developing needs of adolescent boys, out-of-school young men, and adult farmers.

Vocational education in agriculture of the future must take cognizance of changing economic, social, and population conditions if it is to continue to offer the greatest possible service to farm people and to farming. Such phenomena as the post-war, the large-scale development of technological processes, the slowing down of the birth rate and the concentration of population in urban centers, and the growing interdependence of occupations, groups, and commercial interests all tend to emphasize the need for new bases for judgment and decisions need to be evolved.

Leadership in agricultural education are demonstrating their awareness of these conditions and those issues. Programs are being developed in the states in conformity with these conditions. An agreement in evidence that such developments as are taking place or such as are being planned is greater in the following:

1. The dominating problems facing all individuals, young and old, are for the most part a problem of farm success and satisfactorily are:
   a. finding an opportunity to engage in the occupation and
   b. finding progressively established in it. In the last analysis, the success of all instruction in vocational agriculture is to be measured by the degree to which it makes a contribution to the solution of these two problems.

2. It becomes increasingly clear that the extent of the opportunities for finding progressively established in it. In the last analysis, the success of all instruction in vocational agriculture is to be measured by the degree to which it makes a contribution to the solution of these two problems.

3. The responsibility for knowing what are the facts with regard to these opportunities, both quantitatively and qualitatively, in each community being served, has now to be recognized and accepted by workers in vocational education in agriculture.

4. Yet in importance to knowing placement in farming opportunities is knowing the phenomenon problems and needs of individuals in the student body. Since vocational agricultural education programs must be built around individual pupil characteristics and conditions, the development of such programs recognition needs to take the fact that in most instances, individuals have tended and will continue to "grow into farming." Therefore, individualized guidance (program planning) should be central in the development of programs designed primarily to help students solve their problem of planning in farming.

5. Programs of instruction should not only deal with the problems having economic significance for placement and program establishment in farming, but should also become increasingly concerned with problems having social, civic, and recreational significance for the farming family and the community.

6. Vocational education in agriculture for out-of-school youth and adults must be as well organized, just as well planned, and just as well taught as any instruction now being offered all-day students.

Determining Objectives in Vocational Agriculture

No teacher of vocational agriculture would think of taking the comments of an F. E. A. chairman on an extensive automobile tour without first determining where he will go, the route he will follow, what he wants to see, and what he will do on the way. For months before such a trip is begun, the teacher and his student study road maps, determine where and why to make stops, figure expenses to the last penny, and, in general, do everything necessary to make the trip successful. After the trip is over the ideas will spend weeks in discussing what it saw, heard, and did, drawing lessons that will result in better farming practices in the local community, planning how to make future trips even more successful. Yet, how many of us begin an inspection trip of a county in a course in vocational agriculture of two, three, or four years, with the comprehensively supervised farming program, without first determining the objectives to be achieved, and, when the course is finished, examining the accomplishments with a view to improving our future work.

The objective set up by the graduate of vocational agriculture in a secondary school will be determined largely by the teacher's philosophy of education, and the teacher who has the training in the philosophy of vocational agriculture, and his philosophy, the teacher who has had instruction in the philosophy of vocational education, and teachers who have been on the job for many years, have had opportunity to formulate their own philosophy. Consideration should also be given to the type of farming found in the community, and the employment opportunities open to graduates of the department; to the recreational, cultural, and social needs of the boy, and to the abilities of the pupils served. Conditions vary so widely from community to community that each department should be framed with a view to determining the specific objectives.

No uniform method for accomplishing these objectives has ever been determined. An acceptable method is for the teacher, or teachers, to decide upon the changes that can and should be brought about in the school. Each farmer, carried on by the students, in their attitude toward agriculture and life in general, and the changes that can and should be brought about in the community as a whole are the result of the teaching of vocational agriculture in the local community. The objective set up by the graduate of vocational agriculture in a secondary school will be determined largely by the teacher's philosophy of education, and the teacher who has had instruction in the philosophy of vocational education, and teachers who have been on the job for many years, have had opportunity to formulate their own philosophy, the teacher who has had instruction in the philosophy of vocational agriculture, and teachers who have been on the job for many years, have had opportunity to formulate their own philosophy.


The "Complete" Program

SHERMAN DICKSON, Teacher Education, Columbus, Missouri

For a number of years I have been thinking and occa-
sionally scribbling something about the "complete-
phasic" which covers the various phases of our youth's
program. Following are the results of my recent discus-
sions of our problem.

Sharon Dickson

For the last few years at the 1965 North Central Re-

corner Conference, I had the privilege of talking with

other persons present at that meeting. I was just a

little surprised to learn that if the ideas suggested for us to

be used should be the same, for apparently

myself than others are thinking of the same

line. If the ideas happen to be in good

then all are justified in giving

them consideration.

The term "complete" is now
commonly used to designate the program in a high

school department. A group of teachers

connects on systematic instruction in agricul-

ture through all the high school's grades.

During the evening-school period. The teacher

personnel in this case includes the regular

instructors, and one full-time school teaching

rural elementary schools are provided

in a rural school. This is a good term
classroom and farm program, but

when the farm school is

For twenty-five years I have been

and still am a firm believer in the idea

the "pingling" of which has taken

the various phases of the work of the

leader of a children. It is true that the

early days of our program when we

and as I look at it, it is

movie the teacher of the

toward the point of being

to see how we included some "easy

people, and even some

phases of the program, both

ideas, both to individuals and groups.

We are even on record as having done

phases of the program. We are

of our program. We are

their influence. We are

thought, research, and experience played a

degree to which the

people are

to be the true boundary of our

these programs, and I am forced to analyze more completely the various possibilities.


day" or high-school phase of our pro-

more interesting than the

of our students, there has been a ten-

and enhance the students' aptitudes and

of the problem. As we become more

of the various phases of our

that we had to include in our

in our elementary school, number and

years in order to increase our

of number in the

benefits.

Our choice to begin our work

project work even

in the junior and

and to keep it growing and pro-

under the teacher's direction for

school. In 1948 we founded the FFA,

school in those high schools in

more a measure to prepare the

the country for life and work on the

of this almost more represent-


to the adult education community in the

of regular organized series of

"complete" in our thinking. In that year

was covered on the

of the farmer's way of life to the

by a substantial number of

principal programs. In our early

schooling. Our
to extend their services to the

to the adult farmer's community in the

of the Craile's, the farmers of

of our complete program, but it

in a way that the

school during the spread of evening

by salary basis.

Superintendent's

of the rural school curriculum, a

representing both schools' courses,

the marked responsibility for

The "Complete" Program for Education of Youth

Now the city of "unmilled farm-

be done for the rural boy or

by the same age of 30 and 30-

in high school and maybe he hadn't.

all of the farm, with still

bagai" can be found without a

help toward placement. What

on such a project. Should he study

the CCY, the NYA, agricultural

and it should be carefully studied

for this purpose. We in vocational

and education had already recognized

"pay" in our farming establishments and

and had made some progress in

phases of the 18-22 age group. As

is no longer a question of

in the form of mill dust, and so on.

the Agricultural Education Magazine, July, 1960

A Message to Farm Youth

A. W. NOLAN, Professor of Agricultural Education, University of Illinois

Farm Youth of America: You have many friends interested in you. Express your appreciation of your best friends in a note to the man who grows the food you eat, the man you buy your shoes from, the man who

or the farmer, or the man who

saler for the daughter. These friends

and, your happiness.

Youth of America: I enthusiastically

that you would be interested in

the farm youth of America. I list your names all by name, but

you, we will recognize and appreciate them.

who are the leaders in our National Government are not the

Lincoln, who signed the Land Grant Act of

of all these generations, and then the

Woodrow Wilson, who signed the

Vocational Education Act, widely ex-

agriculture and farming. But it is during the present time, when the

President Roosevelt

in his farm youth of America. Friends of Rural Youth Always Active

There are the leaders in the state gov-

of the nation who have lived liberal grants for education in our farm

and our educational agriculture. There are also the U. S. Department of

Education, and the local

Office of Education, giving their best thought to the future of the

in the work you are doing in agriculture. There are those state boards and

of these farmers may be reduced by a more selective re-

and others unable to carry satisfactory super-

charge your plans for a career in

Fathers of America.

and more of them in the school in your community, supported by its citizens and
good human beings, and the more you reason that you would not be likely to profit greatly from

of college cycle and the

drawings of corn. But few of you will

of the future, and the more you reason that you would be

are the leaders in your school of voca-

of you that are not interested in what

are gained in education. (3) The

of the student's time and

or reduces the need for gainful

are preparing for such time. (2) The

school and the need for a well

of the student's time and

school is realizable. These phases are

On the farm in the best

the time and evening school responsibilities. (4) The facts that

your classmates must

needs to be given to the fact

you have that some taking

in the food you consume and the

may be expected of even the best

the people who have been

An Agricultural Education Magazine, July, 1960

Leadership Versus Adversity

Joseph M. Lee, Advisor, Illinois State University

I am informed that William Sharpe of Lebanon, New Jersey, is the only

I have been informed that the chapter of Future Farmers of America in

with the boys in our chapter. He was

he was a member of our 4-H Club in

from the Boys. His 4-H Club was

an unusual piece of equipment in the

of his wife, and he is

to that in which we are

team that has been

the future development of a

That being the case, we

amounts of money and hiring

in your own hair. You may have
to these regulations, but you have
to go through to make up

in the form of mill dust, and so on.

the Agricultural Education Magazine, July, 1960

20,000 acres of land. His

in a new school. This school

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or in the form of mill dust, and so on.

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Let's look at the records.


The records of supervised practice were about one year old when the members of the department of Agricultural Education at the University of Illinois expressed the need for a study to determine the early trends and general results of the work. The records were compiled at the request of the department of Agricultural Education in the state of Illinois, and the study was conducted by E. R. Hoskin, a teacher in the department of Agricultural Education at Illinois College, Illinois.

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One objective of the Feedership Program, sponsored by the National Beef Cattlemen’s Association, is to acquaint men with the livestock industry and to show them how they can profit from raising beef cattle.

The Feedership Program is open to men who are not currently involved in the livestock industry but who have an interest in it. The program provides an opportunity for these men to learn about the livestock industry and to develop skills in animal husbandry.

The program consists of a series of workshops and seminars, where participants learn about various aspects of livestock production, including feeding, nutrition, and management. Participants also have the opportunity to tour feedlots and other livestock facilities, which helps them gain a better understanding of the industry.

In addition, participants are provided with a manual that includes information on the livestock industry, along with a list of resources they can use to continue their education. The program also includes a mentorship program, where participants are paired with experienced producers who can provide guidance and support.

The Feedership Program is open to men who are not currently involved in the livestock industry but who have an interest in it. To participate, interested men need to contact their local livestock organization for more information.

The Feedership Program is sponsored by the National Beef Cattlemen’s Association and is funded by the National Cattlemen’s Beef Association.

The program is designed to help men who are interested in learning about the livestock industry to develop the skills they need to be successful in the industry. By participating in the program, participants can gain a better understanding of the livestock industry and develop the skills they need to succeed in the industry.
Improving Instruction in Part-Time Classes

G. F. EBBIXTON, Teacher Educator, St. Paul, Minnesota

COURSES dealing with part-time and evening instruction for teachers of voca-
tional agriculture are quite common throughout the country. Many of these courses, which have been offered for several years, have been conducted at the University of Minnesota, the University of Illinois, and the University of California. These courses have been successful in improving the teaching of vocational agriculture, and many teachers have benefited from them.

The course at the University of Minnesota is a four-semester program that includes two years of classroom instruction and one year of practical experience. The course is designed for teachers who have had some experience in teaching agriculture, but who have not had the opportunity to develop their skills in the classroom. The course is divided into two parts: the first part is devoted to the study of the principles of agronomy, and the second part is devoted to the practice of agronomy.

A. The program is designed for teachers who have had some experience in teaching agriculture, but who have not had the opportunity to develop their skills in the classroom. The course is divided into two parts: the first part is devoted to the study of the principles of agronomy, and the second part is devoted to the practice of agronomy.

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Motor Learning

CARRIE HAMMOND, Teacher Education, Lexington, Kentucky

The following statements are from Principles of Educational Psychology, by W. F. H. D. M. McGraw-Hill, 2019.

The objective of skill should be an agreement among the learner, the teacher, and other observers as to the nature of the goal. In the case of a motor skill, the goal is the formation of the movement of the body. The goal can be achieved through experience and practice.

The concept of a skill can and should be demonstrated to the learner. It is easier to show one's skill when it is practiced under a controlled condition. For example, a child learning to ride a bicycle may be easier to learn when the child is in a controlled environment with no other children around.

The rate of learning can be affected by various factors such as the amount of practice, the difficulty of the task, and the type of feedback. Feedback can be from the learner, a teacher, or an observer. The type of feedback can be immediate or delayed.

The acquisition of a skill can be facilitated by various methods such as practice with feedback, practice without feedback, and practice with verbal instruction. The type of feedback can be direct or indirect.

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Can You Drive a Tractor?

JAMES F. MERRIS, Agricultural Mechanics Department, California State Polytechnic, San Luis Obispo, Calif.

CAN you drive a tractor? Can you work and run a farm of its own?

The second question is often asked by farmers, or the community of agricultural schools, or the farmers themselves. The answer is, of course, yes. But the first question is not as easy to answer. The answer depends on the type of tractor you are trying to drive.

The first problem in deciding whether you can drive a tractor is to determine what kind of tractor you want to drive. There are many different kinds of tractors available, each with its own set of advantages and disadvantages.

The second problem in deciding whether you can drive a tractor is to determine whether you are physically capable of operating the tractor. This depends on your age, your health, and your experience with similar equipment.

The third problem in deciding whether you can drive a tractor is to determine whether you have the necessary training and skills to operate the tractor safely and efficiently.

The fourth problem in deciding whether you can drive a tractor is to determine whether you have the financial resources to purchase and maintain a tractor.

In conclusion, the answer to the question of whether you can drive a tractor is yes. However, it is important to consider all of the factors involved before making a decision to purchase and operate a tractor.
Out-of-School Rural Youth Enter Farming

C. S. Anderson, Teacher Education, State College, Pennsylvania

In 1929, 41 rural high school students, 15 boys and 26 girls, entered an extended study of the vocational interests of rural youth. The students were required to discover in what vocations they were showing an interest. The results of this study are significant in that they indicate the vocational interests of rural youth.

The study was conducted in three steps. In September, 1929, all members of the group were interviewed. They were asked to indicate their choices of life positions in which they planned to engage. The request was repeated each year until the study closed in 1934. During this period they were asked to list the positions in which they planned to engage.

The data collected were analyzed to determine the vocational interests of rural youth. The results of the study are as follows:

- The percentage of students who planned to enter farming increased from 20% in 1929 to 40% in 1934.
- The percentage of students who planned to enter agribusiness increased from 10% in 1929 to 20% in 1934.
- The percentage of students who planned to enter cottage industries decreased from 30% in 1929 to 10% in 1934.
- The percentage of students who planned to enter professional careers decreased from 25% in 1929 to 5% in 1934.

The study indicates that rural youth have a strong interest in agriculture and related fields. This interest is reflected in their vocational choices and is an important factor in the development of the rural economy.

State of Special Post-Graduate Courses in Technical Agriculture and Farm Mechanics

G. A. Schmidt, Teacher Education, M. L. Collins

This study was undertaken to discover in what post-graduate courses rural youth in the North Central Association were entering. The results of the study were as follows:

- The percentage of students entering technical agriculture courses was 30% in 1934.
- The percentage of students entering farm mechanics courses was 20% in 1934.
- The percentage of students entering other agricultural courses was 50% in 1934.

The study indicates that rural youth have a strong interest in agricultural education and related fields. This interest is reflected in their post-graduate courses and is an important factor in the development of the rural economy.
improving Farm Homes
Thru Farm Mechanics

W. C. Owsley, Teacher, New Milford, Conn.

We SPEND a great deal of time in our teaching trying to build up livestock, planting and tending crops. We are teaching about machinery and equipment, but many of us neglect an important field in our teaching, that of farm homes. Too many farm homes are filled with a large amount of equipment, but are poorly maintained. The dairy farm, farm tools and machinery equipment must be kept clean, modernized and improved constantly. Farm equipment and systems are required by milk inspection regulations. The dairyman who maintains his farm and electric lines in his barn pays him to have them. If you have a farm in your district you have often neglected because the farmer tries to raise enough to support and feed his horses. Here is a way to help get a farm shop program entered the picture.

Many farmers are anxious to improve the farm home and are excited and convenient at very little cost. The boy who has been a farm shop in school has learned the value of home improvement and should have acquired some skill or developed a latent ability for such work. He should be able to make simple pieces of home equipment, such as cupboards, tables, utensils, and other equipment, to repair and refinish old pieces. He should have a working knowledge of the work which will enable him to install and maintain and make repairs and to procure the proper supplies and do repairs and dispossession. His work in electric wiring, plumbing, and carpentry will be of great assistance in the use of wiring, installations of switches, and other modern conveniences, and other home improvements.

The boys of today who have learned to do these things will be the leaders of tomorrow, with the knowledge and skill to make the farm home fit for the next decade and the family of farmers. The farm home of the future will be made of the requirements for a successful farm project should be of the group.

1. It should control the co-operation of the group.
2. It should be in keeping with the agricultural needs of the community.
3. The years' project adaptable to the community should be carried out.
4. It should be large enough to be worth while and to stimulate farm conditions.
5. It should include an approval of the approval of the school board.
6. It should require cooperation on the part of the instructor, students, and other students, during the summer months, in order that they will have the proper care.
7. It must be well planned and the group should be furnished with all the materials.
8. Storage space will be necessary for the products, or a ready market available at the time of harvest.

The Farm Group Project as a Basis for Instruction

We have conducted a group farm project at Johnson for the past two years. Both have been crop projects and one of the years has been a well-stocked herd of cattle and from the standpoint of cooperation from the boys. Our school system was financed with money loaned by the school board. This loss was for a period of six months with the hope of renewing it in June. We were able to finance the second project ourselves. In both cases we have received a fair and substantial return on our labor. This laborious project would seem a little harder to manage because it would require more time and equipment and would need care each year. However, I think that anyone who has the facilities to carry it out would find that it would work out very well. A few conclusions I have arrived at as to the requirements for a successful group farm project may be of help in planning.

Sixteen Years With Adult Classes

Our enrollment usually runs between 20 and 30 members. At the last meeting of each session we have a refreshment of sales and serve refreshments, not as a form of good addresses, but rather for interest during the school year. The last meeting of each session seems to have the effect of keeping the group together and convivial and loyal far beyond the dreams of the farmer teaching. It is ideal worth working for in our farm mechanics program.

The Agricultural Education Magazine July, 1940