In judgment situations, to suggest a different answer is relatively easy, but to suggest a better answer is often extremely difficult.
They Are Coming Home

Scattered here and there over Kansas are young men who, because of wounds in battle or physical disability due to other causes, have returned from military to civilian life. Some have been in service two years or more, others for shorter periods. Their life plans and programs were interchanged when they joined the armed forces. Some of these men were definitely enlisted in farming or were working at the job with which they were happy and contented. Many of these, if their physical condition permits, will no doubt be happy to take up where they left off. Others, especially the younger ones, were taken more or less directly from high school before becoming established in any gainful endeavor. Still others were just gaining a foothold and could be said to be partially established.

What has gone into the minds of these young men while they were in military service, only the boys themselves know. Some who had made a choice of a vocation before entering the armed forces may have changed their minds. Some who had not decided to enter farming may have changed their minds, and vice versa. Some may be undecided. We know they were thrown into a situation, the philosophy of which was just the reverse of their education, training and experience up to that time. Of necessity, they were taught to kill and destroy. Many apparently have devised no better means of preserving their rightful hearths than to kill and destroy.

It is inconceivable that some, perhaps a great many of these young men, have not had their thinking, their philosophy, their plans for the future, their very self-confidence shaken. Their state of mind may not be readily discernible, but those of us who have worked and served with these young men in their rehabilitation and re-education will do well to understand the possible and probable mental disabilities they have experienced, yet in our rehabilitation efforts, their state of mind must not be overlooked.

Some may have had experiences that will make it extremely difficult for them to re-establish a wholesome, desirable point of view. Some may find it difficult to adjust themselves to, thinking things, to make plans, to reach important decisions in matters that will have a profound effect on their future.

Whatever the circumstances or state of mind of these boys as they go to work in the trade, no institution is better suited to assist them in finding a job than the Veterans Administration. The Veterans Administration has been specifically established to aid veterans and their families. It is designed to help them find employment and rehabilitation in their communities. Without the VA, these returning veterans would have had few options available to them.

With the help of the VA, these young men can find employment and rehabilitation in their communities. Without the VA, these returning veterans would have had few options available to them. However, it is important to note that the VA can only assist those who apply for assistance. The VA cannot force anyone to apply for assistance, but the VA will do its best to inform those who need help about the programs available to them.

The VA provides a wide range of services to veterans, including employment assistance, education and training programs, housing and home loan programs, and a variety of health care services. The VA also provides assistance to the families of veterans, including benefits for dependents and survivors.

In conclusion, the VA has a vital role to play in helping returning veterans find employment and rehabilitation in their communities. By providing a wide range of services, the VA can help ensure that these returning veterans can successfully reintegrate into civilian life and resume their lives as productive members of society.

B. B. Pollen

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The Agricultural Education Magazine

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Published Monthly. Subscription Price $1.25 a Year.

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The Future in Adult Education in Agriculture

H. M. Hamlin, Professor of Agricultural Education, University of Illinois

The war has forced a new emphasis upon adult education and cultural and social changes. The things we were doing with children and youth as people of future productive roles must be extended to adults as people of today.

The events impending at the close of this year may force another great advance within a few years. What may we expect? What opportunities will there be for adult education in agriculture and in other fields?

1. The school will turn its attention from the training of primary and secondary school students to the training of adult workers. We have proceeded to meet the greatest demand, that for primary education for all persons who have never before received any type of training. We can continue to meet the demands of the adult worker.

2. We shall have the "new" rather than the "old" course. (Food preservation and machinery repair) No one has stepped into the gap as well as the educators of the new generation. The schools have been organized, the classes have been taught, the teachers have been trained, the techniques have been developed, and the students have been taught. We shall see the new course in action this year, and we shall see the new future in action in the years to come.

3. The trend of "learning as you go" will continue. These days seem to me to be the romantic days of many of our education workers. We are really offering many classes in many subjects in each community.

4. The availability of classes when and where they are needed will be much more common. This will be particularly the case in the smaller communities where there will be a smaller number of students attending and where the class sessions will be held at the homes of the students.

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A Plan for Evaluating Student Effort in Vocational Agriculture

C. E. ROBOD, Professor of Agricultural Education, Ohio State University

AS a teacher of vocational agriculture, I have felt that when a student has been taught to do a job or a set of tasks, he should not only know how to do it but should be able to do it without your help. The following grading plan is an attempt to provide a framework for evaluating the various tasks and skills involved in these areas.

1. Measure student behavior in terms of specific tasks or project completion.
2. Measure student behavior in relation to real life situations rather than to artificial ones.
3. Teach students to evaluate their own efforts.

- Develop in students a realistic appreciation of the importance of honest and efficient effort.

The following grading plan is an attempt to provide a framework for evaluating the various tasks and skills involved in vocational agriculture.

**Grading Plan**

1. **Student Behavior:**
   - Measured in terms of specific tasks or project completion.
   - Measured in relation to real life situations rather than to artificial ones.

2. **Self-Evaluation:**
   - Students are required to evaluate their own efforts.

3. **Grading Criteria:**
   - # of Points
   - # of Assignments

4. **Final Grade:**
   - A grade is assigned based on the total points earned.

5. **Standards:**
   - Specific standards are established for each assignment.

6. **Feedback:**
   - Students receive feedback on their performance.

**Grading Plan Details**

- **Grading Scale:**
  - A: Excellent
  - B: Good
  - C: Average
  - D: Below Average
  - F: Fail

- **Grading Criteria:**
  - # of Points
  - # of Assignments

- **Final Grade:**
  - A grade is assigned based on the total points earned.

- **Standards:**
  - Specific standards are established for each assignment.

- **Feedback:**
  - Students receive feedback on their performance.

**Evaluation of Student Effort in Vocational Agriculture**

C. E. ROBOD, Professor of Agricultural Education, Ohio State University

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Farm Improvement Projects

One of the objectives of the farm improvement program is to encourage the participation of children in farm activities. The program provides a variety of educational opportunities, such as tours of different farms, workshops on farm safety, and hands-on experiences with farm animals and equipment. The program also promotes the development of leadership skills and the importance of hard work and responsibility.

In conclusion, the farm improvement program is designed to enhance the quality of life for children and families by providing them with a supportive and enriching environment. The program’s success is evident in the positive impact it has had on the community, and it continues to grow and evolve with the needs of its participants.
Farmer Classes

WATSON ARMSTRONG

An Entire Community Goes to School

WESLEY H. FAIRALL, Teacher, Benson, Illinois

Advocacy Council Important

At the suggestion of the council, we have placed in every classroom and in the hallways of the school. The purpose is to improve the conditions in which children are taught and to provide a quiet and pleasant atmosphere for learning. This setup is working very well and has been well received by the students.

The school has a tradition of educational excellence for many years, and the students are benefitting from this quality education.

Benson, a town of 350 people, is located in Woodford County, Illinois, 135 miles northwest of Chicago. The town is fairly rural, with the soil rich, known as the "Benson Black" soil, and livestock are a major part of the economy. The farms are well maintained and produce a wide variety of crops.

The high school district covers 44 square miles and serves approximately 400 students.

The school provides a range of courses, including English, math, science, social studies, and physical education. The curriculum is designed to prepare students for college or career opportunities.

The school has a strong tradition of academic excellence and has produced many successful alumni.

The school is well equipped with modern technology and resources, including a fully equipped computer lab, a library with a comprehensive collection of books and periodicals, and a well-stocked science lab.

The school's extracurricular activities include a variety of clubs and organizations, such as the band, choir, drama club, and sports teams.

The school is committed to providing a safe and supportive learning environment for all students.

W. HOWARD MARTIN

The problem that faces each student at the school is the lack of opportunities to develop social skills and participate in extracurricular activities.

The school is working to address this issue by providing more opportunities for students to participate in various clubs and organizations. The school is also working to improve the quality of instruction in order to better prepare students for college and career opportunities.

The school is committed to providing a high-quality education to all students.

HUGH D. JONES, Teacher, Perry, Oklahoma

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The school is committed to providing a high-quality education to all students.
General Methods of Reaching Objectives in Farm Mechanics

M. K. LUTHER, Director of Agriculture, High School, Napa, California

FEW practices are so much as yet stated the objectives of farm mechanics, or at least terms of the phrase, in a hulk-like job that in itself is an excellent morale booster and a very necessary step in our efforts to show our farm mechanics, one of the most effective conditions found in our farm work. The way in which an instruction can be done if we use it as a means of reaching the objectives, and the way in which we will find it with these objectives in mind.

There is an interest to set up my objectives in farm mechanics in terms of what we want the boy or adult to attain, and then to question myself as to what general methods I should or will use in reaching these objectives.

First, why am I teaching farm mechanics?

Major Objectives: I want to teach the student to know in his farming operation what it is to use of production.

Minor Objectives: I want the student to be trained in farm mechanics, farm mechanics, and farm mechanics.

Reciprocal Objectives: I want the student to possess farm mechanics consciousness; to feel that farm construction, repair, and maintenance comprise a major part of farm programming.

This lesson includes the following objectives:

1. Understanding the importance of the objectives of farm mechanics.
2. Developing the ability to use tools, machinery, equipment, and repair supplies.
3. Understanding the need for farm mechanics training as a part of the student's overall farm program.
4. Providing opportunities for students to demonstrate their ability to use farm mechanics knowledge and skills.

METHODS TO REACH OBJECTIVES IN FARM MECHANICS

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Establishment of Former Students of Vocational Agriculture on the Home Farm

MARRYN J. NICOL, Teacher, Marengo, Illinois

Education beyond high school. Approximate monthly wage or income.

Age and Education

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Paso Robles F.F.A. Finds Opportunities

The Future Farmers Chapter of Paso Robles, California, has found a way to improve the looks of their city and at the same time give material aid to the city’s waterworks.

The director of agriculture and adviser for the small, but active, Future Farmers chapter, was faced with the problem of cleaning up the area in the freshest and most attractive manner. Several city boys had already shown the ease for farming programs such as the farm boys in their chapter.

These boys suggested that they secure permission from the city council to burn the brush in the vacant lots in town to allow them to clean up the lots, burn brush, and seed them to save the lot.

Further plans involved the most practical ways of spending the proceeds from the sale of the plots. Some of the younger boys suggested that they could purchase livestock to feed out or buy plants to be sold. These plans were keystones of the boys’ efforts in after-school work, especially during the Christmas season. The success of this project was due to the principal of the school and the co-operation of the students.

The outcome of this project was many-fold. The boys had city jobs and acquired new knowledge and made a net profit of $40; they had put their farming program to work and received a profit of $10; they bought plants and equipment and gained a profit of $10; the city’s waterworks received a profit of $5; and the city’s appearance was improved. The project was a success due to the cooperation of the students.

As a result of the clean-up project, the Paso Robles F.F.A. chapter has been awarded a special F.F.A. award, and the boys have become more interested in agriculture.

Getting Freshman Projects Started Early

One large part of the benefits of vocational agriculture in California is an amazing feature of the program. It is the exceptional enthusiasm of the students in the extensive farm program almost immediately after entering the curriculum. This occurs as a result of the careful planning and organization of the program and the enthusiasm with which it is followed by many other communities.

The program is started in the High School, located in San Luis Obispo county on the northern edge of the county, where the students begin to learn the fundamentals of agriculture. The school district is approximately 20 miles in diameter, and a teaching force of about 50 is necessary to serve the students.

During the junior and senior years in high school, the students are taught in classes of one to six students. They are given opportunities to work in small groups in the school and in some cases in the agricultural class. The students are trained in all phases of agriculture.

After four years of selling certified farms and attending school, the students in our community look to us as a source of information. They come to us with questions and problems and the students are able to resolve them. This is an excellent opportunity for the students and the teachers.

The program is started in the junior and senior years in high school and is continued in the freshman year.

Spencer, Ia., Hog Project

The Freshman Projects were started at Spencer, Iowa, in the fall of 1960. The project was started in the fall of 1960 to train the students for the junior and senior years in high school.

First the students were trained on the project. They were taught the proper methods of feeding, watering, and grooming the pigs. They were also taught the proper methods of cleaning and feeding the pigs. The students were trained to feed the pigs a proper diet, to keep the pens clean, and to keep the pigs healthy.

The Freshman Projects were started in the fall of 1960 to train the students for the junior and senior years in high school.

An Excellent Record

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IT'S OFF! That's the way Future Farmers have an opportunity to assist commercial farmers in basic research in agriculture. Yet that's exactly what the State of California, Future Farmers are doing on the Shafter farm. Potato production is big business in the area, and potatoes are primary. In fact, the Shafter farm has been turned into a model farm, where a number of different potato varieties are being grown and studied. This is to help farmers understand the growing conditions and to develop better growing methods. The Future Farmers are working closely with the agricultural extension service of the University of California to ensure that the research is of the highest quality.

Two years ago, the Kern County Potato Seed Growers' Association decided that they would grow a variety of potatoes in plots that would simulate growing conditions under which certain varieties might grow best. They would then be able to study the effects of these conditions on potato yield and quality. The Future Farmers were active in this project, participating in the planning and execution of the experiments. The results of these experiments will be invaluable to potato growers in the area.

The Future Farmers are working closely with the agricultural extension service of the University of California to ensure that the research is of the highest quality.