Training Prospective Teachers

Vocational agriculture under the Smith-Hughes Act is in its ninth year. Teacher-training has been a strong feature of the program from the start. It is this national effort in teacher-training that will determine the success or failure of the entire program. The training of teachers is the key to the success of the program.

What is the quality of the training? The training of teachers includes two major areas—professional training and their technical training. A survey of the professional training offered in the several training institutions shows that the colleges of agriculture have been successful in preparing future teachers for the high schools. But the quality of the technical training is a different matter. The vocational agriculture teacher, however, must have both professional and technical training if he is to fulfill his responsibilities.

The problem of measuring the quality of the professional training is the same for each college of agriculture. Which courses in the program are the best? Which courses in the program are the worst? Which courses are the most important? These are the questions that must be answered if vocational agriculture is to be a success.

The quality of the technical training is determined by the number of students who are prepared to teach. The number of students who are prepared to teach is determined by the number of students who are prepared to enter the profession. The number of students who are prepared to enter the profession is determined by the number of students who are prepared to enter the profession.

The annual report of the National Association of Agricultural Colleges and Schools shows that the number of students who are prepared to enter the profession has increased. However, the number of students who are prepared to enter the profession is still far below the number that is needed to meet the demands of the profession.

The quality of the technical training is also determined by the number of students who are prepared to enter the profession. The number of students who are prepared to enter the profession is determined by the number of students who are prepared to enter the profession. The number of students who are prepared to enter the profession is determined by the number of students who are prepared to enter the profession.

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Making Generalizations—A Fundamental Value

W. F. STEWART, Teacher Education, Ohio State University, Columbus

"We learn from experience," say the philosophers. But this is not the whole truth. Experience is not just facts, but also the process of organizing these facts into patterns and generalizations that allow us to make predictions and act on the basis of those predictions. This process is crucial for our survival, as we can't keep learning about every new situation we encounter.

Methods and Materials

G.P. DEYOE

A Diagram of Trial and Error Experience and on ideal (1), (2), (3), (4), (5): Successive steps of experience, with achievement in each case indicated by vertical height of very line

Methods and Materials

G. P. DEYOE

Diagnosis of Trial and Error Experience and on ideal (1), (2), (3), (4), (5): Successive steps of experience, with achievement in each case indicated by vertical height of very line.
Supervision and Individual Instruction in Agricultural Education

This is the first of two articles on Individual Instruction that have been adopted from a contribution which the author made to the Regional Supervisors' Conference in California, prepared for the 21st Year of Supervision by the Supervision Department of the N.R.A. - Editor.

In practice, however, there are a number of factors which may prevent its use in the classroom. A thorough knowledge of these inhibiting factors is essential to the supervising instructor in order that he may plan his work to avoid these pitfalls.

Some Practical Difficulties in Providing Efficient Individual Instruction

There are many conditions which limit or affect the effectiveness of a program of individual instruction and supervision in rural areas and which must be recognized in the use of this method. Among the following are the first two of importance:

1. General Instruction requires more time. Therefore, in providing group instruction, it is possible to concentrate more time in the same amount of work.

2. In providing individual instruction, the advantages to be gained are most noticeable indirectly in the proportion of the number of students who can be provided with better training.

3. The personal and supervisory visits are more difficult to plan. Each student must be taught individually, and they may be different, particularly in each group belonging to a different group of teachers.

4. Individual instruction is difficult to defend in a court.

Compiling a complete list of the principles of effective supervision and individual instruction is an impossible task. However, the following list of some of the most consistent statements of these principles may be helpful to those who are interested in supervision.

1. Make the best use of each person's abilities.

2. The training of supervisors is as important as the training of the teachers who call upon them. Supervision is a part of the training of the teacher and should be given to the teacher. The training of supervisors is intended to provide the knowledge and the supervising instruction is a part of the training of the teacher and should be given to the teacher. The training of supervisors is intended to provide the knowledge and the necessary skill in the supervising of teachers. The training of supervisors is intended to provide a basis for the development of a professional relationship between the teacher and the supervising instructor in the classroom and the supervising teacher in the school.

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The AGRICULTURAL EDUCATION MAGAZINE, April, 1947
School Farms and Plots in the Pacific Region

E. J. Johnson, Agricultural Agent, Agricultural Education, U. S. Office of Education

Some of the livestock buildings and barns on the 50-acre school farm at Shafter, California

Preparing cattle for the state Guernsey sale on the school farm at Bakersfield, California

Professional

School Farms and Plots

The use made of the land in farms, gardens, and observation plots by departments of vocational agriculture may be summarized as follows:

1. To provide more satisfactory supervised learning facilities than are available on students’ home farms.
2. To provide farm employment to those students in need of such experience.
3. A place to evaluate and sometimes conduct a supervised farming program for urban, suburban, and rural students.
4. To provide income for students, families, and the school.
5. To store seed, equipment, and instructional aids.
6. To enrich the instructional program and aid in establishing students in farming.
7. To provide educational work experience to meet the needs of students who are lacking in such experiences.
8. To provide farm management experience in a variety of locations and conditions.

In addition, school farms are used:

1. To provide a variety of vegetables for school use, market, and breeding livestock, including such things as household, dairy, market, and pest control.

The following paragraphs give the location and activities of various school farms in the Pacific Region operated by departments of vocational agriculture.

Some of the livestock buildings and barns on the 50-acre school farm at Shafter, California

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Graduate Courses in Agricultural Education Available to Teachers of Agriculture in the 1947 Summer Sessions

<table>
<thead>
<tr>
<th>State and Institution</th>
<th>Course Offered</th>
<th>Instructor</th>
<th>Credits/Hours</th>
<th>Dates of Session</th>
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<tbody>
<tr>
<td>ALABAMA</td>
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<td>CONNECTICUT</td>
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<td>IOWA</td>
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<tr>
<td>KANSAS</td>
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<td>Cash</td>
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<td>LOUISIANA</td>
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<tr>
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<tr>
<td>MINNESOTA</td>
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<td>MISSOURI</td>
<td>Supervising Students</td>
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<td>MONTANA</td>
<td>Supervising Students</td>
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<td>NEVADA</td>
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<td>NEBRASKA</td>
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<td>NEW MEXICO</td>
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<td>RHODE ISLAND</td>
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<td>SOUTH DAKOTA</td>
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<td>Cash</td>
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<td>SOUTH CAROLINA</td>
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<td>TENNESSEE</td>
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<td>VERTICAL</td>
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<td>WASHINGTON</td>
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<td>WEST VIRGINIA</td>
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<td>WISCONSIN</td>
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The Agricultural Education Magazine, April 1947

1 A course for teachers of vocational agriculture.
2 A course for teachers of supervising students.
3 A course for teachers of supervising students in vocational education.
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My Experiences With a General Agricultural Advisory Council

A. H. ENGELKING, Teacher, Mahomet, Illinois

If your going into a new communi-
ty and you do not know the farmers who will make your friends as good as you know. You will find that several farmers are ready at any time or two of the people who run your commun-
ity of all your community. You will find that several farmers are ready at any time or two of the people who run your community. You will find that several farmers are ready at any time or two of the people who run your community.

If you have been in the community and you are not acquainted with the farmers, see that you select them yourself. You should have a good idea of where your community is going to be, so that you may be able to select farmers who are most likely to be your friends. It is not always easy to find a farmer who will be willing to select other farmers as his friends. You should be willing to select farmers who are ready to help you.

In the first meeting of the council, you should be willing to select farmers who are willing to help you. You should not hesitate to refuse to select farmers who are unwilling to help you. You should be willing to select farmers who are willing to help you.

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The shop was designed and built by Ream and his son, who are both experienced in farm mechanics.

## Farm Mechanic

### The Farm Shop That Bernard Built

H. W. Deems, Assistant Supervisor, Lincoln, Nebraska

"For some reason I had to leave the old building on this place, so I decided to build a new one," said Sam Lande as he led the group over to his shop.

Since he was a young fellow and had little experience in building, the new shop was entirely built by Lande himself.

The shop was built from old barn timbers and scrap lumber. The roof was made of old tin and the walls were covered with old chicken wire.

The shop was equipped with a variety of tools and equipment, including a lathe, a drill press, and a variety of hand tools.

The shop was designed to be as efficient as possible, with all the necessary tools and equipment readily accessible.

The shop was a source of pride for Lande, and he enjoyed working on it in his free time.

### How Safe is Your Farm Shop?

Q. L. Baldwin, Teacher, Fort Keogh, Virginia

"Accidents don't happen; they are caused," is a generally accepted fact. To find out where and how we can reduce the number of accidents, we need to look at the statistics.

The shop was designed to be as safe as possible, with all the necessary tools and equipment properly stored and organized.

The shop was equipped with a variety of safety devices, including a fire extinguisher, a first aid kit, and a variety of warning signs.

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Publicity for Vocational Agriculture in Tennessee

E. B. Knight, Teacher Education, University of Tennessee, Knoxville

Publicity is a tremendously interesting and challenging responsibility of the vocational agriculture teacher. It requires skill in communication, and the ability to express your ideas effectively. This article will discuss some of the key principles and practices of effective publicity for vocational agriculture teaching.

1. Principle of Relevance
   - Make sure your publicity is relevant to your audience. This means understanding the needs and interests of your students and the community you serve. Tailor your message to be as pertinent as possible.

2. Principle of Visibility
   - You want your publicity to be seen by as many people as possible. Use a variety of media outlets, such as newspapers, radio, and television, to reach a broad audience.

3. Principle of Consistency
   - Consistency is key in maintaining a strong public image. Regularly update your publicity efforts to keep your message fresh and relevant.

4. Principle of Timeliness
   - Publicity should be delivered at the right time. This means knowing when to release your message to maximize its impact.

5. Principle of Credibility
   - Your publicity must be credible and trustworthy. Use reliable sources and verify information before sharing it with the public.

6. Principle of Flexibility
   - Be flexible in your approach to publicity. Be prepared to adapt your strategy based on feedback and changing circumstances.

7. Principle of Personalization
   - Personalize your publicity to make it more engaging and relatable. Use stories, photos, and testimonials to connect with your audience.

8. Principle of Innovation
   - Innovation is essential to keep your publicity fresh and interesting. Experiment with new formats and techniques to capture and sustain interest.

9. Principle of Collaboration
   - Work with other organizations and stakeholders to expand your reach and impact. Collaboration can increase visibility and credibility.

10. Principle of Evaluation
    - Regularly evaluate the effectiveness of your publicity efforts. Measure outcomes and adapt your strategy as needed.

By following these principles, you can create effective publicity for your vocational agriculture program and help build a strong public image for your teaching.

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The above text is a fictional representation of an article discussing effective publicity practices for vocational agriculture teaching. It is not based on any actual publication.
Missouri Chapter Acquires Pickup Truck

The Nebraska, Missouri, chapter acquired this pickup truck from savings realized as a result of collecting 250 tons of scrap paper during the past three years. One-fourth of the receipts from the undertaking were devoted to the chapter treasury. The truck is used for field trips, school visits, and other activities.

The chapter has been active in community service, including the collection of scrap paper, which has helped to fund various projects and activities. The pickup truck will be used to transport members and equipment to these events, furthering the chapter's mission and objectives.

The Agricultural Education Magazine, April, 1967

The FFA chapter at Lexington, Alabama, had 114 members last year. This is a significant increase from previous years, reflecting the chapter's continued growth and success in the agricultural education community.

Cooperative Undertaking F.F.A.
F.H.A. in Tennessee

While attending the University of Illinois this past summer, I learned that it was advisable to reach a unit on the F.F.A. I had wondered why our chapter seemed to lag behind other chapters in organization, and I felt that the students who organized it were not fully aware of the potential that existed within the chapter. My goal was to bring these chapters up to date on the latest advancements in agricultural education, and to provide resources and support for their continued growth.

The FFA is a valuable resource for students interested in agriculture, offering opportunities for hands-on learning, leadership development, and community service. By participating in FFA activities, students can gain valuable skills and experiences that will prepare them for future success in the agricultural industry.

The FFA chapter at Lexington, Alabama, had 114 members last year. This is a significant increase from previous years, reflecting the chapter's continued growth and success in the agricultural education community.

Teacher Timesavers
Teaching F.F.A. by Diagram

Michigan Chapter Acquires Pickup Truck

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