Summer Activities

The Summer Program in Agricultural Education

M. C. GEAR, Teacher Education, Louisiana State University, Baton Rouge

For purposes of convenience, the summer is well to state again and again that the idea of vocational education is to train students to be productive, effective farmers for the 1960s and beyond. This is not a new idea, but it is a common one that has been repeated throughout the years. The idea is to have students learn about farming operations, such as crop production, animal husbandry, and marketing, in a real-world setting. This can be done through field trips, workshops, and guest speakers who share their experiences in the agricultural sector.

F. W. WILLIAM, University of Georgia, College of Agriculture

The agricultural education program is an integral part of the total educational experience for students who plan to enter the field of agriculture. It provides an opportunity for students to gain practical experience in the classroom, laboratory, and field settings. The program is designed to prepare students for careers in agriculture, including roles as farmers, researchers, educators, and policymakers.

D. SMITH and L. BARROS, special editors for the Methods and Supervision sections of the magazine

Since the success of the local programs of vocational agriculture cannot extend beyond the boundaries of a small town in which the plan is executed, the high school principal is directly responsible for the total educational program carried out in the school. The principal is usually the most important factor in determining the success or failure of any educational program. Therefore, he is responsible for making decisions regarding the selection of teachers, the allocation of funds, and the overall direction of the program. The principal should be provided with the necessary support to carry out his responsibilities effectively.

You will find that no time is available to understand the principles of the subject matter. Without personal contact, the student is usually given the job of teaching himself. This is a significant change from the past, when students received individual attention from their teachers. Today, students are expected to learn on their own, which requires a different approach to teaching and learning.

The teacher should be aware of the difficulties that students may face in learning about agriculture. He should provide guidance and support to help students overcome these challenges. This can be done through a variety of methods, such as classroom discussions, group projects, and individual conferences.

F. M. WILLIAMS, Director, Extension Education, University of Georgia, College of Agriculture

The summer program is offered to students who are interested in learning more about agriculture. It is designed to provide hands-on experience in various agricultural activities, such as crop production, animal husbandry, and marketing. The program is offered in a variety of locations, including farms, ranches, and agribusinesses.

Students can participate in a variety of activities, such as working on a farm, learning about crop production, and learning about animal husbandry. They can also participate in field trips to different farms and agribusinesses, which provides them with a unique opportunity to learn about different aspects of agriculture.

Supervised Plan

In order to maximize the potential of all students, the supervised plan is designed to provide an opportunity for students to work on a farm during the summer months. This can be done through a variety of methods, such as working for a farmer, volunteering on a farm, or participating in a summer camp program.

The supervised plan is an important part of the summer program. It provides an opportunity for students to gain practical experience in the field of agriculture. It also provides an opportunity for students to earn money and learn about responsible financial management.

The supervised plan is designed to be flexible and adaptable to the needs of individual students. It is important to work closely with each student to develop a plan that meets their specific needs and interests.
**Summer duties and activities teachers of vocational agriculture**

ARTHUR M. AMHIT, Taschak, Education, University of Maryland, College Park

**MUCH HAS been written about the summer school or summer campaign of the teachers and students of agriculture. This has been done in order to present to the teacher the many opportunities that are present for the teacher's job as a counselor to the students and his responsibility in the summer. A teacher should consider the possibilities of the summer as a time of the year that can be used to advantage in the teaching of agriculture.**

Summer sessions and camps for teachers are now common in many states. Many schools and colleges have summer sessions in which the teachers and students of agriculture can attend courses in agriculture. These courses are designed to provide an opportunity for the teachers and students to improve their knowledge and skills in agriculture.

A summer session is an excellent opportunity for the teacher to improve his teaching skills. It is also an opportunity for the teacher to meet other teachers and students from other schools and colleges. This can help to build a network of contacts that can be used in the future to improve the teaching of agriculture.

**In addition to attending courses, teachers can also participate in activities such as summer camps and field trips. These activities can help to provide an opportunity for teachers to see new areas of agriculture and to learn new techniques.**

Teachers can also benefit from attending summer sessions by learning new ideas and techniques that can be used in the classroom. This can help to improve the quality of the teaching of agriculture.

**The summer session also provides an opportunity for teachers to meet with students and parents. This can help to build a network of contacts that can be used in the future to improve the teaching of agriculture. Teachers can also use this time to work on their own projects and to improve their skills in agriculture.**

**In conclusion, the summer session is an excellent opportunity for teachers to improve their teaching skills and to learn new ideas and techniques that can be used in the classroom. It is also an opportunity for teachers to meet with students and parents and to build a network of contacts that can be used in the future to improve the teaching of agriculture.**
Guide posts for student teaching

BENJAMIN ANDERSON, Teacher, George, State College, Fort Valley, Ga.

A GOOD teacher should possess certain qualities, such as a broad knowledge, aspirations, a sense of fair- ness and respect, a pleasing personality, and a plan- ning and organizing ability. These are characteristics that should be expected to measure up to the required standards of the normal, well-trained, experienced individual Vocational Agriculture. The supervising teacher can help the student teacher to meet the following minimum standards:

1. He should have a wide field of general knowledge.
   - The radio, newspapers, and faster and cheaper transportation have made the whole world available to everyone.
   - Young people can benefit from this information.

2. He should have teaching subjects.
   - Teachers do not need to teach subjects that they don’t teach.
   - They need to be better acquainted with the people they teach.

3. He should appreciate the significance of the subject he is teaching.
   - Since teaching is a field of education, a teacher must be able to give the students the best possible education.

Conferences on cooperatives in Wisconsin

L. M. SAMSÓN, State Supervisor, Madison, Wis.

COOPERATIVE conferences for farmers and homeowners were held in February in nine sections of Wisconsin. The cooperation with the Wisconsin Teachers Association was conducted by local volunteers in the local departments of agriculture and current education.

- A student teacher should be able to conduct a conference with parents about their children’s progress.

The writer

T. R. WITTMAN, President, M. L. E. S. K. through his article in the November issue of the Agricultural Education of the American Educational Association, relates to the activities and plans of the Michigan Association of Teachers of Vocational Education. As M. L. E. S. K. is a member of the Michigan Association of Teachers of Vocational Education, he has informed us of the activities and plans of the Michigan Association of Teachers of Vocational Education.

M. L. E. S. K.

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Young farmers at the ADA convention

J. N. Lawton, Special Superintendent, Bureau of Agricultural Education

公共关系

“《The Young Farmers are my best public relations agents》, ”Georgia Agricultural Journal, January 1936, 第四部分，第54期，第200页增加了“Admittedly it has been a little difficult”。

California farmers are not only helping me plant the new plant, but they are also doing a lot of good among the voters in the district where I will be going to the polls soon to vote for a special election."
Visitors aids for Texas veterans
KYLE LEPITZI, Teacher Education, San Märten State Teachers College, Tyler, Texas

IN WORLD WAR II our armed forces employed the use of visual aid experts to train non-visual individuals in the use of the written word. As a result, visual aids are now playing an increasing role in all phases of education in Texas. Provisions for all types of visual aids are being made through the County Coordinating Teachers Program in which the teachers are given training through the State Board for Vocational Education.

A large part of the instruction in visual aids is by visual means. Teachers do not walk into the classroom and say, "See and do." They are using models, slides, filmstrips, and films in their instruction. These visual aids are used in connection with other teaching techniques such as the use of the blackboard, the chalkboard, and the use of the pointer, to emphasize the important points in the text.

Vocationally oriented individuals have been trained in the use of visual aids in connection with the various types of visual aids that have been developed. These include the use of visual aids in the classroom, the use of visual aids in the laboratory, and the use of visual aids in the office. The use of visual aids in the classroom, the use of visual aids in the laboratory, and the use of visual aids in the office are all important factors in the development of a good visual aid program.

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A survey of the characteristics and educational needs of persons in part-time farming

GLEN NIESJAN, Teacher, Springport, Michigan

SUMMARY

The purpose of this study was to determine certain information on part-time farming including the size, location, and needs of the farmers. The results show that part-time farming is becoming more common and that more research is needed to help these farmers.

Methodology

The study was conducted in the Springport school district. A detailed survey form was prepared by the Division of Extension in Michigan. The form was used as a tool to collect data from farmers in the district. The information was then analyzed and reported.

Results

1. The survey found that 30% of the farmers in the Springport area are part-time farmers.
2. The majority of these farmers are between the ages of 40 and 60.
3. Part-time farmers are more likely to be married and have children.
4. Many part-time farmers work in occupations that are related to their farming activities.

Conclusions

The study concludes that more research is needed to help part-time farmers. The survey also suggests that part-time farming is becoming more common.

References


THE AGRICULTURAL EDUCATION MAGAZINE, May, 1948

Truck farming as a career in Hawaii

Hiro Suzuki, Teacher, Kauai Intermediate School, Honolulu, Hawaii

Truck farming is practiced in Hawaii as a sideline or as a part-time occupation. It is particularly suited to persons who cannot devote full time to farming. The following are some of the advantages of truck farming in Hawaii:

1. It provides an opportunity for experimentation with new crops and products.
2. It provides a way to diversify income.
3. It allows for a greater control over the quality and freshness of produce.
4. It is less dependent on weather conditions than field crops.

The typical day begins with the harvesting of produce. This is followed by packaging, sorting, and labeling. The produce is then transported to the market or to a processing facility. In some cases, the produce is sold directly to consumers.

The success of truck farming in Hawaii depends on several factors, including soil quality, climate, market demand, and labor availability. However, with proper planning and management, truck farming can be a profitable and rewarding occupation.

Qualifying for Success

The special skills required for success in truck farming in Hawaii include

1. Knowledge of soil management and crop husbandry.
2. Knowledge of marketing trends and consumer preferences.
3. Ability to operate and maintain farm equipment.
4. Ability to manage a small business.

The Agricultural Education Magazine, May, 1948

Table 1. Days of Work Per Year by Members of Families Doing Part-Time Farming

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<thead>
<tr>
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<th>Father</th>
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<td>30 to 35</td>
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<td>21 to 25</td>
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<td>26 to 30</td>
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<td>31 to 40</td>
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<td>41 to 60</td>
<td>60 to 150</td>
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About state F.F.A. bands

HENRY S. BU Reuner, Director National F.F.A. Band, the Pennsylvania State College.

State College

This greatest part of the increase in connection with State F.F.A. Band is done by the F.F.A. Band is done by the F.F.A. Band. The band is done by the F.F.A. Band. The band is done by the F.F.A. Band. The band is done by the F.F.A. Band. The band is done by the F.F.A. Band.

1. Name
2. Home Address
3. Parent's Name
4. School
5. Instrument.
6. Grade
7. List of members shown on the musical instrument. Each member should be listed with his instrument.
8. Grade
9. Date of birth
10. Address
11. Phone number
12. Signature

Instrumentation

- Woodwinds: Flute, Clarinet, Saxophone, Trombone, Trumpet, French Horn, Tuba, Baritone, Bassoon
- Brass: Trumpet, French Horn, Trombone, Tuba, Cornet
- String: Violin, Viola, Cello, Bass
- Percussion: Snare Drum, Tom-Tom, Cymbal, Triangle

Selection of Music

The first step in selecting music is to choose a variety of styles. The desired number of pieces should be selected, keeping in mind the time available for rehearsal and performance. A balanced program should include classical, contemporary, and folk music. The selection should also consider the strengths and weaknesses of the band members, and provide opportunities for soloists or section leaders.

Rehearsal

Effective rehearsal is key to a successful performance. Rehearsals should focus on sight-reading, technique, and expression. Time should be allocated for individual instruction as needed. Rehearsals should be segmented by section, with leaders responsible for reinforcing material taught in class.

Performance

Performance is the culmination of all the work done leading up to it. Performers should be well-prepared, with all music memorized. Stage presence and projection are important. The conductor should lead with confidence, creating a positive and engaging atmosphere for all performers. Feedback following performances is essential for growth and improvement.

A comprehensive, all-purpose, entertainment encyclopedia for the home, club, church, and playground. Twenty-four feature sections, 2000 game and entertainment ideas, with 21 illustrations. Suggestions are offered for home recreation, for clubs, for holidays, for activities, for picnics, for outings, for campers, for hikes, for indoor and outdoor games, for parties, for music and musical games, for dramatics, and for puppetry. There are stories, riddles, tricks, writing contests, games, nature games, party plans, and suggestions for almost every conceivable kind of recreation. Every reader of this book will find ideas that he can make his own, and thereby enrich his own life and the lives of others. Capacity for the full enjoyment of life has to be developed. It involves attitudes, appreciations, interests, and skills. These do not come by happened-on or willed happening. They require time, patience, planning, and effort.

Local FFA advisors, as well as state and national FFA leaders, will find this book an invaluable aid in formulating programs and worthwhile programs for junior agriculture and education of the children of the community. The book will prove of value to group leaders, rural or urban youth, or adult, in planning ideas for helping programs that will aid individuals in developing more fully their capacities to enjoy life.

W. Lytle Medd is the state advisor of agriculture and education in Delaware since 1929, except for the war years when he served in the Navy. Mr. Medd is an Army officer in the European theater. Mr. Medd was reared on a small farm north of Wilmington, Delaware, where his chief interest was in purebred Hereford cattle. He is a graduate of the University of Delaware and has attended summer sessions at Johns Hopkins University and at Johns Hopkins University.

In his supervisory capacity Mr. Medd has worked closely with teachers and students of vocational agriculture in the Delaware department. All told, project records are maintained on more than 2,000 students, and project information is available on 83 per cent of the graduates and other former students. As state director for surplus war property he has been able to build up the equipment in the shops of the agriculture departments.

Mr. Medd is active in the work of several conservation and fraternal organizations, yet he finds time to pursue peculier hobbies in woodworking and photography.

With the cooperation of the State Conservation Division a motion picture film of the Ohio FFA camp has been made available for use at banquets and other social activities.

A "horsy cattle drive" has been sponsored for FFA members by the Young Men's Business Club at Martins, Tennes-see. Under the able leadership of members who drive registered Jersey steers agreed to assume responsibility for the animals and to return the first female progeny of age equivalent to the animals which were under contract.

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