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The Agricultural Education Magazine October, 1947

R. A. Manire

Suggestions for a beginning teacher

Many departments of vocational agriculture are being opened this year, and you as a beginning teacher will be confronted with many problems for which "the answer is not in the back of the book." You will also find that some of the problems with which you will be confronted were not covered in your college course, or, if they were, you were doing a little daydreaming, and failed to comprehend the importance of the problems at the time. But since you are on the job, and on your own in many ways, such problems have a tendency to become more realizable, and no doubt you will be expected to do something about most of them. Don't get panic and start traveling in circles, but sit down and seriously have a conference with the "new teacher" of vocational agriculture and ask yourself several questions. Your effectiveness as a beginning teacher is going to depend in large measure on how well you answer these questions and what you do about them after you have made the decisions. No doubt you will come back to the conclusion that there is no substitute for common sense, technical training, and hard work as contributing factors in a successful career as a teacher of vocational agriculture.

Now since you are in the community and have had a conference with the "new teacher of agriculture," and since you and the new teacher of agriculture are the one and the same person, and since you are very desirous of having the new teacher make good in your community, you should go into the superintendent's office and get acquainted with him. Indicate your interest in the entire school program for the community, and particularly, your interest in the possibilities of a good common sense program of vocational education in agriculture. At this time it is well to have an idea of the difficulties and opportunities of your community, and the superintendent or the principal should create the physical layout for the department, training equipment, supplies and materials, and supplies on hand, and make a list of additional equipment as is needed. Your and your superintendent should determine what the budget for your department will be for the year. At this meeting it would be well to list and have an understanding as to at least possible about the meetings, conferences, shows, and fairs that in the opinion of each of you would be conducive to a good agricultural program and which you expect to attend during the year.

Recognition of Superintendent

It is always well as a beginning teacher to remember that the person who can do the most for you is your superintendent and that your ideal standards must be such as to recognize him as the administrative head of the school, and that he is interested in your success, as he has been instrumental in your election to the position that you now occupy. Whether you know it or not, your own activities will influence the thinking and attitudes of a large number of people relative to the program.

After you have had a conference with your superintendent and have made a check on the physical setup for the department, you are in a good position to move out into the community to make your contacts and friends. As you are a new man in the community, it is doubly well for you to move with some caution, keeping both eyes open, being on the alert for what you can hear, and rather chary of advice until you have made sufficient observation and certain deductions that will enable you to draw proper conclusions that will be of material assistance with such problems as the community may have.

In order to develop a long-time program of work and annual teaching plans, it will be necessary for you to make an over-all survey of your community to determine the types of farming common to the area, the common practices of the farmers, and make note of the strong points of the success stories. Also such weaknesses as are apparent that can and should be corrected. After this has been done, it will be well for you and your superintendent to select an advisory committee representing a cross-section of your community to assist in making a long-time program and annual teaching plans. After all, these people live in the community and have a surprisingly large amount of information involving many good things to do, as well as weak points to be corrected. Then, too, they are the people who are paying your salary check, if they have a part in the planning for the community, the program, no doubt, will be a better one.

Furthermore, they will better understand the program, and will assist in interpreting and putting this program in operation.

Benefits Derived From Planning

Your program of work will not be perfect, but you will have a guide to go by and you will have a guide to work by. And which will be to review and change as you go along the year, but you will have some good guideposts to work you the correct road. The long-time program should be projected for at least a five-year period. You will not accomplish all you set out to do. Some of the tasks that you will include, you will get around to doing and some, by the time you have reached that place in your plan where you expected to do them, will appear insignificant or quite worthwhile doing at all. But after all, they will have played a rather important part in your plan, and they are something to change and do better than you had originally planned. By making a long-time program you will be able to proceed in a systematic way, doing some of the smaller things in everyday farm living itself "doing them uncommonly well."

By so doing, you will be able to carry your community with you and, from time to time, sell your program's benefits back to take in new and better ways of doing a whole job.

You should not lose sight of the fact that you are teaching boys and men that have a stake in the prosperity of agriculture—as in economic conditions and agricultural situations change, you and your committee must be in that front advocating such changes and making them happen.

No doubt by this time, you are becoming anxious to get the boys of the community interested in a well-rounded program of agricultural farming which, if properly launched, will involve the boy, the farm, the home, and every member of the family in it. In a planning program that, if perfectly carried out, could and will be the one of the most important experiences and activities that the whole farm family, and particularly the farm boy, has had an opportunity to participate. These plans and decisions can best be made on the home farm before school opens. What could be more interesting and challenging to a young teacher with a master plan for a better community than to take a wide-angle farm boy, the farm, the home, and the entire farm family, and start feeding the young and boys who are bound to become interested, active participants, who are going to live in a different world, but must understand that world. This all adds up to work, and much of work, but what a challenge, and what a way of life—Robert A. Manire, State Director of Agricultural Education, Texas.
Some essential factors in F.F.A. public speaking

L. R. Humphreys, Teacher Education, Utah State Agricultural College, Logan

PUBLIC speaking is a major activity of all the chapters of the Future Farmers of America, and is stressed both on and off the farm. By competition and elimination, the outstanding orators in any state or national contest are selected in championship contests at regional, national, and international levels. In such a competitive program, the operator selects, "What are the essential factors in an acceptable program of F.F.A. public speaking?" His answer, in effect, is the question raised by every agricultural teacher and every participant in public speaking. This is the question which the writer raised with all Future Farmers who participated in the national public speaking contest at various points in the years 1935-1943 inclusive. Some of which boys were ex-students and too valuable for consideration.

Responses From Contestants

Replies were received from 23 out of 55 who participated during these 13 years. Of this number six received first, three received second, four received third, eight received fourth, and two received fifth places in the contest to which they participated. The opinions given by these boys are fairly representative of the whole period of time and can be used as good cross section of the thinking and judgments of Future Farmers from various parts of the United States and its territories. The responses to specific questions are interesting, helpful, and serve as suggestions to teachers and prospective participants in public speaking.

How important is the title of the speech?

There is almost unanimity of opinion that the title is important. All participants should not choose a subject in which he does not have a fundamental interest. It is wise to select a title that will enable him to review the literature for the purpose of determining possibilities, but there should be a subject in which there is sufficient material for the preparation of the speech and for an impressive presentation.

Choose a subject in which you are genuinely interested.

The subject should deal with problems of present agriculture.

Choose a subject on which there is a ready source of material for research.

Title should be easily comprehensible.

The subject should be clearly stated and complete as possible.

Wording should be exact and express sincerity and authority.

How do you prepare your speech?

Read, read, and do complete reading, in effect, is the advice of many of these writers. A thorough and understanding knowledge of the subject is the first requisite for preparation of the speech. The library, current magazines, radio, specialists in the field, and general commentators and other sources should be consulted. The research should be thorough and complete, a diligent study should be made, and then expanded into manuscript form. One observer made this observation, "It is better to have too much material than too little. The problem is to revise, revise, and work the manuscript over and over until it has good construction, is well-organized, and comes within the time limit specified. The time limit is that too much emphasis cannot be given on the selection of words, phrases, and popular expressions. These additional suggestions are helpful:

Where you are thereby familiar with every aspect of your subject, the job of preparing it is more than half done.

All material read, take notes, prepare an outline of material, and then expand the manuscript.

Contact neighboring farmers or anyone connected with agriculture for their experiences and point of view.

Preparing the Manuscript

In setting your manuscript, you may find the following outline valuable:

(1) the introduction, (2) the discussion, (3) the conclusion. The introduction should establish a problem, brief and to the point. The discussion should seek a solution to this problem thru clear and effective explanations, illustrations, and examples. The purpose of the conclusion is to summarize vividly, and try to stimulate the audience in action. The speech will need to be rewritten 4 to 10 times before the initial contest.

How long does it take you to prepare a speech for presentation in a contest?

A variety of answers were given to this question. One writer said, "I prefer a half hour on the preparation of my material." Another boy said, "I worked for two hours before I was satisfied with a knowledge of the subject and content." A majority of the boys said, in effect, that a year is the minimum for the proper preparation of a speech for a contest.

How close should a contestant meet the time limit in the rule of the contest?

Several boys reported they lost preliminary competition because they overran the time limit. One contestant said, "Garden check should be made on the time consumed in a practice presentation and a regular contest presentation. So often the two items differ." One young man indicated that it is 10 seconds to 20 seconds to spare time over the mark. Also remember to get your manuscript time ready before you start reading.

The best loved and best remembered speeches of all time are speeches that were short and to the point.

Practices in Audition

Practice in a large audience; there is a tendency to talk slower in a large crowd, make the first draft of his speech with a minimum of help from the English department. There is a feeling that the participant should do his own research work, and make the first draft of his speech with a minimum of help from the English department. There is a feeling that the participant should do his own research work, and make the first draft of his speech with a minimum of help from the English department.

Many contest are lost because of one factor—time.

What help should be expected from the school?

The responses to this question varied to a marked degree. The majority of the boys felt that the participant should do his own research work, and make the first draft of his speech with a minimum of help from the English department. There is a feeling that the participant should do his own research work, and make the first draft of his speech with a minimum of help from the English department.

The following suggestions are helpful:

Self-confidence is important, and can be gained only through practice before audiences.

Speaking requires—even demands—practice and more practice.

Experience is the only true teacher. It is not unusual for the experience to make the next appearance much easier.

Each time he gives his speech to a different group, he will be asked different questions. Having this practice will give him complete assurance that he has everything under control.

He should have practice speaking before a large audience using a microphone to meet the demands of the medium which he will speak at a national contest.

Any audience is a potential training ground.

Since this is a memorized speech, practice it until it becomes part of you and loses its memorized appearance. This can be overdone in spite of its importance, however, the boy may have a tendency to give a summarized speech, a real mishap.

How important is personal appearance?

Possibly less was said on this factor than any other factors, yet there is general agreement that personal appearance is important. It is interesting to note some of the observations that were made on this point:

One said, "I practiced each day for a month before a full-length mirror to see what kind of a fellow I was. This was very helpful in gaining confidence before I appeared in front of an audience. Such a procedure helps one to eliminate awkwardness, develops self-confidence, and convinces the looking that makes a hit with the audience."

I was careful to wear a suit of clothes that was becoming to my complexion. The proper haircut makes a difference in the dignity and the personal appearance of the speaker."

You've got to win the judges. Personal appearance plays a part.

Before the contest, familiarize yourself with some activity which will take your mind away from the speech.

Develop freedom of movement. Don't see the air when you talk. Do you feel free to move about?

You should use your own words; one quotation only as a point of reference, and refer to them to illustrate your case.

Make the use of your notes effective.

Never be satisfied with your manuscript; develop it through delivery, keep working to improve both.

Take at least one year of drama, or a class in oral expression.

Know the technique of the artist, master the rules of good speaking.

(Continued on page 6-12)

Delagates registering for sleeping arrangements at the national F.F.A. convention in 1946.

The Agrcultural Education Magazine, October, 1947
The F.F.A. program of work; a device for developing unsound thinking habits

C. E. Rhode, Teacher Education, Ohio State University, Columbus

IF GOOD habits of thinking result in constructive work, good habits are necessary, and usable, then one might expect that the national program of work of the F.F.A. would be a challenge to all concerned to be realistic in the setting of the "ways and means" of attaining these objectives.

C. E. Rhode

The accompanying article by C. E. Rhode includes criticism of the flow of events common to F.F.A. programs of work. The criticisms by Doctor Rhode look into the heart of education. Reader reactions to his statements will be appreciated—Editor

II. Weaknesses of Programs of Work

A study of the above items will reveal several common weaknesses. They are summarized here, Check the preceding paragraphs and you will find them as a list:

A. Inclusion of "goals" under "ways and means"
B. Indefinite statements that cannot be carried out or measured
C. How does the organization "prove" its "successes"?

What does it mean by "encouragement"? Should work's and means tell "how?"

"Inclusions of activities not appropriate to the level of program being planned. (Individual member activities are paralleled as state association "ways and means,"—state association activities are included in the national program, etc.)

D. No distinction between duties of the adviser and those of the leader of vocational agriculture and the F.F.A., as an organized group.

"Adviser to view boys and patients."

This was a regular duty of the leader before the establishment of the F.F.A.

III. How to remedy the Situation

Advisers are primarily responsible for the F.F.A., therefore advisers on all levels can see to it that programs of work meet the following specific standards:

A. "Goals" and "ways and means" to be distinctly separated and properly listed.

Don't we educators know the difference?

B. Include only items under "ways and means" that can be carried out and are specific enough to measure the effort.

This involves larger classes, more leadership, more in the way of work and progress. Work others are not credited. Work others are not credited. Work others are not credited. Work others are not credited. Work others are not credited.

Listen to capable speakers, study the reading materials used, and get a good, sound program, which are commonly mispronounced or spoken.

Factors in F. A. public speaking

(Corresponding to page 45)

LISTEN to capable speakers, study the reading materials used, and get a good, sound program, which are commonly mispronounced or spoken.

One is impressed with the diction, and agreement answers to the question, "How will our operations encourage others to carry out this activity in order to accomplish its goal?"

If you do this, your program does not run into a wall but runs into a flow, practically no evidence of real thought, and planning on the part of those who planned that item in the program.

C. Coidine "program of work" items to those activities to be carried out by the group that adopts it. The national program to contain only national organization activities. The state program to contain only state association activities and chapter programs to contain only chapter activities.

D. Avoid including duties of the teacher as part of the leadership conference presentation. The current state program and plan for each activity for which they are responsible.

IV. Results of a Realistic Program

If these four standards are met, F.F.A. programs of work will become less bushy work and become easier. The omission of the present "need of "clout" will challenge F.F.A. officers and members to study their programs carefully and come up with more realistic activities that will improve the organization, and at the same time, remove the sin of omission because as soon as the present program "look full" every other program looks empty. In other words, the program is considered to be complete.

An apt formula is 120% plan on the national program of work shown that a total of some work need if they were to be made to fit the "plan" set up. Is this the product of careful boy planning? They know what they practiced. The State and local programs are equally bad. Particularly far is in vocational education, where they are so often "on the spot" for a practical nature of our work, the present program is wrong or "on the spot" of many for a national nature. Can we as educators help the building of the F.F.A. program? General assemblies and officers sectional meetings or action on the program. The others were equally divided between use of officer-sectional meetings or sectional meetings with committees for programs. The meetings were centered almost entirely on activities involved with planning of programs of work and training of officials. Half the conferences employed demonstration in the manner of open discussion and closing ceremonies, conferring of degrees, or other organization activities as aids in the educational programs.

Opening and closing ceremonies were held at all conferences but two. Half of those attending had a committee of officers from several chapters, while the remainder used district officers or a team of officers from one chapter.

The conferences varied greatly in length. One was held for an afternoon, three for an afternoon and an evening, five for a complete day, three for two days, and two for three days. Seven conferences made no limitations on the number attending, while two limited attendance to officials only, four to selected representatives, and one stipulated a maximum of 10 per chapter, and the official.

Half the conferences had meals served by the host chapter while three were served by a bed camp. Each conference was made at nine of the structure: this chapter, by others, by advisers, and F.F.A. members, by others, by a state supervisor and teachers-training representatives, and one by F.F.A. members.

Advisers' Suggestions for Improvement

Half the suggestions for improvement made by the advisers were in line with the conference program and general items of conducting the conference. There was an expressed need for more state F.F.A. leaders to attend. It was felt there should be a better program and a general release to all officials, but other members should be considered also, that there should be a formal presentation of the program to all the members, that there should be no mission to discuss degrees but paper case for credits, and F.A. work and the use of materials should be short and interesting.

It was suggested that officials should know the opening and closing ceremonies and that all members should be accompanied by an adviser or adult. Advisers attending conferences of less than two.

The Agricultural Education Magazine October, 1940
Agricultural economics in the teaching of vocational agriculture

C. F. Scale, Bureau of Agricultural Economics, U.S. Department of Agriculture

The teacher of vocational agriculture in the rural school should do more to help the high school teacher. The high school is the home of the vocational agriculture student, and the relationship between the two should be closer. The vocational agriculture student must be able to work on the land, and the high school teacher must be able to help him. The teacher of vocational agriculture should have some knowledge of agricultural economics, and the high school teacher should have some knowledge of vocational agriculture. The two should work together to help the student.

In the agricultural economics section, the teacher of vocational agriculture should present the following topics:

1. The principles of supply and demand.
2. The factors that affect supply and demand.
3. The importance of cost of production and cost of marketing.
4. The effect of weather and climate on agriculture.
5. The marketing of agricultural products.
6. The influence of government on agriculture.
7. The role of credit in agriculture.

The teacher of vocational agriculture should also be familiar with the following topics:

1. The importance of soil and water conservation.
2. The role of mechanization in agriculture.
3. The importance of research in agriculture.
4. The role of extension work in agriculture.
5. The importance of cooperation in agriculture.
6. The role of technology in agriculture.
7. The role of economics in agriculture.

The teacher of vocational agriculture should also be familiar with the following topics:

1. The importance of marketing in agriculture.
2. The role of credit in agriculture.
3. The role of government in agriculture.
4. The role of education in agriculture.
5. The role of technology in agriculture.
6. The role of research in agriculture.
7. The role of extension work in agriculture.

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10. The role of education in agriculture.
Evaluating outcomes of instruction in school-community canneries

Glen C. Cook, Teacher Education, Michigan State College, East Lansing

Evaluating outcomes of instruction in school-community canneries

The primary objective of adult education is to develop abilities which will contribute to the primary aim of vocational agriculture, to train present and prospective farmers for pro-"fession in farming and improved farm family living. In formulating the objectives for the instruction in school-community canneries the major objective for vocational agriculture should be kept in mind and those objectives formulated which will contribute to the broad program of vocational agriculture.

The writer has developed a suggested plan for evaluation of the instruction in school-community canneries because of the following reasons:
1. His special interest in adult education
2. The need for a plan to follow in evaluating outcomes of instruction in school-community canneries. This is especially important in order that an effective teaching program be developed rather than merely a service program.

The study includes these approximate objectives:
1. To develop abilities to produce high-quality home products
2. To develop increased skills in using equipment
3. Increased farm income
4. High-quality products are produced

Methods and devices for use in collecting evidence which will reveal the objectives are being achieved are given in the following steps:

1. The use of new and improved production practices and equipment used for conservation purposes
2. Increased yields of crops and increased production practices
3. Increased farm income
4. High-quality products are produced

The outcomes should be evaluated in terms of the objectives formulated. These outcomes should be stated in terms of needed student abilities to be developed and so stated as to make evaluation possible.

The outcomes should be evaluated in terms of the objectives formulated. These outcomes should be stated in terms of needed student abilities to be developed and so stated as to make evaluation possible.

Some kinds of evidence which indicate that the objectives are being achieved are:
1. A check list of approved practices made by the class members during discussion class meetings. Have members checked the practices they have adopted for the first time and give the teacher the date and initial from whom the practices were adopted.
2. Individual farm visits to observe approved practices adopted and results obtained.
3. Notes taken during class visits of the different farms visited to observe and discuss results from changed practices.
4. Individual conferences with class members.
5. A minimum amount of spoilage of canned products is evident.
6. Members can use a high-quality product
7. Members use suitable cans

VI. To develop abilities which will result in meeting the nutritional and dietary needs of the farm family

Goals for each of the different kinds of products to be canned should be set by each family:
1. Produce canned meats which meet nutritional and dietary needs of the family
2. An adequate supply of food is used by the family
3. Increased food living standards are met

The Agricultural Education Magazine, October, 1947
An educational program on farm family living for young farmers and homemakers

Richard A. Young, Teacher, Middlebury, Vermont

The area of family education which has received much praise and deserves the support of the
younger generation is just starting to see life's adventures. Here we have young people in various stages of establishment, some newer near others, but by and large many problems arise which are common to all us farmers. When we are faced with the issue of family education, we have many avenues of approach.

Family Education in Rural Communities

In every rural community we have farm families promoting the occupation of farming. The matter of offering educational programs for the Farmers and Homemakers Group, an organized group of young farmers and women who are married and have interest in or entering upon a field just starting to get a living on farms. Some have been trying to get established longer than others but the economic problems are common to all and the desire to broaden our socially and civically should be apparent.

Outlines:

1. To increase appreciation and understanding of joint responsibilities of farmer and wife in the farm business.
2. To improve managerial and operating ability in managing the farm and home business.
3. To develop a desirable attitude toward farming as a mode of living.
4. To train leadership in rural community activities.
5. To increase development of spiritual interests.

Purposes of a Special Visit

The following purposes of a special visit with a young couple may be identified:

1. Determine if the group would constitute young farm men and women who are married and have interest in or entering upon a field which the group could receive benefits great enough to warrant time spent at meetings and socials.
2. To determine if the group of young people would be interested in having gatherings to discuss common problems.
3. To determine if a group of this type would receive benefits great enough to warrant time spent at meetings and socials.

Business meeting of the Young Farmers and Homemakers group at Middlebury, Vermont. Leading the group are R. A. Young, N. W. Seaver, president, J. F. Foster, secretary, and K. Easton, co-advisor

provided for present as well as prospective farmers. The present farmers, of course, can be awakened to the importance of their role as prospective farmers, in most cases, the children. In managing the farm and home because we have the farmer, his wife, and older children. This brings in the picture our departments of home economics.

In classifying the various levels of family education on the basis of content needs common interests the following outlines might show how the vocational agriculture and home economics departments in high schools may operate (excluding state and federal programs)

1. Departments of Vocational Agriculture
A. All grade group
1. 1. High school boys (Vo-Ag)
2. High school girls (Home Ec)
2. Out-of-school group
a. Young farmer classes
b. Young Farmers Clubs (Vo-Ag)
3. Adult farmer classes
a. "Young Farmers and Homemakers Club" (Vo-Ag & Home Ec)
b. Adult Farmers Clubs (Vo-Ag)
c. Adult Homemakers Club (Home Ec)

Out of this outline, the level or group to be discussed in this report will be "Young Farmers and Homemakers Group." This group应当 constitute in general, the young farm couples in rural communities. The membership of this group would constitute young farm men and women who are married and have interest in or entering upon a field just starting to get a living on farms. Some have been trying to get established longer than others but the economic problems are common to all and the desire to broaden our socially and civically should be apparent.

Other essays on the agricultural education program for youth and homes are presented by the following analysts:
- Richard A. Young, Teacher, Middlebury, Vermont
- John T. Gates, Teacher, Middlebury, Vermont
- J. Foster, Teacher, Middlebury, Vermont
- K. Easton, Teacher, Middlebury, Vermont

Note: The author's analysis of activities in planning programs for youth groups appears on the opposite page.

The Agricultural Education Magazine, October, 1947
A VETERAN instructor of vocational agriculture in western Nebraska recently stated that he was convinced the improvement project was the most effective means of advancing agriculture and rural living in many ways. This part of the supervised farming program, he pointed out, includes that type of farm work which may increase the efficiency of the farm business, improve the appearance of the farm and farmstead, and contribute to the comfort of the family. Surely, this improvement of the farm he worked on, such an important and worthwhile objective deserves more attention by instructors and leaders of vocational agriculture. Where, he demanded, can one find detailed information and help on this type of work?

As this conversation continued, it was brought out that today the second generation of farm boys are attending the classes in vocational agriculture of the nation. This combination of educators trained dad and mom and their sons, in the world's greatest producer of food, the United States, has just come true three generations of farmers, a time so important that parents and each additional farmer dividend. Many of the present students are of vocational agriculture, have from their home experiences and training, how to produce high yields of these, and how to manage their own farm operations, nutrition, and family operations. Farm boys, therefore, may be in need of information and training in how to make their farm a better place in which to live, or how to arrange and equip the farm shop. This conclusion was reached. The next five years is the time to push the improvement project, to the point where it is judiciously done. The alert part of this conversation promised to put down in black and white the ABCs of developing an improvement project.

Examples of Improvement Projects

The following material was sent to this instructor. First, what are typical examples of this type of project? In Nebraska, the following improvement projects are most popular among students of vocational agriculture during the past two years.

1. Establishing a farm shop
   - Establishing a well-organized shop
   - Establishing a fire alarm system
   - Establishing a lock system
   - Establishing a Shade system
   - Establishing a lighting system
   - Establishing a ventilation system

2. Developing a farm library
   - Developing a reading room
   - Developing a study room
   - Developing a laboratory

3. Constructing farm buildings
   - Constructing a silo
   - Constructing a well
   - Constructing a barn

4. Establishing a farm market
   - Establishing a market in the town
   - Establishing a market in the county
   - Establishing a market in the state

5. Establishing a farm market
   - Establishing a market in the town
   - Establishing a market in the county
   - Establishing a market in the state

6. Establishing a farm market
   - Establishing a market in the town
   - Establishing a market in the county
   - Establishing a market in the state

The question: How does a student analyze the improvement project? The idea is to make it a tool for self-improvement. A student might have planned and carried out a survey of the farm shop. A door-to-door canvassing of farm shop assistants and the like might be a more efficient way of conducting this survey. A boy with an improvement project in producing quality milk might plan complete the following projects in one year:

1. Improving the milking quarters
2. Establishing a farm shop
3. Developing a farm library
4. Constructing farm buildings
5. Establishing a farm market
6. Establishing a farm market

A STANDARD for evaluating the farm project of students enrolled in vocational agriculture has been a definite need of educators in this field. Plans for the improvement of farm programs and the old term "project" should be standardized. The farm project includes all of the activities engaged in by the student of vocational agriculture. This includes (1) productive enterprises; (2) form and farm improvements; and (3) farm skills and practices. A project must meet the following standards, for it is considered complete when the standard has been met. Thus, the student is not to evaluate his progress in the program but is to measure the progress of the student against the standards.

The project should be designed to provide an opportunity for students to take part in the planning and carrying out of the project. The project should be designed to provide an opportunity for students to take part in the planning and carrying out of the project. The project should be designed to provide an opportunity for students to take part in the planning and carrying out of the project. The project should be designed to provide an opportunity for students to take part in the planning and carrying out of the project.
Improvement of teachers thru off-campus courses

W. A. Smith

Professional

S. S. Sutherland

B. C. Lawson

OFF-CAMPUS courses for the professional
improvement of teachers have been
seen desirable to occupy specific
periods of time during the
years of the normal school program of
vocational agriculture. Several districts
and more particularly in teacher-
training. The

support in this prediction will vary
considerably, but the best evidence for
this view can be found among the following:

(1) The

ence of the teachers is highly con-

gratulating; (2) adequate preparation for
teaching rarely can be provided at the
same time level; (3) supervision of
teachers more and more is having to
be

confined to problems largely adminis-

trative in nature and classified under
categorically as practical and inspectional;
(4) interesting teachers in their training
in more unusual form fails to meet all these

ches of teachers for professional

improvement and tends to raise the
beginning teacher;

(5) There is an

increase in the number of teachers

of farming presidents working toward
upon each objective evidence of pro-

fessional improvement at hours of
credit which is applicable to the
needs of teachers in the profession;

(6) trends in the program in

vocational agriculture make it necessary
to equip the teacher to find time to

increase in the quality of their

participate in other in-campus

training in off-campus courses is a stimulating experience to

the instructor; (7) institutions of higher

education in rural schools are

being brought to the level of

self-awakening to their obligation and

opportunity to extend their services

beyond the limits of the campus.

Probably, for most of us, our

experience to some extent has

managed to make us certain that we have the

ability to learn by reading, to

organize and to administer the program,

of what kinds is most appro-

riate to the needs of the

strength of the teacher has long

instructing and the nature and amount of credit to

give. Occasionally, what we say

may be far from the truth. It is

impossible to accurately estimate the

number of teachers who are

instructed in each course.

Off-campus courses are

acknowledged to be important

in the improvement of

the teacher of vocational

agriculture.

(1) Improving his methods and proced-

ures in teaching, including his

organization and planning for teaching;

(2) Since some component of an

improvement new developments or changes in
courses or the curriculum of vocational

agriculture; and (3) improving the

teacher in keeping abreast of developments in

the technical subject matter of agriculture

and its teaching.

In these three areas, the problems of the

off-campus courses are real for he is

hanging by their training and

inhabited classes is not

instructor;

the selection of courses for

off-campus instruction is that

we do not have at hand the

students for learning in

the college library and laboratory,

including the college farm, or

the one who has

in keeping with the problems

with participation.

If the instructor

is not in touch with the

classroom situation facing

the environment in which the

teacher in vocational agriculture

must

is not likely to

be effective or happy in

off-campus teaching.

Sponsorship of Courses

Off-campus courses should have a

sponsorship which will give them
desirability.

This may be obtained by

having them accepted and accepted

as an offering of a college thru

appropriate boards or departments, or

they may be under the

jurisdiction of the school of

education.

In the institution maintains an

extension program or other form of edu-
cation-extension which is recognized
districts.

in the geographic area the
credit may be desired for

the courses included in the

courses. Problems of

qualifications of instructors, hours of

credit, need for a network of

credit hours, distinguishing

between graduate credit and

non-graduate, whether they are

offered as a part of the summer school

or during the regular year or both

are other questions of general organization to be

answered. Thus far in our own state, our

off campus courses are listed in the

college by the appropriate departments and

are accepted in the graduate school when

administered at the graduate level.

The latter decreases the desirability of the

instructor who is a graduate of the

graduate school faculty.

In the beginning the courses were

offered in the summer session program and later extended to the

regular school year. Our

college has limited its program to on-campus courses only, we

have administered the off-campus courses as a separate program

under which any college or
de

department of agriculture can carry on off-
campus instruction. Incidental

charges for extraneous funds accumulated are

charged in the courses.

The

result of these efforts is that

off-campus courses has been and should be

necessarily voluntary with the student. Perhaps that

is the part of the answer.

I am at least sure for we

well know that there are pressure which

bear upon the teacher in vocational agriculture

in deciding whether or not to im-

prove himself professionally. As

present there is the incentive of salary increase

to spur him to get additional training.

Also, we have the occasional

teacher who wants to complete requirements for a certificate.

But these are largely per-

sonal to the individual.

This effort to impose upon the amount of credit to be

earned by the teachers in New

York that a fair decision had been reached when the college ruled that not more

than 3 credit hours, and he had better deliver his

test to the general assembly.

Manner of Teaching

Previous reference has been made to the

manner in which off-campus courses are

conducted. There was implication that the

manner of the teaching is influenced by the

school of agriculture where the

teaching is done and used in instruction on the campus.

There is evidence of the

importance of the field of

teaching per se as a

necessary to attempt to predict the needs and
drivers of the teachers of agricultural

and not necessarily in the course of

credit which agriculture must work, is not likely to

be effective or happy in

off-campus teaching.

Types of Credit

Credit for off-campus courses needs to be

of more than one kind to serve the

interests of the teachers desiring

to use it. In those states where teachers

are given a temporary or provisional
credit, credit in specific areas of preparation

is there likely to be a pre-

ferred kind of preparation which

permanent certificate. If the certifying

agency or agency issues upon regular insti-

tutional credit for this purpose, then

assuming that the matter of methods and

procedures is not our greatest problem.

Details of Administration

There are some details of course-ad-

ministration which bear summarizing

here. In the first place, there is an

amount of credit and the

baskets of certified oats. They held 27

meetings to discuss cooperative activities.

Their project work.

Chapter—This chapter sponsored a

community-wide gift card campaign;

they belong to the cooperative artifical

of Thanksgiving. The ducks were killed

operative shop dipping ring and sell
case of duck. They sold 17 cases; they

sent one of their members to a

national cooperative meeting. They

kept 800 turkeys.

Chapter—This chapter has cooperative

projects. They have milked 100

cows since the fall and milker.

They have purchased tools, lumber, and

firewood in a cooperative manner.

They have used the equipment in a

study of cooperatives in their community and

other areas to take ad-

a great deal of the time and

of instructors and off-campus courses.

Many of the...
Activities of the Missouri Vocational Agriculture Teachers Association

Missouri Vocational Agriculture Teachers Association, the largest in the country, has a membership of over 200,000 farmers and farm workers. The association supports the development of vocational agriculture programs in schools across the state. It offers a range of resources and support to teachers and students, including training, curriculum development, and advocacy for agricultural education.

Off-Campus Courses

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