Adult education in the adjustment period

HAVE you ever wondered what program in agricultural education? If so, perhaps this article will provide you with some ideas. As a matter of fact, adult education in agriculture is expanding rapidly and it is likely that programs in this field will become even more prevalent. One of the best ways to keep up with the latest developments is to read the literature on the subject. This article will attempt to provide you with some information on current trends in adult education for farmers.

J. H. Weiss

The A.V.A. Convention

THE SETTING of the A. V. A. convention, which was held at Los Angeles, December 13-14, 1948, was a challenging one for those who had opportunities to participate in the sessions. The convention was held at a time of world war and there was a great deal of uncertainty as to what the future would bring. However, the convention was well-organized and there were many interesting sessions. The convention was held at the Los Angeles Convention Center and there were a number of speakers from different parts of the country.

The convention started with a general session, which was followed by several breakout sessions. The breakout sessions were held in different rooms of the convention center and there were a number of topics discussed. Some of the topics included agricultural education, vocational education, and agricultural science.

The convention also included a special session on the role of the agricultural extension service in the 1950s. The session was well-attended and there were many interesting discussions. The session was followed by a banquet, which was held at the Biltmore Hotel.

In conclusion, the A. V. A. convention was a success and provided an excellent opportunity for those who participated to learn more about the latest developments in agricultural education. The convention was well-organized and there were many interesting sessions. The convention was held at a challenging time, but it was well-attended and there were many interesting discussions.
How an adult farmer program works in one Missouri school

JIM EVANS, Teacher

St. Charles, Missouri

Four of the farmers involved in the class have the job of instructing the students how to plant their field. The farmers also make their farm tours available to students, who can visit the farm and learn about various agricultural practices.

Principles of cooperation helpful to Ututah Young Farmers

MARK NICHOLS, State Advisor, Utah Young Farmer Association, Salt Lake City

Coopeative effort plays an important role in the activities on any young farmers' group when a young man is looking at how his work is planned. Cooperation in both the social and economic fields results from the cooperation of the members of the group.

Four of the farmers involved in the class have the job of instructing the students how to plant their field. The farmers also make their farm tours available to students, who can visit the farm and learn about various agricultural practices.

Mark Nichols

Mark Nichols

The Young Farmers of South Korea

The Agriculturist, Education Magazine, February, 1948

Soil testing clinic for farmers

VERNON L. LUTHER, Teacher, Napoolis, Illinois

Many high school agriculture classes do test soils. What about your class? Are you using any new methods? Do you think the tests can be made more useful? The method used by the students at the Nebraska High School is described below.

The day was devoted to soil testing for farmers in the community. A soil testing clinic was held in the high school building two weeks before requesting farmers to bring samples of soil to the clinic. The students were given a list of soil tests to do, and each one was given a sample of soil to test.

The results of the tests were placed on a special form and then interpreted to the farmers. Farmers' recommendations were made if needed.

Besides the testing, there were samples of soil on display, on line; display; samples of soil; and soil collection and test supplies to record the results.

As a result, many of them are becoming interested in the study of soil and in receiving the benefits of the same. The Utah Cooperative Extension Service, Cooperative Extension, Weber Central High School, Cooperative Milk Producers, etc., are working with the Young Farmers as members.

One of the most important things about doing business is, therefore, receiving considerable attention. The Young Farmers are not only interested in soil testing, but also in cooperative operating. This is, therefore, a problem for Utah Young Farmers as well. Utah Young Farmers believe in this type of education.
Farm and home records for veterans

Perhaps the basic consideration in establishing good farm management training programs is that the veterans in the farm training program for veterans in the Vocational Agriculture Training is the one key to the success of the program. Upon entering training, a veteran must make the necessary personal adjustments to the farm and home records. Confidence, a good farm and home record keeping, and the ability to maintain an orderly, well-balanced farm and home program are essential for the success of the veteran in the farm training program.

On entering training, a veteran must make a detailed farm and home plan. Without accurate records, too much of the planning is guesswork and time-consuming. The accurate records help the veteran to set up a basis for achieving the aim of having the best farm and home program he can.

The records which should be kept by the veteran are:

1. The amount of the net farm earnings and an account of the use of farm equipment.

2. The amount of the net farm earnings and an account of the use of farm equipment for the month.
Guidance and orientation for the curriculum in vocational agriculture

W. A. SMITH, Teacher, Education, Cornell University, Ithaca, New York

By and girls have need for vocational education and the guidance of a curriculum to orient them into their second or high school. This need is quite critical, as the pupil is normally in the 10th grade and must be oriented prior to the choice of the curriculum in vocational agriculture. As a rule the pupil is normally in the 10th grade at the time he enters the school, the school should provide opportunity for the pupil to discover his interests, needs, abilities and opportunities for vocational training in agriculture for which he may be eligible. The guidance and orientation are primarily school policy, not necessarily an individual pupil or group need. Aime and Service

Most of the pupils entering high schools having the curriculum in vocational agriculture as a part of the school program of studies, have no opportunity to have a close association with agriculture or the farming producer. Most of the boys and some of the girls, whether or not they reside on farms, should be familiar with the farms and the people engaged in agriculture, either as a part of their home scene or as a part of their social environment. The majority of the pupils coming from agricultural homes and who have had a full range of experiences in agriculture should not be placed in the occupied agriculture curriculum. The curriculum should be oriented toward the development of the student in the agricultural environment and the pupil should be encouraged to live a full range of experiences in agriculture.

Suggested Units of Study

Units in agriculture at this level represent in general the home and individual class and pupil situations. The following are suggested units of study that are necessary and that the pupil should have a full range of experiences in agriculture. The following are suggested units of study that are necessary and that the pupil should have a full range of experiences in agriculture. The units are suggested for those who are interested in the development of a full range of experiences in agriculture. The units are suggested for those who are interested in the development of a full range of experiences in agriculture.

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Role of administration and supervision
HARRY E. NEMAN, State Supervisor, Lansing, Michigan

ADMINIS TRATIVE AND SUPERVISORY RESPONSIBILITIES are often cited as the keystone roles in the operation of any school program. It is planned to present a short article on a general analysis of some of the functions of TR

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Difficulties encountered by teachers during their first year of teaching vocational agriculture^  

J. BRYANT KIRKLAND, Teacher Education, University of Tennessee, Knoxville  

The efficiency of vocational programs throughout the nation has been of great importance to public schools in developing vocational and technical education. Adequate supply of competent teachers is particularly true of programs in which voca
tional education is the focus of the entire education of a student in an area of study.

The University of Tennessee has served as the State's accepted institution for training teachers of vocational agriculture since 1920. In fulfilling its responsibilities as a teacher training institution, it has accepted its function of  

1. Selecting a competent and adequate supply of well-trained beginning teachers,  
2. Providing professional and technical education during the period of pre-service training designed to enable prospective teachers to acquire the knowledge and skills necessary for effective teaching,  
3. Developing and distributing teaching materials designed to meet the needs of teachers in service,  
4. Providing continuing education for teachers in vocational agriculture,  
5. Including for follow-up and resident instruction for the purpose of providing the effect

4

The preparation activities of the study were quite simple. The writer prepared a tentative list of the preparation activities which beginning teachers of vocational agriculture should perform and submitted it to the members of the Department of Agricultural Education at the University of Tennessee. A list of the technical activities was developed and prepared and submitted to the heads of the several departments of agricultural education for approval. The list was reviewed with each department and a revised list was developed. The final list contained 21 activities.

Table I—Summary of the Participation and the Ability of Beginning Teachers of Vocational Agriculture to Perform the Activities Included in the Professional Preparation encourages the improvement of professional and technical education.

Professional Difficulties

The study of the difficulties encounte

1. A series of four tests were given in offering suggestions for improving the professional preparation program at the University of Tennessee.

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20. A series of four tests were given in offering suggestions for improving the professional preparation program at the University of Tennessee.

21. A series of four tests were given in offering suggestions for improving the professional preparation program at the University of Tennessee.

Table II—Summary of the Professional Activities With Which One-third or More of the Teachers of Vocational Agriculture Reported Difficulty or Inability, by Area

<table>
<thead>
<tr>
<th>Area</th>
<th>Activities in which one-third or more of the teachers reported difficulty or inability</th>
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<tbody>
<tr>
<td></td>
<td>Number</td>
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<tr>
<td>Long-distance courses</td>
<td>50</td>
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<tr>
<td>Ground-based courses</td>
<td>100</td>
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<tr>
<td>Adult farm programs</td>
<td>100</td>
</tr>
<tr>
<td>Physical plant courses</td>
<td>25</td>
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<tr>
<td>Field trips</td>
<td>50</td>
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<tr>
<td>Farming and buying</td>
<td>25</td>
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Table III—Summary of the Participation and the Ability of Beginning Teachers of Vocational Agriculture to Perform the Activities Included in the Professional Preparation

<table>
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<th>Area</th>
<th>Activities included in the professional preparation</th>
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Farm Mechanics
R. W. CLINE

TowPEnd High School in New Jersey gets building for vocational agriculture

W. M. TICHWELL, Supervising Principal, Central High School, Pennington, New Jersey

A n agricultural unit consisting of a classroom, storage building, and a greenhouse, built with money from the Vocational Educational Facilities Act, was recently completed at Towndale High School. It is the newest department of vocational agriculture in the state of New Jersey.

The story of its development may be of some help to those who are faced with the problem of arranging adequate facilities under present building difficulties. A new school, appropriately placed before the task of developing vocational agriculture, was completed in 1944. Three years later, the first vocational department, a shop for boys, was established.

In 1948 the board of education felt that agriculture was needed and the number of boys interested in this activity was increased. As the facilities were limited, the desire to expand was keenly felt.

At the meetings of the board members were present, and the program was developed and approved. The next step was the building of a new classroom and an auxiliary room by the board of education.

At the meetings of the board members were present, and the program was developed and approved. The next step was the building of a new classroom and an auxiliary room by the board of education.

The new buildings at Pennington include a classroom, shop, and greenhouse.

The Agricultural Education Magazine, February, 1948

Vocational agriculture and farm mechanization

D. C. LAYESTROME, State Supervisor, Baton Rouge, Louisiana

Today we are faced with the task of fitting a new generation of farm boys with the training and equipment necessary to keep our farms competitive. To assume the responsibility of preparing our young men and women for the future means that we must be thoroughly familiar with the agricultural field today.

One of the most important factors in the determination of farm mechanization is the type of soil. Many of our soils are of low fertility and they are eroded. We, in fact, have farm resources which are very difficult to manage. To combat these problems, one must have a thorough knowledge of the soil, its composition, and its potentialities. Only then can one be expected to develop a balanced and efficient agriculture.

Increased Mechanization

The most important factor in farm population seems to be the amount of mechanization. In the South, with its large area of soybeans, cotton, and tobacco, manual labor is the rule rather than the exception. In the North, where labor is more expensive, mechanization is more prevalent.

C. L. Laverne

The Agricultural Education Magazine, February, 1948

For the complete text, please visit the source page at the University of Wisconsin-Madison's Digital Library.
F.A.A. promotes school-community cooperation

POOR NINE years ago, the Guilford-Madison Chapter of the Future Farmers of America had held an agricultural fair as an auxiliary event and in the gymnasium of the High School in Madison, Connecticut. Incidentally, this is the only incorporated Future Farmer's Fair in New England. The inception was the result of a committee made up of boys studying vocational agriculture at the Guilford High School in Guilford and those taking the course at the High School in Madison. Three teaching centers are few miles apart, both are situated on Long Island Sound, between New Haven and New London. This dual department was organized in the fall of 1929 and was in charge of Mr. E. Selden Clark, now of the Key High School, Madison. These boys were the nucleus of the future nine years. The writer succeeded Mr. Clark in 1932 and has been in charge since that time.

First Fair Held in 1939

The first fair was held on October 22, 1939, in celebration of the centennial of the invention of the tractor. The Guilford Fair Association, the Madison Fair Association, and the Farm Bureau held their Annual Fair in September 1939. A horri- bility of major proportions swept across Europe and the Red Sea was about to be smashed at the close of 1939. The Guilford, Madison, and Farm Bureau Fair Association were not unaware of these facts, but the experienced planner replaced the fair for that year.

The first fair, October 22, 1939, was a very showy undertaking. The local chapters voted to put on an agricultural fair. The chapter had $37.27 in its treasury, but the trays were full of food, and $30 was decided to hold its first fair. The following reasons for holding the fair were adopted: (1) To serve the members, especially those interested in the project; (2) To give the local communities an agricultural fair which might not have one for several years; (3) To enable chapter members to get first-hand experience in organizing and conducting a fair; (4) To further a closer relationship between the chapter and the community.

After the fair was taken, every member soon became interested in the new undertaking. There were many de- cisions to make. The establishment of a policy in the general conduct of the fair was decided at great length. While the matters were being settled, committee- men were set up, almost exclusively on a voluntary basis, each member being placed on the committee that he liked best. Some of the decisions that had to be made were:

(1) Date to have the fair
(2) Number of departments to have
(3) Prizes to be offered
(4) Kind of prizes to offer
(5) Where to get judges
(6) Type of insurance to carry
(7) Admission fee to have
(8) Concessions to have
(9) Must we have a parade
(10) Kind of entertainment

First Fair Held in 1939

Because the tri-centennial exercises commemorating the founding of Guilford, the chapter had to be held in the town on a day other than a holiday for the difference for such a well established fair where the Guilford Fair Association, in its management, it was decided to hold the fair in Madison, using the large new gymna- sium for the purpose of other and other ex- hibits. An adjoining field was used for the display of machinery and the cooperation of the Guilford Fair Association all equipment used was lent free of charge. Farmers of chap- ter members and other public-spirited citizens were asked to contribute entries and track- ers. A fine spirit of community coopera- tion manifested itself, and the fair has carried over through the nine years that the fair has been held.

The first fair opened officially at 2:30 P.M. on October 22, 1939, with a high tone program. The list of march of the first parade has been followed with some variance in all future fairs. The line formation was as follows: police, other beaters, two boys carrying chapter banner, cactus, Hamline High School Band, Madison Five Depart- ments, Girl Scouts, police of police, Boy Scouts, Cub Scouts, trimmed eads and boaters, horse made tractors, decor- ated automobiles and business men's teams in automobiles.

No Intuitions During War

Although the first fair was com- menced in 1939, it was designed as a substitute for another fair, the benefits derived by the chapter members in assembling and dis- playing their products and those of the community seemed as great as it was decided to hold a second fair, and a third, and a fourth, so on. These fairs were as good as any ever had.
Vocational agriculture can use radio

FORREST S. ALMILLER, County Agent for Vocational Agriculture, Wyoming and Sullivan Counties, Pennsylvania

A radio broadcast in the series on vocational agriculture, Station WSHN, Scranton. Participating in the broadcast are the authors, Bruce Jorye, F. F. A. member, and his teacher J. F. Powell of Tunkhannock.

results derived from a program of vocational agriculture are a "success story" and "Champions" are used to make available the information of such happenings and to give credit to outstanding boys from the area. Since we have the pick of 800 F.E.A. members, plus an equal number of home-making girls, these features are especially interesting.

The radio audience sees vocational education as the best.

Emphasis is placed upon equal participation between home-making education and vocational agriculture; and an effort is made to secure equal area participation. Each year the central station is changed to a topic of current interest, and all the programs are related to this theme. The theme for 1947 was "Practical Training for Peace-time America."