Farming programs for young farmers

D\'OYNE NEED TO increase our enrollments in farming programs for young farmers? For many years we have talked about the need to increase the value of teaching by the project method. In recent years we have expanded our concept of a project. In fact the word "project" has for the most part been replaced by the term "supervised farming program." We say that group instruction should be based primarily upon farming programs of students and that such programs should lead toward establishment in farming or satisfying secondary roles. We stress the importance of individual instruction on home farms of students.

Progress is being made toward the achievement of desired goals in supervised farming programs of pupils in our adult classes. Centrally for high school pupils no longer are bound merely on subjects or farming enterprises. Just as in other methods of teaching, new and useful experiences in the field of agriculture are available, for example, in those who get a satisfactory start in farming and who need to increase their proficiency.

Obviously the problems of planning and developing supervised farming programs with out-of-school young farmers are different from the problems encountered in planning and developing such programs with high school pupils. Of course, some of the members of young-farmer groups will continue to acquire certain skills which they have developed and used as supervised farming programs while in high school. But, for the most part, the supervised farming programs for young men who are out of school are ready for broader programs involving higher steps in the farm management ladder.

Members of young-farmer groups should recognize opportunities to get started. Farming on their home farms with opportunities for other farms in the community. They should study the possibilities of recognizing farming programs in order to make the farms more profitable both for fathers and sons. Young farmers should bear the principles whereby sound management and business agreements involving the entire farm business. They should study farm loans and farm purchase contracts. They should understand how and when to use production credit and farm loans to stabilize the farm, and home plans and should keep farm and home accounts. They should learn how to analyze the records of farm business and how to recognize farm business for profit.

Should we give more attention to group work in the classroom? In the laboratory in the shop? Activities designed primarily to assist young farmers to plan and develop individual farming programs in the least possible way? Should we devote more attention to group work of individual instruction designed to attain the same goals? Requirements concerning time to be devoted to off-farm instruction have been very much higher in the veteran programs than in our regular vocational programs in agriculture. Perhaps the new programs should point the way to strengthening young-farmer work through greater emphasis upon "learning by doing."—John B. McClelland, Iowa State College, Ames.

Lesson planning—theory and practice

BEGINNING in the September issue of the Agricultural Education Magazine there will appear the first of several articles on Lesson Planning. The specific assignment was given to any of the members of 'our editorial board to the general topic. Attempt has been made to have experienced among the contributors a prominence of teachers because it is they who are closest to the problem of planning for teaching. Others who are contributing to the series represent both resident and itinerant teacher trainers. The latter can speak from the standpoint of supervision of instruction.

The series is motivated by the belief that the planning of lessons is one of the problems in teaching which most of us attach major significance in theory but which we receive a wide variety of emphasis in practice. The range in practice is likely to vary from the way of supposing before a class more or less prepared only in the subject matter of the lesson to a written plan detailing every activity of teaching and pupil participation. Parenthetically one might observe at this point that there are those teachers and others who firmly believe that the only preparation necessary for teaching is a knowledge of subject matter. Presumably it is these same persons who consider that good teachers are born and not made. They, incidentally, have little respect for the professional content in the preparation of professional people. As a matter of fact, we have had the experience of participating as pupils in classes where the instrument of the subject matter was unquestioned but where a little planning for teaching, properly executed, would have contributed much to the effectiveness of the teaching.

Discrepancy Between Planning and Practice

What are the reasons for the apparent discrepancy between emphasis in theory and emphasis in the actual practices? Is it due to our concept of lesson planning, its meaning and its role as a factor in the life of teaching? Or is it due to the fact that there may be some confusion as to what the unit of instruction is made up of planning which planning for teaching to take place? Is it a question of form of lesson plan and the degree of formality which interests with our practice or which result in such wide variation in practice? I have no doubt that many of us have faced these days of pressures from all quarters upon our time which may claim this factor to be the reason for the lack of planning. If we assume that planning is necessary to good teaching what can we do about the time demands of the demands?

Other questions which may call for answer or at least exchange of points of view include—to what extent can lesson plans be made in advance? Do lesson plans have the same implications or potentialities from one teacher to another? When should lesson plans be prepared? How often should the plans be used?

There can be no doubt that the questions to the above and other questions will vary and partly so, from one teacher to another. No professional series of articles will be designed primarily to assist young farmers to plan and develop individual farming programs in the least possible way? Should we devote more attention to group work of individual instruction designed to attain the same goals? Requirements concerning time to be devoted to off-farm instruction have been very much higher in the veteran programs than in our regular vocational programs in agriculture. Perhaps the new programs should point the way to strengthening young-farmer work through greater emphasis upon "learning by doing."—John B. McClelland, Iowa State College, Ames.

W. A. Smith, Cornell University.
Effective use of the blackboard

L. O. Armstrong, Teacher Education, North Carolina State College, Raleigh

The pioneer visual aid—possibly the very first man-made aid to learning—was originated or improved at no cost as a hobby, and is today practically as cheap. It is undoubtedly the world's record of economy. Originally it probably was a simple drawing made on sand. Today it is a simple drawing made on a blackboard with chalk. It was one of very few visual aids available in the "Little Red Schoolhouse." A small blackboard on a table, most effective when given as a chalk-talk.

Chalk-talk means you draw a line or two with chalk then talk; draw another line or two and then talk; continue this alternating process of drawing and explaining until the drawing is completed. You may then continue using the drawing for further explanation and comments, or for discussion and questions. The only equipment you need is a chalkboard, a piece of chalk, and an eraser. Large sticks of soft chalk are preferable, but any soft chalk will do. Your chalk-talk will be even more effective when you can color the chalk.

Fortunately, this economical visual aid is even more easily available than any other. You have all the necessary equipment anyway and it is a step or so from which you stand when lecturing or conducting a class discussion. There are no cords to straighten out and connect, no need to set up or take down, no shades to pull.

You merely pick up a piece of chalk and start to draw. Immediately you have the attention of each student. A few more strokes and the class is wide-awake. One feature of your chalk-talk which gets attention is the same fact that you move, you are in motion and motion does command attention. You hold the students' attention because it is a simple drawing, no lines have to be followed; they understand; they grasp your ideas; they are impressed because the teaching is graphic, they see what you are teaching. Learning in this way is a pleasurable experience; they do not get lost in a maze of meaningless words.

If you are one of those teachers who seldom ever uses a chalk-talk and whose aim is, "I can't draw," you can easily prove your aim has been unwise. Every teacher can chalk-talk. Like everything else you do success is determined by your effort.
Agricultural instruction serves prevailiogous pupils

MAROLD N. SLOANE, Teashegr, New York

The draft question, Grant, is that young men should stay off the farm and the child's education is of the utmost importance. The current agricultural scene is one of abundance and prosperity, and the need for agricultural education is more critical now than ever before. The benefits of agricultural education are manifold, encompassing areas such as improved crop yields, increased animal performance, and enhanced rural community development.

The process begins with the identification of the student's needs and interests. It involves a comprehensive program that includes both classroom instruction and hands-on learning opportunities. The curriculum is designed to be flexible, allowing students to tailor their education to their specific interests.

In conclusion, agricultural instruction serves prevailiogous pupils by providing them with the knowledge and skills necessary to succeed in the agricultural sector. It is a vital tool in ensuring a sustainable future for our farms and rural communities.

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THE AGRICULTURAL EDUCATION MAGAZINE, August, 1948

Our laboratories are the farms around us.
Selecting agricultural education as a career

R. H. PALMER, Teacher Education, Montana State College, Bozeman

This article is written for the young man or woman who is considering the occupation of a teacher. Since it is a professional agricultural association, and since the purpose of this article is to help young people to make a progession of vocational agriculture and to advise them.

Let us assume that he desires to go into a profession, whether that to farm for himself, go into business, or into trade.

There are two ways in which he should go about his decision. First, he should examine the occupation carefully to see if it is desirable for him. Second, he should examine himself carefully to see how qualified he is to become successful in the occupation.

The first step is to think of a very important decision, the time and effort given to the selection, and the position and to its requirements will probably yield good dividends.

Suitability of Occupations

First, let us consider the question, "Is Agricultural Education an available occupation for me?" In answer to this question, you will need to be interested in the duties, activities, rewards, and outlooks for a teacher. If you have a vocational agriculturist in high school and have been an active member of a teaching association for several years, you already know a good deal about the occupation. If you have a good one, you will be interested in the duties, activities, rewards, and outlooks for a teacher. If you have a vocational agriculturist in high school and have been an active member of a teaching association for several years, you already know a good deal about the occupation.

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Agricultural teachers are expected to be larger, or at least equal to the demand for the next five years.

How do the salary and other financial rewards compare with those of other agricultural, professional, or scientific occupations?

3. Does the occupation offer connoisseur sensations, desirable surroundings and living conditions for your recreational interests?

4. Are the various industries and farm operations the kind which will interest you?

In finding the facts to answer these questions, you will probably have to obtain some information from various sources, as Ag teacher, the training-institute, and the State Department of Education. Agricultural information, stating statistics and trends in Table A, which accompanies this article. This should be considered, but you need to find more detail information from sources nearby and far away. When you have this information, you may find the importance of these facts relating to the occupation, you should give them as carefully as possible, and try to make up a clear picture which should indicate the facts of the work.

After these questions have been answered, it would be well to check your own attitude toward each of these sources. One should apply the same type of questions to any other profession which he is considering seriously, making sure that the facts are objective and that the judgments are realistic. After this is done, you should be in a position to decide whether Agricultural Education is really your first choice as an occupation.
Developments in agricultural education
II. Some points of emphasis in teacher education in vocational agriculture
H. H. Gibson, Teacher Education, Oregon State College, Corvallis

To what extent do the shifts and trends of the times affect and influence the goals and methods of education? Are the goals and methods of education reflected in the training programs? Naturally, one wonders what are the common problems that are encountered in the training of teachers of vocational agriculture, and how to go about solving them. This is the second in a series of articles by H. H. Gibson based on observations made on a tour through several states of the United States. The purpose of this article, which was written in the July issue, is to discuss some specific problems that are being faced in the agricultural education field.

There should be a cross section of experiences in those fields and activities which are of major importance in teaching vocational agriculture; in that participation in social and community life is just as important for the student teacher to experience in teaching agriculture as it is for him to experience in education in the classroom. The teacher is an educator, and it is very important that he study the procedures and the problems and procedures in teaching as well as the procedures and problems in education.

Supervised Teaching
Supervised teaching is assuming an increasingly important role in the training of teachers of vocational agriculture and has always been an important factor in the teacher education program. There are some problems in training teachers of vocational agriculture, and one of these problems is in working out satisfactory arrangements, particularly with the schools. For example, the range of one of these arrangements is the range of a teacher's work. The average teacher has one class or two classes of students who are supervised by the teacher. This arrangement is good in many cases, but it is not always possible to get the supervision that is needed.

New York: Here the in-service teacher training is conducted for small groups of teachers during the summer months. The New York City Department of Education has a program called the "New York City Teacher Education Program." This program is designed to help teachers improve their teaching skills and knowledge of the subjects they teach. It is a comprehensive program that includes both classroom instruction and field experience.

The Inservice Program
The Inservice Program is designed to be flexible and can be tailored to meet the needs of individual teachers. A team of qualified instructors works with the teachers to develop lesson plans, strategies, and materials that are effective and engaging for the students. The program provides opportunities for teachers to collaborate, share resources, and learn from one another.

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A complete program of vocational agriculture can be a powerful tool in the education of young adults. Our goal is to provide an active, practical, and progressive agriculture program which will enable vocational teachers to be more effective in their work. With this in mind, we should be aware of the importance of using the high school classroom as a tool in this program. The high school classroom is the place where we can reach the greatest number of young people. It is through our work in the classroom that we can make a real difference in the lives of these students.

**High School Boys**

The amount of systematic instruction which can be given to these students is limited, but it is important that they be given a chance to learn about agriculture. This can be done through the use of guest speakers, field trips, and other similar activities.

**Work with Individuals**

In any complete program of vocational agriculture, the work with individuals is of utmost importance. It is through this work that we can help each student develop his own unique skills and interests. Teachers should be aware of the importance of working with individuals and should plan their programs accordingly.

**Conclusion**

In conclusion, a complete program of vocational agriculture is essential for the education of young adults. It is through this program that we can reach the greatest number of students and help them to develop the skills they need to succeed in the future.
Group instruction on the farm

In the education of farm veterans*

L. R. Phipps, Teacher Educator, University of Illinois, Urbana

INSTRUCTION in small groups on the farm for self-employed veterans is a recognized part of Institutional On-the-Farm training in many states. If it is properly handled, it may be one of the most effective types of teaching. Because this is the first time we have been able to finance systematically this kind of teaching, we have no data to follow any patterns to follow. The experiment is being conducted in all the areas of the country.

PROBLEMS

The instructor of veterans in planning his group instruction on the farm for self-employed veterans, will probably encounter the following problems:

1. How to select activities which should be included in group instruction on the farm?

2. How to integrate group instruction on the farm with the other phases of the farm program?

3. How to prevent group instruction from degrading into service activity which will be non-productive for the veterans?

4. How to teach manipulative skills to small groups?

5. How to evaluate group instruction on the farm?

GUIDING PRINCIPLES

In planning and conducting group instruction on the farm, the following principles are used:

1. Planning instruction should be based on the needs and abilities of the veterans.

2. Learning should be a group activity, with each member sharing the responsibility for the instructional process.

3. The instructor should be the leader in the instructional process, but the veterans should be encouraged to take an active part in the planning and evaluation of the instructional activities.

4. The instructional materials should be selected to meet the needs of the veterans, and should be designed to be meaningful and relevant to their lives.

5. The instructional process should be planned to provide for the development of the specific skills required by the veterans for their self-employment.

*/Assign traditional instruction by college, University of Illinois, in cooperation with veterans located in Vocational Education Farm.
**Dairy hard testing**

**HOWARD ASROY, Teacher, Oconomowoc, Wisconsin**

The explanation of the herd testing laboratory in the vocational agriculture classrooms of the Oconomowoc, Wisconsin, High School is written to help enlighten any school located in dairy communities which have need for putting some new life into their Junior D.H.L.A. programs.

The work of the instructor of vocational agriculture is so extensive that his activities must be so organized as to conserve time. The teacher has too many varied tasks to attend to in any one day to add another headache in the digest of a herd testing laboratory for his students. The explanation, then, will be divided so that it may help make junior herd testing practical, desirable, and justifiable in a dairy community.

It is the instructor’s duty to encourage his students to keep dairy records in either the Cornell D.H.L.A. or in the Junior D.H.L.A. The enrollment in the department of vocational agriculture at Oconomowoc numbers about fifty Future Farmers. Of these fifty, over forty have milk cows on their farms, averaging about sixteen cows per farm.

**Test Day Class Periods**

Herd testing should be done by the student during the regular class period and not on any particular day for two reasons. First, he can be supervised by the instructor who, in turn, will be able to help and watch procedures. He should also be able to make check rounds. Second, the student who is testing should not be confused and unnecessarily made to put in double time the day he tests. The testing laboratory in the Oconomowoc High School is located in the classroom where the student who is testing is able to follow the class presentation. An inspection of the laboratory at the completion of a test is more easily made when the instructor is near. These advantages more than offset the usual amount of disturbance created by doing the testing in the classroom. A test should not be organized if the laboratory is away from the classroom as a matter of discipline and the students plan to do their own testing. The isolated lab would be feasible if capable students were hired to do all the testing.

Two simple schemes for making test schedules are used in the Oconomowoc Junior D.H.L.A. At the front of the room is a sheet of cardboard, posted on notebook rings, listing the names of the cows which test tomorrow. The following day the page is turned and the same list appears on the other side listing those who test today. The record sheet facilitates a quick check-up to find out who has failed to test. Books student keep a record of book pages on which he has in his busy life. Less than a minute’s time is required to check on the cows not covered by a production report. The amount of fat per cow, per test, per cow, and total for the herd. If the testing is done in a cheese factory or creamery during the summer months the report can be mailed in a postcard to the instructor at his office.

This card is filed in an indexed cabinet before the next month’s testing begins, leaving the names alone for the new month.

Most of the students will also want to have a complete notebook which has a separate record for each cow showing her daily milk and fat per month accumulating for the lactation. Such a record identifies each cow by eye tag, by breeding, and by breeding date, rather than just by stall number. It should be kept in mind that only the more responsible students should keep these notebooks. They should not be used for one, not being "given away". It is only a rare instructor who will have the time to efficiently check all the notebooks, saying nothing about even finding them to check. For that reason, it may be better to develop the students keep the essential information on formal small cards for class summary and discussions. The latter will meet the requirements for feeding goals and for determining am.

Because most of the students in each class are testing, it is possible only in the fall to take several days to develop testing procedures without overcrowding the class. Several days of testing program should be carefully planned, problems worked out, and discussions made to develop the Balke test. Motivation may be secured through the use of previous summaries on farms familiar to the student. It is a strong feature of the fresh new student who wishes his instructor to enter some one testing during September while the others are busy being done. This may be the instructor’s first visit to the farm and in the school work do and the plans they make will naturally be different from what is anticipated on later visits. This plan will somewhat differ if use an older brother that has been a Future Farmer. In either case the freshman has "invited" his instructor out to farm.

All the equipment necessary to get started in hard testing it brought out on this first trip in September. If the visit begins immediately after school there is sufficient time to meet with the parents, before, and during the program, to discuss plans for the testing program. The farm visit begins at恰。100 p.m. or the testing laboratory the next day. If planning is done before milking, and after the samples are taken, the instructor can personally handle form to simplify the lab work. The instructor should be completely familiar with the farm, with the facilities, and with the testing procedure. If the instructor does not know much about the farm, then in the card or on the letter.

The testing laboratory is so far nothing has been said about the testing procedure on a farm where to put it. The one pictured here is a math activity which is a demonstration on one end of two feet. This entire cabinet should be covered with a sheet of glass which has a slight rise in front to prevent spilling. The top line of the lead will eventually wash its original content. The procedure is designed to be big enough to submerge completely the twenty-four-bottle milk rack. On the other side of the two centerfugers is an acid drum, also made of the lead, and enough to cover the full twenty-four bottle rack to be kept wet by the use of a swab with test at the same time. The lead pipe drains outside and at Oconomowoc it leads into an abandoned elevator shaft.

Directly above the laboratory is a light that is bright enough to some extent to allow even patients to test milk samples which are being the same room. A white pencil is available on the shelf for marking the test bottles. A little time could be saved if a glass paint could be used to mark each bottle permanently. A color which is heat resistant is being used. It is stoically for computing monthly fat and milk production. Although considerable use of adding machine is available. It is possible with the proper test and good organization to test and compute the records on a "Balke" sheet within the time allotted for a vocational agriculture class.

The Oconomowoc Future Farmers try to keep their herd testing program to a clear and well-defined basis. All operating costs are a part of the farm used. This is reimbursable at the rate of one per cent of the farm, which is 10 per cent of the Farmers. Commodities entered for testing pay two cents per test. All others enter for testing for two cents per test and the envelopes on which the tester writes his name, month and date is done. If the testing is done in a cheese factory or creamery during the summer months the report can be mailed in a postcard to the instructor at his office.
Teaching insurance information
in vocational agriculture

FRED C. SNYDER, Teacher, Mifflinburg, Pennsylvania

THIS informal study group was conducted in this study was sponsored by the members of the vocational agricul
tural association of Pennsylvania. Teachers reported that more appropri
ate teaching methods and suitable insurance information would aid in improving the effectiveness of their insurance instruc
tion.

Insurance Lessons

Eighty-one Pennsylvania farmers supplied the insurance information concerning their insurance practices. These farmers were classified as good farmers, fair farmers, or poor farmers in accordance with their community standing. The type of insurance carried by a farmer does not closely relate to his economic status, but his standing in the community is an indication of whether or not he carried insurance at all. Farmers with a reputa
tion for being good or fair farmers are twice as likely to carry insurance as the poor farmers.

The types of insurance and the emphasis placed on them by teachers of vocational agriculture closely correspond to the types of insurance utilized by the farmers of Pennsylvania. Ad
tissional emphasis and instruction in fire and lighting insurance is of vital impor
tance in keeping the course in vocational agriculture abreast of the farm
ners' needs. Agriculture and truck insurance should be emphasized to a greater extent than is the present inclusion.

In the discussion of insurance of livestock is neglected. Crop insurance for fire or freeze should receive even greater emphasis. Public liability

insurance, although not of major importance to farmers, deserves more study than it is presently receiving.

On the other hand, windstorm insurance of farms is over-emphasized by the teachers of vocational agriculture when compared with the number of farmers who actually use this type of insurance. These data are presented in the accompany
ning table.

Life insurance should be given adequate attention partly because of the large number of farmers who carry such insurance, but also because of the small portion of insurance that is carried in this type of insurance. There is a need for more emphasis on the importance of making savings that will be available for the support of the family in case of the death of the head of the family.

Crop Insurance

Crop insurance is the only form of insurance that a large number of farmers carry. About one out of five farmers carry crop insurance, and about one out of an even number of these farmers carry insurance on only one crop. The farms that carry crop insurance are young farmers. These farmers are more likely to carry crop insurance because of the advice they have received from their insurance agents. This advice is usually given to them in the form of a letter or a telephone call.

in the case of the farmer, the letter or telephone call is not always followed up with a personal visit. The insurance agent is usually more interested in the large number of farmers that carry crop insurance than in the small number of farmers that carry this type of insurance.

Crop insurance should be given adequate attention in the course of vocational agriculture. The course should not be limited to the study of the types of insurance that are carried, but should include the study of the advantages and disadvantages of each type of insurance.

Pig Farmer

The pig farmer is one of the most important types of farmers in the United States. The pig farmer is interested in the raising of swine and is often the leader in the development of new breeds and new methods of raising swine.

The pig farmer is interested in the raising of swine and is often the leader in the development of new breeds and new methods of raising swine.
Publicity through F.F.A. Activities

LESLIE M. BROWN, F.F.A. Advisor, Norfolk Agricultural School, Norfolk, Va.

Agronomy in the High School

One of the most common criticisms of agricultural education is that students take too much of it in the abstract. This is not necessarily true; students do learn a great deal of agricultural knowledge. However, it often seems that they do not remember the information as well as they should. This is where F.F.A. plays a valuable role. F.F.A. members are often called upon to present talks on agricultural topics, and they are able to do so because they have had the opportunity to learn about these topics in their classes. Additionally, F.F.A. members are often able to provide practical examples of how the information they have learned can be applied in the real world. This helps to reinforce their learning and make it more meaningful. F.F.A. activities also provide students with the opportunity to develop public speaking skills, which are valuable in many aspects of life. Finally, F.F.A. activities help to promote agriculture in the community, which can lead to increased support for agricultural education and its benefits.