Need for instruction

The school farm as a training center

ANDREW B. WELCH, Veterinary Instructor, Fryeburg, Maine

The school farm is a valuable training facility for students in Vocational Agriculture and in practical courses for the training of farm workers. The farm is thirtieth in the Maine Agricultural Experiment Station. Seven different forage crops mixtures are used, which include different grasses, clovers, and alfalfas. The demonstrations were laid out and planted by the students. The results will show that the farmers in this area are making use of forage crops mixtures that are adapted to the area. Another experiment is being carried on in cooperation with the farm extension service on fertilizing plots to show the selection of fertilizers for grasses and clover fields.

The farm has small strawberry and raspberry beds where actual experience is gained in the selection, planting, and care of small fruits.

The farm has a tractor and other necessary equipment to carry on a dairy farm of its size. The students do some building and receiving of farm structures. They installed the floor and equipment in the cow stable, a hay dryer for use with chopped hay and helped to build two silos. A building formerly used for poultry was recently made into a pen shed for yearling heifers and a tool house. Last spring they made a two-wheel trailer to be used on the farm.

Training and experience acquired on a school farm are the best means for teaching the approved methods of farming. Practical experience is also gained in these activities. That gives the students an opportunity to see that successful practices in some areas are not adapted to their own situation. It is hoped that the students go on to the school farm training center will furnish practical experience of value to the students in agriculture at Fryeburg Academy.
Factors influencing the experiences of student teachers

Fred G. Lechter

This article provides a brief summary of research findings that may be used to determine how to improve the educational experiences of student teachers. The findings are based on a study of 30 student teachers from two rural high schools. The study was designed to provide information that could be used to improve the educational experiences of student teachers.

1. Classroom used only for vocational activities.
2. School space used only for vocational activities.
3. School space, tools and equipment available, but not used.
4. Comprehensive collection of specimens, charts, maps, demonstrations, etc., available, but not used.
5. Adequate supply of reference materials.
6. Teaching materials catalogued and classified, easy to use and reference.
7. Housing facilities and student teachers' rights.

The study indicated that the vocational agricultural teacher was the most effective and useful phase of their training. The study indicated that 60% of student teachers preferred to be vocational agricultural teachers.

The study also indicated that 70% of student teachers preferred to be vocational teachers.

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Double dividends—Development of Future Teachers at the National Convention

HAROLD M. BRYAN, Teacher Education, Michigan State College

February 7, 1972, marks the fourth anniversary of the inception of the Future Farmers of America (FFA) program. In the fall of 1970, 10 students from the Kansas City, Missouri, area began the program as the first group of students to be enrolled in the program. Since then, the program has grown to include over 100 students from across the country. The program is designed to provide students with the skills and knowledge needed to become successful farmers and ranchers.

Selection of Counselors

The program is open to any student in the ninth grade who meets the following criteria: the student must be enrolled in a high school that participates in the FFA program, the student must have a minimum grade point average of 2.0, and the student must be willing to participate in the program.

Requirements for Participation

Students who are accepted into the program must commit to attend classes and participate in activities for at least one year. They must also agree to participate in the FFA national convention and to attend at least one national convention during their participation in the program.

Implementation of the Program

The program is implemented at the national level by the FFA staff, who work with local chapters to ensure that the program is carried out as planned. The program is also monitored by the FFA national office, which provides guidance and support to the local chapters.

Conclusion

The Future Farmers of America program is a valuable resource for students who are interested in pursuing careers in agriculture. It provides students with the skills and knowledge needed to be successful farmers and ranchers, and it also provides them with the opportunity to participate in a national program that is designed to help them achieve their goals.
Individual problems demand individual instruction
SHEILA E. CHESNUT, Yeager Instructor, Ontario, New York

MYSTI had

in my Ag II
class 2 years ago. She was a nice girl. In
the first week of school, she came to me
during recess and said, "Mrs. Chesnut, I'm
gonna flunk this class." Her father called
me later that afternoon and said "She
wants to flunk this class." When I asked
her what she meant, she said, "I can't
handle the work and I'm not interested in
the subjects, they don't make any sense to
me." She was flunking, but she didn't
realize it. She was doing poorly, but she
didn't care if she failed. She was just
giving up.

So I talked to her and helped her figure
out her problems. I showed her how to
organize her notes, and I helped her find
the right resources. She started to get
interested in the material. She began to
see the importance of what she was
learning. She started to understand the
value of education. She started to
believe in herself. She started to care.

She ended up doing well in the class and
got a B in the end. She's now in college,
studying something she's passionate
about. She's become a role model for
other students. She's changed her life.

The lesson here is that every student is
unique. Every student has different
problems and challenges. We need to
meet them where they are and help them
find their own path. We need to give them
the tools and resources they need to
succeed. We need to believe in them.

We need to listen to them. We need to
understand their needs. We need to
adapt our teaching methods to fit their
learning styles. We need to be patient and
supportive. We need to be understanding
and compassionate. We need to be
motivational. We need to be supportive.

At the end of the day, we need to
recognize that every student is special.
Every student is unique. Every student is
worth it. Every student is capable of
success. Every student is worth our
effort. We need to do our best to help
them succeed. We need to be the
motivational force that helps them
reach their full potential. We need to be
the motivator that helps them reach
their goals. We need to be the
motivational force that helps them
reach their dreams.
The Vo-Ag curriculum in Wisconsin

LOUIS M. SASMAN, Supervisor, Wisconsin State Department of Education

THEIR CURriculum in Vocational Agriculture at the University of Wisconsin High School in Madison has been designed for high school pupils. It is the result of conferences between instructors, parents and industry leaders, who all have an interest in the future of vocational agriculture.

The Vo-Ag curriculum is developed by the Wisconsin Department of Education and the State Board of Vocational Education and the University of Wisconsin. It is designed to prepare students for success in technical, vocational, agricultural and business careers.

In addition, the Vo-Ag curriculum is designed to help students develop skills in critical thinking, problem solving, and decision making.

One of the key features of the Vo-Ag curriculum is the emphasis on hands-on learning. Students participate in a variety of activities, such as internships, apprenticeships, and on-the-job training, to gain real-world experience.

Furthermore, the Vo-Ag curriculum provides students with the opportunity to explore different vocational and agricultural careers, helping them to identify their interests and skills.

In conclusion, the Vo-Ag curriculum in Wisconsin is a comprehensive and well-rounded program that prepares students for success in a variety of careers.

Various agencies assist in professional improvement

MICHAEL J. RICH, Vo-Ag Instructor, Thompsonville, Connecticut

The Connecticut Vocational Agricultural Teachers Association has been instrumental in providing professional development opportunities for its members. The association has worked closely with the Connecticut Department of Education to develop and implement a comprehensive professional development program.

The program offers a range of professional development opportunities, including workshops, conferences, and webinars. These opportunities are designed to help teachers stay up-to-date on the latest trends and best practices in vocational agriculture.

In addition, the Connecticut Vocational Agricultural Teachers Association has a strong focus on supporting and mentoring new teachers. The association provides a range of resources and support to help new teachers feel confident and successful in their roles.

Overall, the Connecticut Vocational Agricultural Teachers Association has been successful in providing professional development opportunities for its members, helping to improve the quality of vocational agriculture education in Connecticut.
Increase pupil participation

JAMES WILLIAMS, Va-Ya. Ag. Educator, Crawfordsville, Indiana

My philosophy of "maximum student headcount and the best possible field of students." In carrying out this philosophy in our university's training program, we have not only increased our student body, we have also increased the number of students who are enrolled in the program. The philosophy has been successful in increasing the number of students who are enrolled in the program.

The procedure which we have developed to increase student participation has been the use of student study plans. The student study plan is the key to our student participation. The plan is designed to give each student a specific goal and a specific area in which to excel. The plan is designed to give each student a specific goal and a specific area in which to excel.

Different aspects of the plan are used to focus the attention of the student on the different aspects of the program. This is done by giving each student a specific goal and a specific area in which to excel.

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"Learning by doing" applies to training teachers

HAROLD L. NOAKES, Teacher Education, Cornell University

A SOUND program of teacher education in agriculture should provide for participating experiences in the manifold responsibilities which make up the job of the teacher of vocational agriculture. To support this principle, training in agricultural education in New York is sent out to cooperating training centers for a period of twenty weeks each fall. These training centers are selected on the basis of the quality and completeness of the agricultural program as well as their geographic location within the state.

From past experience with the on-campus teacher training program it has become apparent that there are certain conditions which provide for better training environment than others. It is recognized that the off-campus program can be no better than the critical teachers directly responsible for conducting it. In view of this fact, great care is needed in the selection of centers. In those selected, the critical teacher has presented a superior pattern of teaching. He is serving three groups—pre-vocational, vocational and out-of-school—all of which are following the same instruction with effective farm home visits. Adequate classroom and shop facilities are available which provide a desirable environment in which to conduct class instruction. Transportation facilities are made available to the critical teacher to enable him to supervise adequately the farming programs of his pupils, contact young farmers and adult groups and to attend class meetings.

Advance Preparation

During the spring preceding the arrival of the trainee, each school enters into a training agreement with the Agricultural Education Department of the Education Department at Cornell. The school is given a voice in accepting or rejecting the trainee assigned to it. Trainees, to the extent that is possible, are assigned to the training centers of their choice provided that this is agreeable to the critical teacher and administrator of the training center. Usually, if ever, is a trainee assigned to a school in his home community.

While each trainee must be "in the job" in the training center by the first day of school in September, many report for duty early to arrange for rooms, visit colleagues, assist with fair exhibits and become familiar with the community. At the beginning of the term the trainee plans his schedule of responsibilities with the critical teacher for the training period. This plan includes the approximate date and length of time the trainee will be responsible for pre-vocational and vocational classes in agriculture and out-of-school young farmer classes. The plan also includes school club activities as such as 4-H clubs, home demonstration, and community activities.

Getting Started

The first month of the term is devoted to the training period. The trainee has been assigned to the school and community and to discover the problems that are involved in working with the critical teacher, the key educational, agricultural and business personnel of the area with whom he will be working during the term. He becomes informed of school policy to facilitate his adjustment to the school and makes contacts with local and agricultural organizations of similar types.

In the fall, the critical teacher offers suggestions for improvement of the teaching program and recommends procedures which may have been adopted. During the term of classroom teaching the trainee becomes familiar with the teaching program and techniques of his classes. As his skill increases, he assumes responsibility for additional classes until, near the end of the term, he is carrying the full teaching load of a teacher of agriculture.

Home-Farm Supervision

Teaching is not confined to the classroom, however, since the trainee is required to make at least one supervised farm visit a month to each boy in his class. After the initial visit, made in company with the critical teacher, the trainee learns to assume all responsibility for planning and making the visits to the farms. A memorandum of each supervisory visit is made which includes notes on pupil's progress, instruction which took place on the trip and pertinent problems which need attention on future visits. The trainee also keeps a mile-age record of all travel while making such visits.

In this FFA Parent and Son Banquet, the opening ceremony was used to start the program. The trainee (below), after explaining the activities part, trains the FFA Parent who had seen the show near his school for the next day.
Farm machinery workshops in Wisconsin
An in-service training program for farmers in agriculture

DALE C. ABISCHER, Assistant Professor of Teacher Training; Wisconsin State Board of Vocational and Adult Education

THE third day was devoted to a discussion of the factors which influence the selection of machinery. The topics included tractor power, hay equipment, and farm machinery in general. The day concluded with a discussion of the latest developments in farm machinery and their impact on Wisconsin farmers.

A typical farm machinery workshop for Wisconsin agricultural instructors.

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- Student Conduct Demonstrations
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Maintain effective relationships with your administrator

S. Sutherland, Teacher Education, University of California at Davis

As a basis for preparing this article, I interviewed the high school administrator of my campus. I also interviewed several students about their experiences with administrators.

Ten Commandments for Good Teacher-Administrator Relationships

1. Know your job and do it. Avoid buying into the administrator's jargon.
2. Pay attention to your students. Treat them with respect. They need your help and guidance.
3. Keep your own job in mind. Remember that you are responsible for your students, not just for your work.
4. Know the other teachers and try to help them. Be supportive of your colleagues.
5. Keep your own education current. Read and keep up with the latest developments in your field.
6. Avoid being biased. Be fair and impartial in your dealings with others.
7. Be a good human being. Treat others the way you want to be treated.
8. Keep your own job in mind. Do not let your own interests interfere with the success of your students.
9. Be willing to give information. Teachers need your help and guidance.
10. Be willing to take criticism. If you are criticized, it is likely that you are doing something right.

Various Agencies—Continued from Page 220

The purpose of receiving more advanced funding is to ensure that the present time to continue instruction in the field of real electrical training. This instruction has resulted in the addition of units in rural electrification for the farm youth and adults enrolled in our departments.

When Does Your Subscription Expire?

The wrapper of each subscribes to the magazine provides the expiration date of the subscription. Have you noted when your subscription expires?

Agricultural Education Magazine cannot operate in quite the same manner as the more commercial publications, which advertise the status of their subscriptions. For this reason, the magazine cannot be used as an employer of the school.

(1) Develop a mutually understood way of doing things. This can include a written agreement or a verbal understanding.
(2) Maintain a good work environment. Ensure that all employees feel valued and respected.
(3) Provide regular feedback and support. Encourage employees to communicate their needs and concerns.
(4) Be approachable and attentive. Treat employees with respect and hospitality.

When does your subscription expire?
"Chalk Talk"

This month's feature is an instrument of "Chalk Talk," the weekly newsletter of the Vocational Agriculture Program, written by the editor, Mr. H. M. Hayden. In the "Chalk Talk," the editor discusses various topics related to the Vocational Agriculture Program, including practical advice on farming and agriculture.

The "Chalk Talk" newsletter is a valuable resource for students and educators in the Vocational Agriculture Program. It provides useful information on farming techniques, market trends, and agricultural news, helping students to stay up-to-date with the latest developments in the field.

For students interested in pursuing a career in agriculture, the "Chalk Talk" newsletter is an excellent source of information and inspiration. By staying informed about the latest trends and developments in the field, students can make informed decisions about their education and career paths.

Overall, the "Chalk Talk" newsletter is a valuable resource for anyone interested in agriculture, providing practical advice and valuable insights into the world of farming and agriculture.

For more information or to subscribe to the "Chalk Talk" newsletter, you can visit the Vocational Agriculture Program's website or contact the editor directly.
Double Dividends—(Continued From Page 190)

from the viewpoint of most American women, it is probably done, if it is confused and incoherent, if it is lacking in sharpness and emphasis, there is only one main flaw. The Vocational Agricultural instructors should get into the habit of being as critical of their own blackboard work as they are of the students and their work. This is not to say that in any other way will ever learn to do their best. But if they are not to think, they will be more useful to the blackboard and more likely to be used in this work. And, finally, the most point teaching aid his aid at his disposal. No other or all allow do not so much to add up his own lessons which make up his teaching day.

but until he has learned. He should try to take on the experience of his own teaching and try to make it as effective as anyone who is doing it well. He should be able to tell when he is making a difference and when he is not. He should be able to tell whether he is teaching to the middle of the students or whether he is teaching to the bottom of the students. He should be able to tell whether he is teaching in a way that will make the students want to learn or whether he is teaching in a way that will make them want to leave. He should be able to tell whether he is teaching in a way that will make the students feel good about themselves or whether he is teaching in a way that will make them feel bad about themselves. He should be able to tell whether he is teaching in a way that will make the students want to improve or whether he is teaching in a way that will make them want to stay where they are. He should be able to tell whether he is teaching in a way that will make the students want to learn or whether he is teaching in a way that will make them want to run away. He should be able to tell whether he is teaching in a way that will make the students want to be successful or whether he is teaching in a way that will make them want to fail. He should be able to tell whether he is teaching in a way that will make the students want to be happy or whether he is teaching in a way that will make them want to be sad.

One of the most important things that a teacher can do is to teach by example. He should be able to show the students how to do things that are right and how to do things that are wrong. He should be able to show the students how to make decisions that are right and how to make decisions that are wrong. He should be able to show the students how to be honest and how to be dishonest. He should be able to show the students how to be fair and how to be unfair. He should be able to show the students how to be strong and how to be weak. He should be able to show the students how to be brave and how to be cowardly. He should be able to show the students how to be kind and how to be cruel. He should be able to show the students how to be confident and how to be uncertain. He should be able to show the students how to be patient and how to be impatient. He should be able to show the students how to be calm and how to be angry. He should be able to show the students how to be happy and how to be sad. He should be able to show the students how to be proud and how to be ashamed. He should be able to show the students how to be strong and how to be weak. He should be able to show the students how to be confident and how to be uncertain. He should be able to show the students how to be patient and how to be impatient. He should be able to show the students how to be calm and how to be angry. He should be able to show the students how to be happy and how to be sad. He should be able to show the students how to be proud and how to be ashamed.
Pictures of the month...
A contest open to all teachers of Vocational Agriculture and farm veterans

"Practical Experience in Barn Construction"
Warren Dorman, Lawrenceburg, Ky.
Camera: Bosch Prussian 4 x 5
Film: Super Panbrock-press, Type B, 6-11 at 1/100

FIRST PLACE
"Correcting Lead on Cutter Bar"
Malvin E. Carlson, Maynard, Iowa
Camera: Burke and James Speed
Film: Ortho Panbrock-press with 40
Both black

"Adjusting the Carburetor"
Forest Stead, Adrian, Michigan
Camera: Kodak Vigilant
Film: Super XX, 6-11 at 1/100

Featuring...
Recruitment and Selection of Teachers