Examples of School and Community Services

Featuring...
Improving The Teaching-Learning Process
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Pictures of the Month

72

Among the most satisfying years of my life were those spent with students of vocational agriculture. I recall with pleasure the helpful student who became very interested in his graduating class—the unheard of in earlier days for an "aggie." Then there were the two of unusual promise distinguish science. But most satisfaction comes from the large number who found their places in the 1944 group of young men. Among these were the few who entered the profession of agriculture in the community. They learned basic skills and became choosing from agriculture in the community. They learned basic skills and became...
Have types of teaching changed?

(Continued from Page 53)
their texts very closely, going from one topic to another. The teacher conducted the
Blachok test by having the pupils make up stories about a variety of subjects, each requiring
texts to be written. The test, however, was not
continued until the teacher was satisfied
that the pupils knew the subject. During the next class period, the teacher
gave a demonstration in writing similar stories and
then conducted the test. The pupils were asked
questions in order to determine if they had really
written the stories. If they could not answer
questions about the stories, the teacher asked
questions of each pupil until each could
answer satisfactorily. This method was used to
teach the pupils the importance of writing.

During the next class period, the teacher
asked questions of each pupil until each could
answer satisfactorily. This method was used to
teach the pupils the importance of writing.

The preparation type teacher thinks of
writing as an "acquisition" process. He feels that a
teacher will spend much time covering
the necessary topics in the subject matter.
He believes that a teacher should be
trained in the subject matter and then
trained to teach the subject matter. He feels
that a teacher should be able to write
satisfactorily in the subject matter.

The problem type teacher marks the
teacher as "a" type. He feels that a
teacher should be trained in all subjects
and be able to write satisfactorily in
the subject matter. He feels that a
teacher should be able to write
satisfactorily in all subjects.

The problem type teacher marks the
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satisfactorily in all subjects.
You can improve your teaching by -
Using Production Goals

STANLEY WALL, Teacher, Education, University of Kentucky

Workers in agriculture should be concerned with evaluating the progress of students in developing and carrying out their farming programs. Teachers should evaluate the progress they make toward the teaching objective of producing results. Much of the evidence of change in the learner's behavior may be manifested in the changes in agricultural practices followed by the learner.

Relation of Goals to Practice

Much has been written and said as to the need for practice in order to learn. Even some people get mixed up in their thinking as to whether students should have farming programs. This can be illustrated by a recent observation. When one of us was visiting a classroom, the teacher was working out in practice what he has learned about beets. The students were in the process of practicing what they had been taught in class. The teacher said, "You have to practice what you are taught." This is a valuable lesson, but it is essential to remember that you cannot teach the students to practice. You must assist them with their most difficult tasks, namely, drawing out and applying new concepts.

Some Criticisms Answered

Here are some criticisms regarding this system and my view of their validity.

It doesn't look as though you can plan well. You should focus on practice in order to learn. When you plan, you are laying the foundation for new learning. If you do not plan, you will not be able to do some other task. By the time you have laid the foundation for a new learning experience, you will have to do something else. This is what is called building on top of each other. The reason why they should be learning this way is because it is the most effective way of learning. It is not always easy to do this, but it is necessary. It is like building a house. If you do not lay the foundation properly, the rest will fall. There is no substitute for hard work.

There is a need for research on the integration of these systems. The needs of the student must be considered. The best way to accomplish this is to have a systematic approach to the problem. This system is very flexible and can be adapted to any situation. It is a valuable tool for teachers who want to improve their teaching.
More Teachers Join Point 4

A. C. HALE of Canada, formerly instructor at a vocational agriculture school, has joined the NYATA staff as assistant professor and is now in charge of the Teacher Training Department. A. C. Hales is from that point a graduate of North Carolina State College and has taught in several districts.

WILLIAM C. H. HOLLWAY has taken on the responsibilities of the Provost for Progress and has been appointed by the Board of Education to serve as assistant professor and is in charge of the Teacher Training Department. The position is to be filled by the end of the year.

The Problem Method

(Continued from Page 59)

On it is in progress and is expected to be completed within the next two years.

M. O. Phillips

FARM MAGAZINES are becoming more popular each year, providing information to both farm and non-farm readers. In the United States, there are several farm magazines published regularly.

How To Use Magazines

Another question an Ag teacher may ask is: "How can I use farm magazines?" There is no one answer to this question. The magazine itself has a great deal to do with how it is used. We have several magazines which are good for certain uses, while others have nationwide coverage. In each of these types, I have found that there are many ideas and information. Our general magazines, however, may be used in other ways as well. For example, where an operator is present, or can be secured, the use of farm magazines is greatly increased.

Scheduling Materials

For the past several years I have had a schedule of materials which is the result of this committee to help staff, if possible, to meet the demands of the de-
Every teacher is confronted with Appraising attitude for farming

Here you will find some guides of Educational and Vocational Guidance.

A. GORDON NELSON, Associate Professor

You are a teacher of vocational agriculture. You feel that you have a right as well as a responsibility to instruct students about farm work. However, it is not easy to distinguish between those who should be taught to prepare for farm work and those who should be discouraged. You are not always sure whether you are not only teaching with words but also with your actions, making the present and future make-up of your classes with the principal or counselor in your school. What critics do you use? That's easy, you say. I want students who have an attitude for farming. But what is "attitude for farming?" How can one appraise it?

When we say that a boy has an attitude for farming, we mean that in appraisal of his past achievements and present characteristics has led us to infer that he has "what it takes" to develop greater self-interest in farming. When we state that a student has aptitude for farming, we mean that in our judgment he can probably be trained, relatively speaking, a successful farmer. As used here, the term "aptitude" has a complete connotation, for it implies... "not only" the personal interest, but the appropriate interests, temperament traits, and other factors.

Capacity to Learn

There is some research which indicates that a group of boys who become farmers are better equipped for higher grades in school than are pupils of the same intelligence from very low to very high. For example, a study by the General Classification Test of over 10,000 boys of the 75-89 intelligence range, as determined by the Civilian Classification Bureau of the U.S. Government, indicated that an average of the 75 citizens of occupations from which they came, it was found that farmer's farms in a group displaying the greatest variability in their scores than did the sons of the 75 other 89 occupations. This finding suggests that a relatively low rating on a group level intelligence test should not by itself constitute a basis for discouraging boys from taking vocational agriculture in high school.

The use of tests to determine fitness for farming has received virtually no

attention in the literature of vocational guidance. Although no instrument is available for measuring farming aptitude, it can be inferred from several studies with students who claim an interest in farming. If the results of such studies are well interpreted, they may be particularly useful in helping boys to determine their place in the world by means of their aptitude for farming. In appraising aptitude for farming, careful inquiry into an individual's work record relative to farming activities is much more useful than are test results. The farmer's capacity may be inferred from the demonstration of his ability to: do well in a course in pre-vocational agriculture; to operate and repair farm machinery; to recognize problems that exist on his farm; to begin, finish, and secure a fair monetary return from a farm project; or others.

Interests

The fact that a student claims that he is interested in vocational agriculture is not sufficient evidence that he has a sufficiently developed interest to become a farmer. In order to appraise a boy's likely interest in farming as an occupation, a scorer or counselor should look for the following "clues." Among the "signs" which suggest real interest are: the student's participation in hobbies of an agrarian nature; his ability to take part in extra-curricular activities related to farming; active membership in agricultural organizations; his attitude toward work and the future; and the voluntary initiation and completion of farm projects.

An interesting study designed to measure interest in farming was conducted by Scott & Scott. He developed a test and administered it to a group of students who were known to be interested in farming; he also gave it to a group who were not interested. He found that certain items differentiated, to a statistically significant degree, between the two groups. Some of these items utilized in the Pollitt study, whereas the Pollitt study group attempted to answer "Yes" to the following questions: "Do you enjoy talking to people about agricultural problems?" "Do you like to work out野外 to see how everything is growing?" "Do you read books or magazines which are related to rural life and practice cattle care for your own pleasure?"

4. Do you feel that further training along agricultural lines would be worthwhile, and why?
5. Do you object to eating in restaurants for any length of time?
6. Do you participate in a football, basketball, track, or other sport, and if so, what?
7. Do you like to use livestock judgment at a fair or in the show ring?
8. Do you feel that children growing up in the country can learn more about farming and develop a better character than children in the city?
9. Are you confident that there is good future for a better than average farm worker?
10. Do you feel that agriculture is the most important or the only way to build a better world?
11. Have you talked with your group about a "Future Farmer of America" program and how to extend your program to others?
12. Would you do an extra hour of work on the farm for a chance to earn a little extra money?
13. Do you feel that you would like to be a farmer in the future?
14. Do you feel that you would like to have a career in agriculture?
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49. Do you feel that you would like to have a career in agriculture?
50. Do you feel that you would like to have a career in agriculture?

46. Do you feel that you would like to have a career in farming, and if so, what is the reason?
47. Do you feel that you would like to have a career in farming, and if so, what is the reason?
48. Do you feel that you would like to have a career in farming, and if so, what is the reason?
49. Do you feel that you would like to have a career in farming, and if so, what is the reason?
50. Do you feel that you would like to have a career in farming, and if so, what is the reason?

Quality of performance while serving on a committee should also be considered.

If you use scores from your teaching, then read -

Developing scorescards

LLOYD J. PHIFER, Teacher Educator, University of Illinois

... used to evaluate the progress of programs or to evaluate the effectiveness of programs which is to be measured. The objective is to know whether the students are improving in their work. The scorecard is used in a region where the farms are used in an educational program to determine the ability of the individual. If a score card is used, it is useful in a class that has the ability to be developed. The score card is a very useful tool. If a score card is used, it is useful in a class that has the ability to be developed. The score card is a very useful tool.

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Supervision of the right kind

Improves the teaching-learning process

Some of the more promising techniques are identified

WALTER JACOBY, Teacher Educator, University of Connecticut

The primary function of supervision is the critical feature of the teaching-learning process. In the supervision of vocational agriculture involves supervision of supervisors. The teacher, teacher-trainer, supervisors, parents, and students. The administrative and supervisory functions of supervisors are vital to the smooth running of the program. The most important duty of the supervisor is to work with each individual or group of individuals interested in the improvement of the teaching-learning process.

The most satisfactory supervisory programs are developed and executed in the philosophy of democratic action. Improvements in the teaching-learning process where all parties concerned are committed to the principles governing cooperative group action.

The supervisory role is a guiding role, where the teacher in subtle ways helps the student to acquire the skills he needs to be a productive citizen.

The effectiveness of the teaching-learning process is primarily dependent upon the teacher, and secondarily, the materials of instruction.

The question then is: What are some of the promising techniques successful supervisors use to improve the competency of the teacher and the materials of instruction?

1. Assist teachers in identifying and solving their own problems. Too much direct help from the supervisor may weaken the teacher. Teachers who, after a few years of teaching experience, depend on outsiders to order and solve all the problems on the level of development. It is expected, however, that supervision will point out problems unnoticed by teachers.

2. Work with each teacher, and others involved in developing or revising the curriculum. The supervisor must be familiar with the experiences of students and upon a philosophy accepted by the local department. Information that is necessary for curriculum development and change is derived from surveys, questionnaires, class, group, and individual experiences.

3. Assist the teacher in planning and preparing materials for use by the class group, and individual experiences.

4. To produce high quality crops efficiently.

5. To develop pupils in cooperation.

6. To produce more and better teachers.

7. To develop pupils in cooperation.

8. To produce more and better teachers.

9. To develop pupils in cooperation.

10. To produce more and better teachers.

Developing scores—(Continued from Page 80)

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<thead>
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<th>Score Card—Crop Production Awards</th>
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To succeed in shop instruction - Use practical shop projects

LEONARD DERR, Vo-Ag Instructor, Pearl, Washington

ONE gets results in a shop by demanding projects. We all know that each boy must have a supervised farming program; that he takes part in a supervised farming program as well. Yes. So that you will have a shop in your district because of the small farms and the shop is working on jobs in town, I don't believe it. Even for such a farm there probably is a need for an extension service—there is a need for something more than just the continuous shop ladder, given in a yard, a good work bench, a tool cart or a tool stand.

How can one stimulate boys to participate? By the same objective that you set in your farm program. He develops supervised farm projects. Take the boy home and talk over with him several what can be repaired or constructed that will be useful and practical on the farm. Up to this point probably you have an idea, but that project isn't the whole answer either. In fact it is not the main reason why the project isn't correctly made. Remember that, regardless of how large or small the project is, it is merely a combination of small parts that make up the completed project. Make it a part. After all, parts are made, assembled to do that complete project.

I know that in any given community there are over 100 projects, 30 projects, and build them with a minimum of equipment. After all, if these farm boys are not going to have all of the farm shop tools at home, train them to start under the same conditions of their respective homes.

The Cover Picture

The process by which a teacher brings about desirable changes (learning) in the part of the pupil is likely to find its most practical opportunity in situations where the pupil is illustrated on the cover page. Here we are: Denys L. M. D., Vo-Ag Department, Flair High School, North Carolina, High School principal and chairman of the advisory committee of a major program which the installation is facing on a problem which has been the growth of DeANS Vo-Ag Supervised Farm Program. Teaching built around real problems. The superior professional individual of the student learns to think and act with the problem. (Continued on Page 70)

Magazines Provide...

The key point of Mr. Davis's success in getting good construction and repair projects into the farm shop is to be convinced of parents that their boys can do a worthwhile job that results in worthwhile skills. By the time Mr. Davis has persuaded parents to release their boys, the boys have developed a feeling of what they are capable of doing. Of his high standards, the school is studying to develop skills. All such work must be accurate and well done or it is not accepted. Mr. Davis has found that his students are more effective with the very excellent space provided in this shop. The many practical projects underway in the above picture requires well-equipped space.
The field trip in teaching

Some answers and advice on planning

J. K. Coster, Teacher Education, Purdue University

One of the major activities of the average agriculture teacher is that of creating and maintaining an atmosphere in which appropriate learning can be enhanced. If an educational system is to be truly vocational to the core, the educational environment should duplicate—indoors and outdoors—the occupational environments in which persons work.

From a purely practical standpoint, and in consideration of factors such as time, instructional costs, transportation problems, the number of students with whom the teacher is working, and the like, instructional activities should be carried on wherever possible at the school plant—in the classroom, laboratory, field, shop or home. An important factor in the teaching of vocational agriculture is the fact that appropriate activities require a more practical, realistic type of environment than that which may exist within the school plant. Thus, field trips to farms and to institutions where products are marketed and processed are not only an integral feature of the vocational agriculture program but are also one of the principal activities that all students are required to participate in.

For example, the primary purpose of this trip is to provide the student with the farm field trip technique under circumstances where the environment is more informal and activities will be more effective if they are undertaken away from the school plant. On the other hand, provisions must be made for securing farm information from farmers or other persons in the community. For example, a visit to a farmer's home can be made with the assistance of the local agricultural administration officer regarding the purpose of the visit. The hour of departure is under the control of the student, and the method of transportation can be used. Which students are to be used, the teacher may be assigned for the bus will be available at the hour that it is needed.

In the case of the field trip, the teacher and the students must be prepared prior to the trip to visit the farm. Most of the students are likely to have had a visit to the farm at some point in their lives. They will have an idea of what is going on there, and this should be retained in the mind of the student.

Field trips should be included in the curriculum as an educational tool. Field trips are an important part of the educational program and should be an integral part of the curriculum. They are an excellent way to help students learn about the community and get a better understanding of the world around them. Field trips can also be used to motivate students and help them see the relevance of what they are learning in the classroom.

The Field Trip in Teaching

W. S. Weaver (right), Vocational Agriculture Teacher in the Dallas, Indiana, High School introduces a group of students on a farm. The students are learning how to properly grow and sell vegetables as a method of earning extra money.

J. E. McCarty, Jr., Assistant Agriculture Teacher at Delta State University, Mississippi, makes a field trip to a local dairy farm to demonstrate the importance of proper nutrition.

Further evidence that... Supervised practice is essential for complete learning

Examined in the light of the learning process

O. L. Snowden, Teacher Education, Mississippi State College

The relationship of the supervised practical program to the teaching of agriculture is an important one. Supervised practice is a procedure used in agricultural education to help students develop the skills and knowledge needed to perform the tasks required in the field of agriculture.

Supervised practice is a process that allows students to apply the skills and knowledge they have learned in the classroom to real-world situations. It is a way for students to learn what they are going to do in the future, and it also allows them to practice the skills they need to be successful in the workplace.

Supervised practice is an important part of the learning process. It allows students to apply what they have learned in the classroom to real-world situations. This helps them develop the skills and knowledge needed to be successful in the workplace. It is also a way for students to learn what they are going to do in the future.
The students associated with the farm programs if the teacher adopts a more conventional agricultural curricula. It is through good management and proper farm practices that students are aware of the importance of farm safety in farming and the farmers themselves make a better and more valuable contribution in farming. The better the farming programs, the better the training opportunities, the sooner the student is ready to take a job, and the better the vocational training program.
To increase your effectiveness --

Use demonstrations in teaching

Some helps in selection, planning and execution

O. P. Nall, Teacher, Arkansas State College

MUCH has been said and written, by educators, concerning the processes of learning. For example, what is the nature of the stimuli that start a learning process? Are some stimuli of greater importance than others? Are some stimuli more effective than others? There are many questions that need to be answered before we can develop effective teaching methods.

The above definitions and generalizations seem to indicate rather clearly the importance of the utilization of the demonstration technique in teaching vocational agriculture. Using this method, the student can better understand the process of change of behavior and if most of our teaching is coming through the demonstration, then the technique of teaching can better utilize the characteristics of all types of learning styles. Any other method or technique must then be examined to determine if it is as effective as a demonstration.

Mary Demonstrations Possible

The value of the demonstration is evidenced by the fact that a teacher can demonstrate to a group of students the construction of a new fence with a rope. He holds the rope before the class and tells them that is the task at hand. If he then gives the rope to them, how many could tie the knot? It is very certain that only those who have learned the technique can tie the knot. The demonstration is then the act of showing the student the process of learning.

Steps Procedure Questions

1. Lay out plans for pruning a tree.
2. Water the soil, prepare the area.
3. Prune the tree.
4. Check the pruning.
5. Cut the branches.

Laying out plans for pruning a tree

Gather students around a tree

1. What is a lateral cut?
2. Why is it necessary when marking a lateral cut to cut so deep as to remove the body or branch?
3. How to and how to apply wax?

Lateral cuts

1. What is a terminal cut?
2. How do these cuts look on the tree?
3. How do these cuts affect the growth of the plant?

Terminal cuts

1. Demonstrate cutting back the end of a branch near a node.

Cutting back a branch near a node

1. Why is it necessary to mark a lateral cut near a node?
2. How to make a lateral cut?

Pruning the tree

1. What is a main trunk?
2. What is a branch?

Cutting the tree

1. Why is it necessary to clean and oil equipment immediately after use?

Clean and oil equipment

1. Demonstrate

The teacher of vocational agriculture should plan his class as carefully as possible. He cannot be fully utilized if he is not taught to use the tools of his trade. Planning for teaching is the same as planning for learning. To be effective, the teacher must be familiar with all aspects of the process in practice or practice. He should be familiar with the standards and objectives of his course. The planning for demonstrations is not as important as the planning for the demonstration. This is not saying that the teacher should not make a conventional plan of his teaching. He should have a good demonstration of this nature and it is to be used as a demonstration.

Giving the Demonstration

The novelty for planning and preparation of the teacher by the demonstration has always been emphasized. But since the success of the teacher is the result of the demonstration, planning and preparation of the demonstration cannot be neglected. It is also true that the demonstration can be done to perfection in the mind that the demonstration can be done without planning and preparation. These things are essential in the demonstration. For example, a classroom lesson could be taught on the same topic but the interaction of the students is underway or in some cases the demonstration has not been given.

Concluding

In conclusion, the ways in which teachers of vocational agriculture may work with the guidance program of the VoA may be divided into the following categories:

1. Plan, collect, analyze and interpret information about farming and related agricultural occupations such as farming, ranching, and by their guidance directors. This information provided by the various directors and that they need information gathered directly from the farmers.
2. What types of farming are conducted on the farm?
3. How does the income from farming relate to the income of other business ventures?
4. What are the average income of farmers in the country?
5. How do the income of farmers vary with the income of other workers?
6. What are the conditions in which farmers work and how does this affect their employment?

Final Markers

1. The teacher can keep guidance secrets and academic secrets in mind the guidance program as a teacher. The guidance program of secondary schools is not a matter of the teacher's, but his fellow teachers. This is true, but the teacher should make sure that his students are not using these secrets and that they are kept in mind.
2. They should recognize their limitations in teaching and ability and function well.
3. They should recognize the limitations of your guidance program and when necessary and without hesitation, refer pupils in need of assistance to the guidance director.

The school with all of its departments and personnel is a part of the guidance program and should be made effective in the guidance program.

References


The Yo-Ag teacher can help.
**The Agricultural Education Magazine, September, 1953**

### Have Types of Teaching Changed?

**Continued from Page 48**

The teaching procedure of the demonstration in the study is called a "test" because it is an actual observation of the student's ability to understand, visualize, and practically apply the principles taught in the classroom. The object of the teaching procedure is to observe the student's ability to teach the principles to another student, and to see if the student can transfer these principles to a real-life situation.

The teaching procedure is divided into two parts: the demonstration and the observation. The demonstration involves the student showing the principles to another student, while the observation involves the student observing the principles in a real-life situation.

### Use Demonstrations

**Continued from Page 48**

**Procedures in Planning—**

**All of this is worked out by the father, mother, three sons, and the teacher.**

**The Boy's Farm Program**

The idea of the farming program is to have the boys learn how to farm. This program is designed to provide the boys with the necessary skills to be successful in the farming industry.

1. **Analyze the problems that the boys are facing.**
2. **Develop a plan for solving these problems.**
3. **Implement the plan.**
4. **Evaluate the results.**

**The Key—**

The key to the success of the farming program is to have the boys learn how to farm. This program is designed to provide the boys with the necessary skills to be successful in the farming industry.

1. **Analyze the problems that the boys are facing.**
2. **Develop a plan for solving these problems.**
3. **Implement the plan.**
4. **Evaluate the results.**

**The Student’s Farm Program**

The idea of the farming program is to have the students learn how to farm. This program is designed to provide the students with the necessary skills to be successful in the farming industry.

1. **Analyze the problems that the students are facing.**
2. **Develop a plan for solving these problems.**
3. **Implement the plan.**
4. **Evaluate the results.**

**The Teacher’s Farm Program**

The idea of the farming program is to have the teachers learn how to farm. This program is designed to provide the teachers with the necessary skills to be successful in the farming industry.

1. **Analyze the problems that the teachers are facing.**
2. **Develop a plan for solving these problems.**
3. **Implement the plan.**
4. **Evaluate the results.**

### Supervision Improves—

**Continued from Page 48**

Supervision is the process by which the teacher observes and evaluates the performance of the student. This process involves observing the student in the classroom and evaluating their performance.

### Testimonials—

**Continued from Page 48**

Testimonials are statements or evaluations of a product or service provided by customers or clients. These testimonials can be used to build credibility and trust with potential customers.

**Conclusion—**

The teaching procedure of the demonstration in the study is called a "test" because it is an actual observation of the student's ability to understand, visualize, and practically apply the principles taught in the classroom. The object of the teaching procedure is to observe the student's ability to teach the principles to another student, and to see if the student can transfer these principles to a real-life situation.

The teaching procedure is divided into two parts: the demonstration and the observation. The demonstration involves the student showing the principles to another student, while the observation involves the student observing the principles in a real-life situation.

**The Key—**

The key to the success of the farming program is to have the boys learn how to farm. This program is designed to provide the boys with the necessary skills to be successful in the farming industry.

1. **Analyze the problems that the boys are facing.**
2. **Develop a plan for solving these problems.**
3. **Implement the plan.**
4. **Evaluate the results.**

**The Student’s Farm Program**

The idea of the farming program is to have the students learn how to farm. This program is designed to provide the students with the necessary skills to be successful in the farming industry.

1. **Analyze the problems that the students are facing.**
2. **Develop a plan for solving these problems.**
3. **Implement the plan.**
4. **Evaluate the results.**

**The Teacher’s Farm Program**

The idea of the farming program is to have the teachers learn how to farm. This program is designed to provide the teachers with the necessary skills to be successful in the farming industry.

1. **Analyze the problems that the teachers are facing.**
2. **Develop a plan for solving these problems.**
3. **Implement the plan.**
4. **Evaluate the results.**

### Research in Veterans’ Education

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### Have Types of Teaching Changed?

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Pictures of the month...
A contest open to all teachers of Vocational Agriculture and farm veterans

"DEMONSTRATION OF DEHORNING WITH ELECTRIC DEHORN"  
Warren Dumas, Lawrenceburg, Kentucky  
Camera: 4" x 5" B&J Prosonar  
Film: Superpan Pro, Type B  
Exposure: 1/1000 sec. at F22  
Electronic Flash  
FIRST PLACE

"MY FUTURE"  
John H. Kluesner, Wausau, Wisconsin  
Camera: Speed Graphic 4" x 5"  
Exposure:  
Lens: Opening F-22, one stop 26  
Shutter Speed 1/50, for fill in

"LEARNING NEW SKILLS—BELLY METHOD OF CASTRATION"  
Camera: Clincher  
Exposure: F-11 at 1/30 of a second

"TERRACE LAYOUT"  
H. W. Wolton, Kearney, Nebraska  
Camera: Kodak No. 1 Dimefils  
Film: Ansco Panachrome 420  
Exposure: F-11 at 1/150 second

"HORSEPLAY"  
H. W. Wolton, Kearney, Nebraska  
Camera: Kodak No. 1 Dimefils  
Film: Ansco Panachrome 420  
Exposure: F-11 at 1/150 sec.