Agricultural Education

Farm Home of an Illustrious Farmer
The Farm Home of George Washington
(See editorial page)

"In the next quarter of the century, there will be less cultural education, with more emphasis on the vocational. It will be the students who cannot succeed in vocational studies who will turn to the cultural, thus reversing the conditions as they exist today."

—E. P. Cubberley
Professional
Ellwood Patterson Cubberley, The Educator

JULIA M. McPHEE, Chief, State Bureau of Agricultural Education, California

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Dr. Wilson believes that the {unclear} problem of the future of agriculture and the food industry will be to make the 1200 acres of land per person available to the population. He feels that this will be possible through the use of new farming techniques and the development of new crops and livestock. He also believes that the use of scientific research and the development of new educational programs will be crucial in solving the problems of population growth and food production.

Dr. Wilson emphasizes the importance of education in the development of new farming techniques and the development of new crops and livestock. He feels that this will require the development of new educational programs and the use of scientific research. He also believes that the use of new farming techniques will be crucial in solving the problems of population growth and food production.

Dr. Wilson's work has been recognized with numerous awards and honors, including the Award for Outstanding Research in Agricultural Education. He has served as the editor of several agricultural journals and has authored numerous articles and books on agricultural education and research. He is a member of several professional organizations, including the American Association for the Advancement of Science.

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Methods

The Problem Procedure in Teaching Agriculture

Presenting the Problem to the Class for Study

J. A. STARRAK, Iowa State College

This step in the procedure of teaching problems provides a means of relating the interest of the students to the content of the material taught. By using this technique, students are encouraged to think about the subject in terms of their everyday experiences and previous knowledge. This helps them to better understand the material and retain it more effectively.

The technique of presenting a problem to the class is straightforward and easy to implement. All that is required is a written problem that is relevant to the material being taught. The problem should be concise and to the point, and it should be presented in a way that captures the students' attention.

Once the problem is presented, the teacher should allow the students to work on it individually or in small groups. This can be done by giving them a handout with the problem or by displaying it on a board.

The teacher should then encourage the students to share their thoughts and ideas with the class. This can be done by asking questions or by allowing students to present their solutions to the problem.

The teacher should also provide feedback and guidance to the students as they work on the problem. This can be done by asking probing questions or by providing hints or suggestions.

Finally, the teacher should summarize the class discussion and provide a solution to the problem. This can be done by revisiting the original problem statement and explaining how it was solved or by presenting a different solution to the problem.

Overall, the technique of presenting a problem to the class is an effective way to engage students and promote critical thinking. It encourages students to think creatively and to approach problems from different perspectives. It also helps to ensure that students are actively involved in the learning process and are more likely to retain the material.

Agricultural Education August, 1933
EVENING SCHOOL INSTRUCTION

EVENING SCHOOL INSTRUCTION is one of the most recent developments in the educational field. It is a form of instruction that has grown rapidly in the past few years. The evening schools are held in many cities throughout the United States. The evening schools are open to all students, regardless of age or ability. The evening schools are designed to provide access to education for those who may not be able to attend regular school during the day.

In many cities, the evening schools are open to students of all ages. The evening schools are often used to provide additional education for students who are struggling in regular school. The evening schools are also used to provide education for students who are interested in a particular subject, but do not have the time to attend regular school.

The evening schools are typically held in the evening, but some schools also offer classes during the day. The classes are usually taught by teachers who are experienced in the subject matter.

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Agricultural Education  August, 1933

August, 1933 Agricultural Education

was concerned with 25 of the successful methods of teaching. The same questionnaire was distributed to each of the teachers who conducted evening classes, and 23 of the 25 returned reports. An attempt was made to contact each of the teachers who conducted evening classes through the media of personal visits, telephone, or mail. Of the 23 who returned reports, 20 had been in active teaching for more than 10 years each, and 16 had been active in teaching for more than 20 years each. The reports were answered by the same number of individuals each year as in the previous year, which is a measure of the efficiency with which the same teachers were used.

2. In 1939, a study of the evening classes was conducted in January, after which the teachers and those familiar with the evening classes were asked to state the reasons that they did not try to use the state curriculum. The results of this study were used as the basis for the teaching materials provided by the evening classes.

3. In 1941, a study of the evening classes was made at the end of the year. The results of this study were used as the basis for the teaching materials provided by the evening classes.

4. In 1943, a study of the evening classes was conducted in order to determine whether there was need for further study of the evening classes.

5. In 1945, a study of the evening classes was conducted in order to determine whether there was need for further study of the evening classes.

6. In 1947, a study of the evening classes was conducted in order to determine whether there was need for further study of the evening classes.

7. A study of the evening classes was conducted in 1949 in order to determine whether there was need for further study of the evening classes.

8. In 1951, a study of the evening classes was conducted in order to determine whether there was need for further study of the evening classes.

9. In 1953, a study of the evening classes was conducted in order to determine whether there was need for further study of the evening classes.

10. A study of the evening classes was conducted in 1955 in order to determine whether there was need for further study of the evening classes.

11. A study of the evening classes was conducted in 1957 in order to determine whether there was need for further study of the evening classes.

12. A study of the evening classes was conducted in 1959 in order to determine whether there was need for further study of the evening classes.

13. A study of the evening classes was conducted in 1961 in order to determine whether there was need for further study of the evening classes.

14. A study of the evening classes was conducted in 1963 in order to determine whether there was need for further study of the evening classes.

15. A study of the evening classes was conducted in 1965 in order to determine whether there was need for further study of the evening classes.

16. A study of the evening classes was conducted in 1967 in order to determine whether there was need for further study of the evening classes.

17. A study of the evening classes was conducted in 1969 in order to determine whether there was need for further study of the evening classes.

18. A study of the evening classes was conducted in 1971 in order to determine whether there was need for further study of the evening classes.

19. A study of the evening classes was conducted in 1973 in order to determine whether there was need for further study of the evening classes.

20. A study of the evening classes was conducted in 1975 in order to determine whether there was need for further study of the evening classes.

21. A study of the evening classes was conducted in 1977 in order to determine whether there was need for further study of the evening classes.

22. A study of the evening classes was conducted in 1979 in order to determine whether there was need for further study of the evening classes.

23. A study of the evening classes was conducted in 1981 in order to determine whether there was need for further study of the evening classes.

24. A study of the evening classes was conducted in 1983 in order to determine whether there was need for further study of the evening classes.
Agriculture is an important sector of the economy of the region. It plays a crucial role in providing food, employment, and income for the residents. The agricultural landscape is dominated by small-scale farmers who rely on traditional farming techniques and limited access to resources.

1. **Agricultural Education and Practices**
   - **Agricultural Education**
     - The benefits of agricultural education are numerous. It equips students with the knowledge and skills necessary to make informed decisions about farming practices.
     - **Agricultural Experiments**
       - Educational institutions conduct experiments to test new farming methods and techniques. These experiments help in identifying the most effective practices for different conditions.

2. **Agricultural Extension Services**
   - **Extension Services**
     - Extension agents play a critical role in disseminating information about new technologies and best practices to farmers.
     - **Community-Based Organizations**
       - Community-based organizations work closely with farmers to provide support and resources.

3. **Policy and Research**
   - **Policy Frameworks**
     - Government policies and regulations play a significant role in shaping the agricultural sector.
     - **Research**
       - Agricultural research is essential for the development of new technologies and practices.

4. **Challenges and Opportunities**
   - **Challenges**
     - Climate change, soil degradation, and access to resources are some of the major challenges facing farmers.
   - **Opportunities**
     - The increasing demand for food and the use of technology provide opportunities for growth and innovation.

5. **Future Directions**
   - **Innovative Practices**
     - Emphasis on sustainable and environmentally friendly practices.
     - **Educational Programs**
       - Development of new educational programs to train the next generation of farmers.

This comprehensive understanding of the agricultural sector is crucial for policymakers, educators, and farmers to make informed decisions and effectively address the challenges facing the sector.
The F. F. A. Pilgrimage

The F. F. A. Pilgrimage was a tour of notable agricultural areas in the United States. The tour included visits to various agricultural institutions, farms, and associations. The purpose of the pilgrimage was to provide an opportunity for students to learn about different agricultural practices and to network with others in the agricultural community. The tour was sponsored by the Future Farmers of America (F. F. A.), an organization that promotes agricultural education and leadership among youth.
of improvement were reached by these methods.

"About seventeen years ago, Henry Wallace became interested in the hybrid method of improving corn. The almost unlimited potential of this method appealed to him greatly.

"Starting in his garden he made hundreds of self-pollinations on corn. He kept careful records of the habits of each self-pollinated corn or inbred. Then when he had produced enough inbreds, he started crossing them. Many inbreds and many crosses were no good, but after a while there were some very outstanding ones.

"Finally, ten years ago, Wallace crossed were tested in the Iowa Corn Yield Test. Soon they began to win the Banner Trophy for the highest yielding corn year after year.

"Today, every Experiment Station in the country is working on hybrid corn. The Hi-Bred Corn Company, being the largest producer of commercial hybrids, has an extensive program of cooperation with these stations, and by pooling our experimental discoveries, there undoubtedly will be almost unbelievable improvements in corn in the next ten years."

Summary of Studies in Evening School Instruction

V. Methods of teaching most effective in evening school work.

In deciding on the methods to be used in teaching any group of individuals, consideration must be given, not only to the ages of the members of the group, but also to the age, experience, and previous training of the members of the group. With these points in mind, it is evident that methods used in evening school work should vary from those used in all-day work. In several of the studies summarized, method of instruction is specifically mentioned, and in each case the contrast between the case method and evening school instruction in agriculture. This procedure avoids much of the classroom atmosphere which may easily become tiresome to adult farmers.

McClaren states that the evening method of procedure offers the best means for bringing about constructive thinking on the part of the members of the class. He also emphasizes the value of demonstrations and experiments as devices to be used in evening school instruction. Unstated, writing in 1924; states that the best method of evening school instruction is the socialized recitation or informal discussion.

Johnson reports from a study of the data secured thru questionnaires sent to 162 teachers of evening classes, that the majority of the teachers of evening classes in poultry used the conference method of instruction.

Brown, Fox, and Flannor emphasized the use of the conference method.

VI. Measuring the efficiency of evening school instruction.

If evening school instruction is to justify itself, concrete evidence of worthwhile results must be shown. This necessitates standards by which to measure the results and of methods of applying these standards.

The studies by Ayers, Johnson, Knight, and Flannor, and the bulletin by Crandall and Duggan, deal with this problem specifically, and in each case change in practice is used as the standard for measuring the efficiency of the evening school instruction. It is shown by the studies that there must be careful surveys before and after evening class instruction, in order that actual changes in practices may be determined, and that there should be similar surveys in communities not having evening schools, for the purpose of checking.

Molby found that a large part of the members of the evening classes studied did not use certain improved practices that they were taught to use, and he points out that the change in practices cannot be used as a basis for evaluating evening class instruction.

Ayers describes the procedure in first determining the practices of individual farmers that needed to be changed, then following evening school instruction by a determination of the number of changes made. He followed the same group of farmers thru three successive years of evening class instruction on the same enterprise, and recorded the percentage of needed changes made each year. He found the per cent of needed changes made to vary from 41.3 to 84.5.

A plan for determining the per cent of needed changes made, similar to that used by Ayers in his study is described in some detail by Crandall and Duggan. The purpose of the plan is to discover the per cent of needed changes that were made in a plan whereby they were able to actually analyze the changes made in terms of increased production thru the use of experimental station data and records obtained from surveys of check communities.

Johnson in his study of evening classes in poultry production made surveys of 100 farmers of whom 40 attended evening classes. The changes in practice made by those who attended the evening class were compared against those made by farmers who did not attend.

Knight during three consecutive years made surveys of a group of 100 citrus farmers, approximately one-half of whom attended evening school. He compared the changes in practice made by farmers who attended the evening class with the changes made by those who did not attend. He also compared the cost of production of fruit by those who attended the evening class with the cost of those who did not attend, and found that farmers who attended the evening class produced fruit at a less cost per box than did those who did not attend. By means of the results secured from these two comparisons he was able to show the actual value of the improved practices that resulted from the evening class instruction.

Need for Studies

Need for additional studies in evening school instruction is evident. Some of the most helpful studies have been made under certain quite local and rather specialized farming conditions, and yet the problem of how to enter into evening school instruction in any farming section. Further studies of these problems in different sections of the country, under different farming conditions, and with evening groups studying various farm enterprises would be valuable. There is a need for studies on problems that have not been dealt with. It would seem that among those studies that will be of most value in the future may be those that are planned for making actual measurement of results. An accumulation of evidence that any certain practice is used extensively may be an indication of its correctness of the practice, but the measurement of the results of the practice by checking against results where the practice is not used is much more conclusive.

Some studies that seems would be of value are:

1. Studies to determine the per cent of regularity of attendance in evening schools where general invitation is depended upon to secure attendance, as compared with the per cent of attendance where a careful survey has been made and a course planned to meet the needs of a definite group.

2. Studies of the results of evening schools held in areas of general farming as compared with results of those held in areas of good land farming.

3. Studies of the results of evening schools held in special farming areas as compared with results in general-farming areas.

4. Further studies to determine the extent of the content of evening school courses or will meet farmer needs.

5. Studies to determine the results of giving evening school instruction on a seasonal basis.

6. A study of the personnel of evening classes, making comparison between classes held in areas where there is part-time work and where there is none.

7. Some excellent studies dealing with the evaluation of the results of evening class instruction have been reported, but there is room for more studies of this nature.

Summer Activities for Future Farmers

Percy A. Lemoine, Effie, la.

During the summer months it is hard to get a quorum for board meetings unless something worthwhile is offered to get every member out. We have been holding meetings twice a month with good attendance. At each meeting we do or take up one of the following in connection with the meeting: keeping record books up to date, planning tours, mixing fly and mosquito repellents, and vaccinating for hog cholera.

Recently we held a moonlight meeting and ice cream party. Each member brought a dozen eggs. Part of these were used to make custard, and the rest were sold to buy ice and flavoring. We are planning on having a fish fry soon and attend the state judging contest and state F. A. meeting July 10-15, and the Louisiana Future Farmer camp at our new home next month.