Agricultural Education

Farm Home of an Illustrious Farmer
Ashland, Lexington, Kentucky, the farm
home of Henry Clay

[See editorial page]

"Conclusions may be accepted merely because the suggestions are vivid and interesting, while a large accumulation of dependable data may fail to suggest a proper conclusion because of opposition from existing customs."—John Dewey
Some Specific Things I Will Do to Help My Pupils Think Well

W. F. STEWART, Professor of Agricultural Education, Ohio State University, page 404-406.

Methods

Henry: 

Solved. Asking the same question in a different way allows the pupil to think about the problem in a new way. This method helps to improve their understanding and retention of the material. It is an excellent approach for teaching young students, especially in the areas of science and mathematics.

Thomas: 

Solved. Reading is a fundamental skill that should be emphasized in the classroom. By providing a variety of reading materials, teachers can help students develop their reading comprehension skills. This will not only improve their understanding of the material but also increase their interest in reading in general.

Harry: 

Solved. The use of technology in the classroom is becoming increasingly important. By incorporating multimedia resources such as videos, podcasts, and interactive simulations, teachers can help students engage with the material in a more meaningful way. This will improve their comprehension and retention of the material.

Harry: 

Solved. The importance of teaching students to use their critical thinking skills cannot be overstated. By providing opportunities for students to analyze and evaluate information, teachers can help them develop the ability to think independently and solve problems on their own. This will be beneficial in all areas of life, not just in the classroom.

Henry: 

Solved. Encouraging students to participate in group discussions is an excellent way to promote collaborative learning. This will not only improve their understanding of the material but also help them develop important social skills. It is important to ensure that all students have the opportunity to participate in these discussions.

Harry: 

Solved. The use of cooperative learning strategies can be very effective in promoting student engagement and improving academic performance. By working together in small groups, students can learn from each other and build a sense of community. This will be beneficial in all areas of life, not just in the classroom.

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Promote Techniques of Understanding

It will point out the relationship of our experiences and affect our response to them.

John: The eye production begins at the start of life, because the brain has a large capacity for eating more food and making it by the child. The time it takes for the child to read this is what is needed.

Teacher: That's stated, John. It is a good thing to understand that eye production begins by the child's own production, but do not the child's responsible to what they read?

Ed: I don't think the arrangement of the information can be rearranged, so you would have to find the error in the written word.

Teacher: That's what the child can do. And the arrangement which is written, so you would have to find the error in the written word.

Teacher: That's what I'm saying. And the arrangement which is written, so you would have to find the error in the written word.

Teacher: That's what I am saying. The arrangement which is written, so you would have to find the error in the written word.

Teacher: What's your opinion? I have a lot more work, but that will give you a larger yield. Could you do that?

John: I have evaluated the facts. A large number of staked trees are certified by the Department of Agriculture and I would like to know whether it is better or not.

Teacher: Which is the better evidence in this case, personal experience or the Espresso Station results?

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The importance of the most important job of the teacher of vocational agriculture is to keep himself, his pupils, and his training class members aware of new farm practices and facts. The most direct and accurate information of these are found in bulletins issued by experiment stations. Also, teachers are making use of much charted data in both daily and evening classes.

Therefore, it is important that adequate storage space should be provided and the bulletin and charts should be classified by some simple method, in order to make the best use of them.

The West Virginia Bulletin and Chart Cabinet and method of filing now in use by teachers of vocational agriculture in the state meets the requirements that should be considered in the choice of system for filing bulletin and charts. These requirements are as follows:

1. Simple method of adding new bulletins and charts to the file as they are received.
2. Easy access to bulletin and charts.
3. Bulletin all on same level, at convenient height and well grouped by dividing cards.
4. bulletin placed flat on shelf, and available by opening two doors.

Classification of bulletins: being assigned when returned to the file.

1. The classification number given each bulletin and chart directs it to the proper place in the file.
2. Provision for duplicate copies of the same bulletin. (See dividing card in Figure 1.)
3. Provide simple plan for calling out old bulletins and charts.
4. Provide for adding varying numbers of bulletins and charts, without discouraging system of filing.
5. Reasonable cost for storage equipment.

BULLETINS and CHARTS

1. The most logical system of classifying bulletin and charts is on the farm enterprise basis.

1. Animal Husbandry
   1. Beef cattle general.
   2. Breeds.
   3. Feeding.
   5. Milk.
   7. Swine.
   8. Breeding.

2. Dairy Industry
   1. General.
   2. Artificial insemination.
   5. Dairy farming.

3. Farm Engineering
   1. General.
   2. Agriculture.
   3. Construction.
   4. Machinery.
   5. Repair work.

4. Farm Management
   1. Accounting.
   2. Cooperation.
   3. Education.
   4. Organisation.

5. Farm Structures
   1. Building materials.
   2. Farm houses.
   3. Sow and tanks.

6. Field Crops
   1. Barley.
   2. Buckwheat.
   3. Corn.
   4. Hay.
   5. Legumes.
   6. Onions.
   7. Pastures.
   8. Potatoes.
   10. Wheat.

7. Forest industries

8. Horticulture
   1. Apples.
   2. Berries.
   3. Cherries.
   4. Grapes.
   5. Peaches.
   6. Pears.
   7. Trunk crops.
   8. Landscape gardening.

9. Insects and diseases
   1. Animal husbandry.
   2. Crops.
   3. Orchard.

10. Poultry
    1. General.
    2. Breeds.
    4. Breeding.
    5. Egg production.
    7. Management.

11. Special numbers
    1. Cereals.
    2. Field crops.
    3. Forest industries.
    5. Insects and diseases.
    6. Poultry.

12. Solids and fertilizers
    1. General.
    2. Fertilizers.
    3. Fertilizing.

13. Miscellaneous
    1. General.
    2. Miscellaneous items.

14. Miscellaneous
    1. General.
    2. Miscellaneous items.

The system is designed for the classification of bulletins and charts and can be expanded to meet any local conditions.

Figure 1. A separate dividing card with title is provided for each group of duplicate copies.

Figure 2. Cabinet contains Bulletin and Chart Cabinet. November 1933

Agricultural Education. October 1933
Supervised Practice
Planning Supervised Farm Practice

EDMUND C. MAGILL
Department of Agricultural Education, Virginia Polytechnic Institute

II Standards in Planning

Supervised practice programs might be classified as either vocational or practical. Vocational programs are for purposes of satisfying economic needs or to assist in the selection of a career through practical experience. Practical programs are designed to assist students in vocational or professional programs by giving classroom instruction and practical experience in the areas covered by the programs.

Planning supervised farm practice involves the following steps:
1. Determine the type of farm practice program the student should participate in. This should be based on the student's educational and career goals.
2. Establish the objectives of the program. These objectives should include specific outcomes that the student should achieve.
3. Develop a schedule of activities for the program. This schedule should be specific and realistic.
4. Monitor the progress of the student and provide feedback.
5. Evaluate the program at the end of the year to determine its effectiveness.

Procedure

To begin planning supervised farm practice, the student should:
- Identify the type of program they want to participate in (vocational or practical).
- Establish specific objectives for the program.
- Develop a detailed schedule of activities for the program.
- Monitor the student's progress and provide feedback throughout the year.
- Evaluate the program at the end of the year.

Specific Objectives

The specific objectives for the program should be stated in measurable terms and be specific to the student's needs.

Resources

The resources needed for the program should be identified and made available to the student.

Conclusion

Planning supervised farm practice is an important aspect of agricultural education. It provides students with practical experience in the areas of their interest and helps them develop the skills needed for success in their chosen careers.
Project Visiting Card

Project Visiting Card for Fiftysome Student Projects in Vocational Agriculture, November 1950. School year 1951; for use with their projects for the years 1952 and 1953. No special form needed for completion. A printed card is available on request. (February 1951.)

The best way to appreciate the total amount of work done in each project undertaken by these boys is to consider the fact that not all students who have participated in this activity will be able to do so because of lack of time and facilities. However, the importance of the project cannot be overestimated.

Getting Started in Long-Time or Continuation Project

GROW YOUR OWN ONIONS. This is a good way to save money and learn something at the same time. It's easy to grow onions and you can eat them fresh or use them for cooking.

Teaching Layout on the Job

Job: Setting Up Objectives for Objectives

Situation to be dealt with:

1. Most successful farmers and business men serve as a role model in many ways, and this role has definite implications for the farmer's life.
2. Many farmers do not have any formal education beyond high school education.
3. Farmers have little or no experience in setting up objectives.
4. Farmers need help in getting started in a vocational education program.

Objectives:

1. To get boys to see the need and value of setting up definite objectives.
2. To give each boy a make a list of worthwhile objectives of accomplishing his farm work project.

Devices:

1. Preparation: A class of boys shooting at ducks or a target and possible scores to be made.
2. Show our guide to farmers directly at their home in order to get the maximum possible return.

Presentation:

A. Classroom discussion led by the teacher to develop possible objectives for project work.
B. Show our guide to farmers directly at their home in order to get the maximum possible return.
C. Demonstration at the farm of the various steps involved in setting up a project work plan.

The boys were all very enthusiastic and did a good job of explaining the objectives. The teacher was very helpful and gave a lot of advice on how to set up objectives. The boys were all very pleased with the results and felt that they had made good progress.

Putting Over A Good Project

A. After having a good project going, it is important to put effort into making sure that the project is successful. This can be done by setting up clear objectives and following through with them. It is also important to have a good plan for the project, as this will help to keep the project on track.

B. It is also important to have a good set of objectives for the project. These should be realistic and achievable, and should be based on the needs of the project.

C. The teacher should be available to help with any problems that arise during the project.

Agricultural Education October 1953

Getting Started in Long-Time or Continuation Project

October 1953 Agricultural Education
The Farm Mechanics Survey as a Basis for a Reorganized Shop Course

M. K. RATHER, Graduate Student, Oregon State College, Corvallis

The farm mechanics teacher is a bit of an oddity in the shop portion of the vocational education program. It is far from certain that the recognition of the various activities of the teacher in the shop will be given equal importance in the parents and students. In these cases, the farm teachers have not been able to make so much use of the survey of farm work; they have been able to get a good idea of the farmer's needs, the work to be done, the kind of equipment needed, and the like. However, the teacher's teaching strategy and the teacher's ability to deal with the situation in a realistic way must be taken into consideration. There are many factors that influence the success of a farm teacher's work. A few of these factors are:

1. The teacher's ability to communicate with the farmer. The teacher must be able to understand the farmer's needs and be able to express his own ideas clearly and concisely. The teacher must be able to establish rapport with the farmer and to gain his confidence.

2. The teacher's ability to organize the work. The teacher must be able to plan the work in a logical sequence and to determine the best time for each task. The teacher must be able to allocate the work among the students in a way that will make the most efficient use of their time and abilities.

3. The teacher's ability to guide the students. The teacher must be able to guide the students in their work, to help them to develop their own ideas, and to encourage them to think for themselves.

4. The teacher's ability to evaluate the work. The teacher must be able to evaluate the work of the students and to determine whether it is satisfactory. The teacher must be able to correct any mistakes that are made and to offer suggestions for improvement.

The survey of farm work will help the teacher to plan the work of the students. It will help the teacher to determine the best time for each task and to allocate the work among the students in a way that will make the most efficient use of their time and abilities. It will also help the teacher to guide the students in their work, to help them to develop their own ideas, and to encourage them to think for themselves. It will help the teacher to evaluate the work of the students and to determine whether it is satisfactory. It will also help the teacher to correct any mistakes that are made and to offer suggestions for improvement.

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The Part the F. F. A. May Play in Cotton Adjustment

Address by C. A. COBB, Cotton Production Administration, U. S. Department of Agriculture

FUTURE FARMERS OF AMERICA NATIONAL RADIO PROGRAM

Monday, August 14, 1933

THE STORY OF 1935 Song-Writing Contest for Future Farmers

THE FUTURE Farmers of America has sponsored a song-writing contest with prizes totaling $100. This contest is conducted in order to secure appropriate songs clarifying the aims of the organization, its ideals, and its purpose. Competition is open to any one of our members.

It is suggested that all persons who expect to compete in this contest assemble before January 15, 1935.

THE Three major classes in the contest are as follows:

1. A prize of $100 will be awarded for the best song on the subject of cotton growing in the future.

2. A prize of $75 will be awarded for the best song on the subject of cotton seed grinding.

3. A prize of $25 will be awarded for the best song on any subject of agricultural or educational interest to the F. F. A.

The songs selected for the contest will be reviewed by a committee of competent persons, who shall submit their recommendations to the convention. The committee shall select the best songs and announce the winners.

The contest is open to all members of the Future Farmers of America who wish to participate. The songs should be submitted to the National Office of the Future Farmers of America by January 15, 1935.
How Louisiana Boys Reach Their Objective

**W**E *FOUND* it a bit difficult to reach some of the objectives in our program of work. After a careful analysis of the troubles, we decided that the work of the chapter was not properly distributed among the members. To eliminate this trouble, a large chart of the objectives was posted on our F. F. A. Bulletin Board. The chart included not only a list of the objectives, but the month in which each objective is to be accomplished, the names of the boys on the committee for each objective, and statements of the committee as to the extent of the accomplishment. The plan gives every member some responsibility and creates competition among the committees. To a very great extent our plan leads to the completion of all the objectives of the chapter for the year.


**Accomplishments of F. F. A. Chapter During Past Year**

**April**
- Father and Son Banquet.
- Sponsored “Rock Hauling Contest” to get rocks to place around drive.
- Placed 3,290 square feet of sod on clay bank by members.

**May**
- Made side walk at edge of driveway.
- Placed curbing around center drive.
- Placed sod around center drive.
- Cut off and painted posts around circle in drive.
- Made walk to pump-house.
- Cut weeds out of front lawn.
- Scattered screenings in driveway.
- Gave “Weiner Roast.”
- Fertilized trees set in January.
- Added 2,000 bulletin boxes to library.
- Added new lot of agriculture equipment to room.
- Filled up gullies in school grounds.

**June**
- Had ice cream supper for all Future Farmers.
- Had a camp at Valley View.
- Entertained parents one night at the camp.
- Added many new insects to collection.

**July**
- Raised money for “Stamping Ground Community Fair.”
- Gave ice cream supper for Future Farmers.
- Hung new pictures in the agriculture room.
- Took photographs of boys working in projects.
- Added 25 new bulletin boxes to library.

**August**
- Had ice cream supper for Future Farmers.
- Started advertising Stamping Ground Community Fair.
- Sent representative to state Future Farmer convention.

**September**
- Sponsored Stamping Ground Community Fair, which 2,500 people attended.
- Future Farmers won 2/3 the prizes in open competition with county.
- Agriculture class increased by 50 per cent.
- Had an ice cream supper and made $60.
- Placed steel trash barrels under fire escape.
- Future Farmer cup awarded to Lloyd Burrows.
- Future Farmer Association gave $10 to Stamping Ground Community Fair.

**October**
- Paid state and national Future Farmer dues.
- Made $7 from F. F. A. concession at Fair.
- Officers met, organized for Future Farmer meetings.
- All members learned parliamentary law for use in F. F. A. meetings.
- Mounted in glass case over 200 insects of community.
- Cockroaches from eggs given by Farmers Deposit Bank of Stamping Ground were sold.
- Purchased 62 dollars worth of new books for library.

**November**
- Set up 1933 farm practice programs.
- Had “Weiner Roast.”
- Made new equipment for 1933 “Community Fair.”
- Added more equipment to farm shop. Mounted diseased plants and animals for use in agriculture.

**December**
- Elected new officers of Future Farmer Association.
- Elected new officers for news letter.
- Purchased two registered Duroe-Jersey gilts.
- Gave party at gymnasium.
- Set 65 cedar trees around school.
- Put on a magazine campaign and made $10.

**January**
- Seventeen inch silver loving cup given to F. F. A. for boys having best farm practice program.
- Tested the water supply of all boys and found four contaminated.
- Tested butterfat in the milk boys brought from home.
- Sponsored “Evening School” on farm management.
- Mixed 800 pounds of chicken feed for Future Farmers.

**February**
- Moved several hundred rocks out of grass in front yard.

**March**
- Bought fertilizer co-operatively for tobacco plant beds.
- Secured a forge for farm shop.
- Remodeled farm shop.
- Added another room to the agriculture department.
- Secured and blacksmith tools from County Board.
- Pruned fruit trees and grapes in community.
- Had a Father and Son Banquet.
- Gave “Sportsmanship Trophy” at District Tournament—Stamping Ground, Kentucky, News Letter.

**Home Projects in Farm Mechanics**

(Continued from page 61)

by the above report, gave him an opportunity to apply under actual farm conditions what he had learned in the school shop. He worked at painting, concrete work, pipe fitting, auto and gas engine repair, machinery repair, tool sharpening, and arranging a home shop.

Teachers who have worked on a program of this kind see the following benefits after their year’s trial:

1. A practical solution of the problems faced by teachers with small, ill-equipped shops.
2. An increased interest of pupils in the instruction given in the school shop.
3. An opportunity to give the boy who lives 20, 30, or 50 miles from school the same chance to work on real farm jobs of his own as the boy who lives close to town.
4. Another contact with the home farm, and with the parents, and as a result:
5. An increased interest and appreciation on the part of parents as to the value of the instruction their sons are getting in vocational agriculture and farm mechanics.

**IT’S QUEER**

When some teacher is after a job and wants a recommendation, what a difference it makes—

If his reports were complete, accurate, and on time,
If special requests for information were quickly met, or disregarded—
If you know he should have had certain forms and information in his files and you have found that he didn’t have them,
If he didn’t attempt an evening or part-time class or organize an F. F. A.
If he wrote in April wondering where to get project notebooks.

—South Dakota News Letter

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