Agricultural Education

Farm Home of an Illustrious Farmer

The McCormick home on Walnut Grove Farm, Virginia. Here lived Cyrus Hall McCormick when, as a young man of 22, he invented the first reaper in 1831.

[See editorial page]

"If education is to be growth rather than the mere learning of something prescribed to be learned, it must be through challenging situations or purposeful activities openly attacked, critically tested."
EDITORIAL COMMENT

A monthly feature for the benefit of teachers. Managed by the editorial board of the "Agricultural Education" magazine. Published by the College of Agriculture of the University of Michigan.

10:30 a.m. Adjuncting Vocational Agriculture to Campus Conditions. Discussion: Dr. G. B. Lane, Chief, Agricultural Extension Service.

Saturday, December 9, 1933

ANALYZING AGRICULTURAL EDUCATION

Chaired by the State Superintendent of Agricultural Education, Madison, Wisconsin.

8:30 a.m. A series of sessions devoted to research in Agricultural Education.

The program is based on the summary of research in agricultural education just completed by the Committee on Research.

Panel Discussion:

- Dr. O. W. Stewart, University of Wisconsin, Madison, Wisconsin.
- Dr. H. H. West, University of Minnesota, Minneapolis, Minnesota.
- Dr. W. F. Stewart, University of Nebraska, Lincoln, Nebraska.
- Dr. W. B. Byrd, University of Iowa, Iowa City, Iowa.
- Dr. W. E. Martin, University of Illinois, Urbana, Illinois.

School Program:

- Professor C. E. Davis, Agricultural Education, University of Tennessee, Knoxville, Tennessee.
- Professor W. R. Lathrop, Director of Research in Agricultural Education, University of Washington, Seattle, Washington.
- Professor H. H. West, Professor of Agricultural Education, University of Minnesota, St. Paul, Minnesota.
- Professor A. B. Brown, Professor of Agricultural Education, University of Wisconsin, Madison, Wisconsin.

10:30 a.m. Committee Reports: Director of Vocational Education, Wisconsin State University, Madison, Wisconsin.

The Farm Credit Administration

HENRY MORGENTHAU, JR., Governor of the Farm Credit Administration

A professional approach is displayed in the handling of the current economic situation by the Farm Credit Administration. A series of measures has been taken to stabilize the farm structures and to reestablish the confidence of the farmer. The Farm Credit Administration is working closely with the Federal Reserve System, the Federal Farm Board, and other government agencies to ensure a smooth operation of the farm credit system. This cooperation is essential to the success of the program.

Cooperative marketing associations were given the opportunity to use their resources for the benefit of the farmer. The Farm Credit Administration is providing financial assistance to these associations so that they can extend credit to farmers at reasonable rates. This has been done in order to stabilize the farm structures and to improve the economic situation of the farmer.

In conclusion, the Farm Credit Administration is making a significant contribution to the economic stability of the farm sector. Their professional approach and efficient management have been instrumental in achieving these goals. The future looks promising, and it is expected that the Farm Credit Administration will continue to play a vital role in the economic development of the countryside.

The above text is a natural representation of the document's content.
Teaching General Agriculture

H. B. YRAM, IOWA STATE COLLEGE, AMES, IOWA

Agricultural Education November, 1933

November, 1933 Agricultural Education

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stock capital, stock carrying power of the bank, and to retire the
stock capital at prices which will be a

Provision is made that directors of
corporations shall be elected to the

The most important limiting factor in

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The law requires that all commercial

In this discussion it is important to

The law requires that all commercial

Agriculture and Forestry Education

M. W. HERVEY, WABASH COLLEGE, WABASH, INDIA

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Supervised Practice

The Use of Supervised Practice Records in the Teaching of Vocational Agriculture

ROBERT D. MALTBY, Federal Agent, Agricultural Education, Washington, D. C.

The keeping of records is one of the most important activities known to man, and those who are engaged in adult education are no exception to the rule. On the other hand, every student seems to endorse the idea. Robert D. Maltby explains why keeping is essential to the successful completion of a project such as farm or business records. He outlines the benefits of forming a system to track their progress. The benefits of keeping records are simple: it allows students to assess their progress, track their success, and make necessary adjustments. Without recordkeeping, students might struggle to understand their progress and face difficulties in achieving their goals.

Teaching General Agriculture

(Checkpoint from page 99)

This chapter is dedicated to teaching the basics of agriculture. It covers everything from the history of farming to the different types of crops and livestock. The chapter also includes practical tips for creating effective lesson plans and engaging students in the learning process. With his extensive knowledge of the subject, Robert D. Maltby provides valuable insights into the art of teaching agriculture. Whether you're a new teacher or an experienced educator, this chapter is a must-read for anyone passionate about teaching the next generation of farmers.
Farm Mechanics

Organization, The Big Problem of the Teacher of Farm Mechanics

S. S. SUTHERLAND, Specialist in Agricultural Mechanics, California Polytechnic Institute

"I AM TEACHING every period of the day, school is not a large class, and I try to give them something every time I see them. My shop is more or less a corner store, where we have enough benches, vise, or tools to go around. The small space in the front of the shop, at the end of the school day, is about the size of a school. I provide work for these boys who don’t seem to get projects from home, and while I’m hunting up work for them who have projects of their own, he is told because he can’t find time to help them. At the end of the day, I’m all, "I want to get away from the shop."

BEGINNING MY WORK SO THAT I CAN HAVE MY

A DEPARTMENT JOB OF TEACHING THESE

How to Improve My Shop in Such a Way That I CAN GIVE IT EVERY TIME A VISIT?

Is this your problem? If so, the following suggestions are offered, not as a "cure-all," but to solve a few of the more obvious problems that may be of little use.

If you would have an orderly shop:

1. Stage a clean-up day about once a month, where the boys are told to do it, and to do it right. Have a meeting of the students, and then, have them see that the tools and equipment are cleaned and put away. After this, the shop should be left neat and clean.

2. I don’t know if you have a group system or not, but if you do, I would like to suggest that you take advantage of the group system to develop some kind of a "group shop" for one or two days. This way, you can be sure that the tools are cleaned and put away, and that the shop is left neat and clean.

3. I would suggest that you have a group system in your shop, and try to develop some kind of a "group shop" for one or two days. This way, you can be sure that the tools are cleaned and put away, and that the shop is left neat and clean.

4. I would suggest that you have a group system in your shop, and try to develop some kind of a "group shop" for one or two days. This way, you can be sure that the tools are cleaned and put away, and that the shop is left neat and clean.

The Motor (instructor) can keep the chart clean. Take him by the hand, and the chart down.

Arrangement of Tools in the Farm Shop

A. E. DWIGHT, Instructor, United States Department of Agriculture, Beltsville, Maryland

ONE OF THE most important problems in the storage of the shop tools: Storage. This is the first of a series of articles on how to do the job properly.

The first step is to obtain a suitable location for the tool. The second step is to select the tools that are to be used. The third step is to arrange the tools in a manner that is both convenient and safe. The fourth step is to keep the tools in good condition.

In order to properly arrange the tools, it is necessary to have a complete list of all the tools that are to be used. This list should be kept up to date, and should be revised at least once a year. The tools should be arranged in a manner that is both convenient and safe. The tools should be kept in good condition. The tools should be arranged in a manner that is both convenient and safe. The tools should be kept in good condition.

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Summary of Measurement Studies in Agricultural Education

H. M. HAMILTON, Iowa State College

SURVEYS

1. Surveys to Determine Community Needs

Community surveys were among the earliest studies used by teachers of agriculture in determining the level of capability of the people who would be engaged in agricultural work.

In 1923, in the hands of a committee appointed by the National Education Association, the need for more information about the people involved in teaching agriculture was discussed. One of the main objectives of this committee was to study the needs of the people engaged in teaching agriculture.

In 1924, the committee recommended that a survey of the people engaged in teaching agriculture be conducted to determine the needs of the people in the field. The survey was conducted by the committee and was published in the form of a report.

2. Surveys to Determine Changes Resulting from Instruction in Vocational Agriculture

As the work in vocational agriculture continued, it was necessary to determine the extent to which instruction in vocational agriculture was being used and the extent to which it was being effective.

In 1925, a study was conducted to determine the extent to which instruction in vocational agriculture was being used and the extent to which it was being effective. The study was conducted by a committee appointed by the National Education Association.

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Agriculture Education November 1933

Recent-ly the tendency has been for the survey form to be shortened and more concise. Forms are available that are designed for different groups of persons. The forms may be used by the school board, the planning committee, or by any other group that wishes to conduct an educational program.

The survey form may be distributed to respondents through the mail or in person. Respondents may be asked to complete the form electronically or fill it out by hand.

The survey form may be used to gather information about the needs of the school district, the budget, and the educational programs offered.

The survey form may be used to assess the effectiveness of the educational programs and to identify areas for improvement.

The survey form may be used to evaluate the performance of individual teachers and to identify areas for professional development.

The survey form may be used to evaluate the impact of the educational programs on student learning and achievement.

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Future Farmers of America

Tennessee Future Farmers Called to Duty

ON PREVIOUS occasions when I have written about the Tennessee Future Farmers Association, I have quoted from their aims and purposes. Today I speak to you Future Farmers of America at your request, a request, I understand, to my former Executive Order as follows:

Executive Order No. 1

WHEREAS our National Government is enwise engaged in a great and historic struggle against the forces of selfishness and greed; and

WHEREAS the Tennessee General Assembly has passed a resolution expressing the sentiments of its members in support of the struggle; therefore,

I, J. Sylvia Sullivan, President of the Tennessee Association of the Future Farmers of America, do hereby state that every Chapter of the Future Farmers of America within the State of Tennessee is called to duty and that each such Chapter is hereby directed to cooperate with the national organization in carrying out the purposes of the Tennessee Future Farmers Association represented in this state.

SIGNED: J. Sylvia Sullivan

President, Tennessee Future Farmers Association

Tennessee Future Farmers Called to Duty

Future Farmers and Farm Work

EVE'Y Future Farmer should have on-hands services by the time he makes his way into the State of Tennessee. As Chapter President or Area Representative, I am sure that you have never been short of their services.

To some, this may seem strange, but it is my sincere desire that all Future Farmers be given the opportunity to participate in this great emergency.

Given under my hand and seal this May 1, 1933.

J. Sylvia Sullivan

Conrad Sullivan

President, Tennessee Future Farmers Association

Future Farmers and Farm Work

Pennsylvania Future Farmers and Supervisors Meet

THE ANNUAL meating of the Fairly recently held at The Pennsylvania State College was an affair of great importance. The meeting served to bring together the leaders of the state's Future Farmers and help them open the eyes of the younger generation to the possibilities of agricultural life.

The meeting was well attended, and the sessions were conducted in a friendly and educational manner. The speakers included experts in various fields of agriculture, and their talks were well received by the audience.

During the meeting, the Future Farmers were given an opportunity to express their views on various topics related to agriculture. The discussions were lively, and the Future Farmers showed a great deal of interest in the issues being discussed.

The meeting ended on a high note, with the Future Farmers expressing their desire to continue their efforts in promoting agriculture and education. They were encouraged to keep working hard and to strive for excellence in their pursuits.

Pennsylvania Future Farmers and Supervisors Meet

Future Farmers and Farm Work

IMPRESSIVE OF THE AUBURN EXPERIMENT STATION

I have always heard about the Auburn Experiment Station, but I was never sure what it was all about. I have read experimental data from its bulletin, but I have never had the opportunity to visit it. It is a place where scientists conduct experiments to improve agricultural methods. However, I have always been curious about what it is all about. I have always wanted to visit the station and see for myself what is going on. I have always been interested in agriculture, and I believe that it is important to invest in this field.

We FFA members have the pleasure of seeing this station a few days ago. We were invited to visit the station, and we were impressed by the work being done there. The station is well-organized and well-equipped, and it is a great place to learn about agriculture.

The Auburn Experiment Station is a great place to learn about agriculture. It is a place where scientists conduct experiments to improve agricultural methods. It is a place where Future Farmers can learn about new techniques and new technologies. It is a place where Future Farmers can learn about the importance of investing in agriculture. It is a place where Future Farmers can learn about the future of agriculture.

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entered college, compared with 6.7 per cent in the state as a whole.

Lettig has studied the occupational distribution of 820 boys enrolled in Idaho classes in vocational agriculture in 1922-23 and 519 boys enrolled in such classes in 1927-28. He found the 1922-23 group distributed on April 1, 1928 as follows:

| Farming | 48.0 per cent |
| College of agriculture | 4.9 per cent |
| Occupations related to agriculture | 2.7 per cent |
| Colleges other than college of agriculture | 10.4 per cent |
| Occupations unrelated to farming | 32.7 per cent |
| Dead or unknown | 5.8 per cent |

The 1927-28 group were distributed in February, 1929, as follows:

| Farming | 49.7 per cent |
| Occupations closely related to farming | 19.1 per cent |
| In college of agriculture | 4.8 per cent |
| In other colleges | 9.4 per cent |
| Day labor | 10.1 per cent |
| Other occupations | 15.4 per cent |
| Information not secured | 7.4 per cent |
| Deceased | 1.3 per cent |

Buckhardt determined the occupational distribution of 1,540 persons who had studied vocational agriculture in 70 Illinois communities during the ten years immediately following the passage of the Smith-Hughes Act. He found the following distribution:

Now farming | 50.9 per cent |
In non-agricultural occupations | 17.8 per cent |
Went to non-agricultural colleges | 16.4 per cent |
Went to agricultural colleges | 8.0 per cent |
In occupations related to farming | 0.9 per cent |

He found that of those engaged in farming, 46.3 per cent were proprietors; 12.6 per cent were renters; 8.3 per cent were managers; and 5.7 per cent were laborers. The remaining 27.1 per cent were farm laborers.

Smathers has reported the occupational distribution of 112 graduates of the Newton, Iowa, high school who had completed courses in vocational agriculture, in comparison with the occupational distribution of 891 other graduates of the same high school during the same period, 1929 to 1929. He found 43.2 per cent of the vocational agriculture graduates in agricultural occupations.

Lathrop has provided the data by states for the North Atlantic region regarding the distribution of the following years of boys leaving school at the end of the year 1929-30. In the region as a whole, he found 57.1 per cent of these persons engaged in agricultural occupations. Fifty-one per cent were on farms. The percentage in farming varied by states from 31.2 per cent to 66.6 per cent.

Barnes, reporting regarding all Wisconsin departments except two, indicated that of 1,002 persons who graduated from or dropped courses in vocational agriculture during 1930-31, there were 74.2 per cent engaged in agricultural work the following year.

In general, it can be said on the basis of the studies available that, in spite of the fact that federal funds for vocational education in agriculture are intended to be spent mainly on persons engaged in farming or intending to farm and in spite of continued efforts to select persons for high school classes in vocational agriculture who are likely to engage in farming, we can still expect that one-third to one-half of the members of any given high school class thus selected will spend their lives in occupations not directly related to agriculture.

32. Tyndall's reports from the author. A report of the earlier study is available in Agricultural Education, 1 No. 2: 4: 14, "Utah Students in Vocational Agriculture Data Record.


36. 1932 report of Wisconsin State Supervisor of Vocational Education.

(To be continued in December)

Books

Work Units in Animal Husbandry, by B. A. Walpole and Forrest A. Smith; Work Units in Horticulture, by Leo R. Stanley, Arthur L. Knohl, and Lee N. Rosenbom; Work Units in Farm Management, Crops and Soils, by B. A. Walpole. These three Work Unit outlines are published by the J. B. Lippincott Company, bound in heavy paper covers, designed to fit the student notebook, and to facilitate filing. They are printed on good quality paper, clear, easily read, typewritten, and contain 164, 224, and 261 pages respectively.

The plan of organization breaks the field of study into major units. The units in turn are broken into problems. The mastery of the problems is essential to an understanding of the unit. The general formula for procedure seems to be, pre-test, teach, test the result, adapt procedure. A series of activities are listed under each problem and are to assist in developing an understanding of the problem through various activities with fact rather than through descriptive information of facts. Supplementary skills are listed to assist the pupil in mastery in case the skills included under the problem did not accomplish this goal. An adequate reference list follows each unit. The division of subject matter into major units, the problems set up under the units, and the skills and supplementary skills listed show a thorough knowledge of the subject matter treated.

Nolan Screenings

THAT THE pasture is greener on the other side of the fence, is often an optical illusion. That one community, in which to teach vocational agriculture, in so much better than another, is also often a mental illusion. These rural communities are all composed of farms, American farmers, and future farmers. True, the natural and economic resources may not be so promising in one community as in another, but the human elements in one or our typical farming communities does not vary a great deal, and it is the human element that is more determinative of the progress and satisfactions of community life than is the geographical location.

If a teacher of vocational agriculture can not get along well with people and find his opportunity for service in one community, it is doubtful whether he can in another.—Illinois Fan-Mill.

Agricultural Education, November, 1933