Agricultural Education

Albert W. Richardson, Reading, Mass., winner of speaking contest at the sixth national convention of the Future Farmers of America

"The improvement of conduct, that is, the improvement of whatever one does is education."
—Francis F. Pouears and Willis L. Uhl
The Teaching of Farm Management in All-Day Schools

C. B. GENTRY, Connecticut State College

You Present a Good Time to Prepare for Farming

W OULDn't you like to earn enough money if you could choose that time to work when you are at the bottom of the market?

You work all day long — buy when the market is good and sell when the market is bad. It's foolish to think that you can be smart all the time and always catch the low prices.

There are many words used to describe these conditions, such as supply and demand, which are only the same as supply and demand. These words are used in many ways and they can be used to explain any situation in which there is a difference between the demand and supply of a product.

To illustrate this point, let us consider the demand for wheat in the United States. In the past few years, the demand for wheat has increased because of the increase in population. This has led to a shortage of wheat, which has caused the price of wheat to rise. At the same time, the supply of wheat has remained relatively constant, so the price of wheat has increased.

From this example, it is clear that the demand for a product can affect the price of that product. The supply of a product also affects the price, but it is not as important as the demand. If the demand for a product is greater than the supply, the price will rise. If the supply is greater than the demand, the price will fall.

In conclusion, the demand for a product can affect the price of that product. The supply of a product also affects the price, but it is not as important as the demand. It is important to understand the factors that affect the demand and supply of a product, so that you can make informed decisions about what to buy and what to sell.

American Agricultural Economics, March, 1939
which boys may practice thinking sug-
gest that the case method of teaching is
likely to be of advantage, but it is
not as practical as it is. In the case
of a child in school for a field
project. An inventory of the
type of work that should be
given to the child, the teaching
should be
sufficient as to the
work. Intensively
practice, seasonal
distribution, labor,
input, equipment, etc., cycles, in
the field of farm
animals, should all have major counterparts.
Boys
should be brought into contact with
the various animals as
possible. The longer the
animals graze in the
right direction, the
farm boy needs. A
responsible work
for their welfare.

As a group acquainted
with farm boys, we might not have invi-
ted three farm boys. You have
three boys, and I have
three boys. And I
come from a good house: he is
working at all his
high school work. You have got
a group of boys. Dick a "drawing" every one in a while. He adds
grooves to your program and keeps you on
to your toes.

It is a very poor student, as students go. He scarcely knows his multiplication
facts. No. 10. I wonder what is
the way to be on the good track, and
for being on it. Dick, John, and Bill
are in the same room. Dick and
Bill are in the same 10. I wonder what
is the way to be on the good track, and
for being on it. Dick, John, and Bill
are in the same room. Dick and
Bill are in the same 10. I wonder what
is the way to be on the good track, and
for being on it. Dick, John, and Bill
are in the same room. Dick and
Bill are in the same

The Use of Illustrative Material as a Teaching Aid
R. M. KARNS, Teacher of Agriculture, Newton, Kansas

The use of illustrative material as a teaching aid is receiving much attention in the teaching of agriculture. It
is recognized that the use of such material is beneficial to the student. The use of illustrative material in teaching
agriculture is considered as having three main purposes:

1. To provide a visual summary of the material covered in class, making it easier for the students to grasp the
   main points.
2. To present information in a more engaging and memorable way, increasing student interest and retention.
3. To provide a means for students to understand complex concepts by relating them to real-world examples.

Agricultural Education, March, 1934

(Continued on page 244)

Agricultural Education, March, 1934
Part-Time Schools

A Program Appealing to the Vocational Interests of Young Farmers

By J. E. McCloud, Associate Editor, Agricultural Education

By normal methods, vocational studies and other informal training are the various needs of vocational education. Ohio teachers of vocational education have always been eager to include such young men and women among their students. In the past, it has been much more difficult to include boys than girls, but with the growing farm population and the increasing number of young men and women who are choosing the farm as a life career, the opportunity to include them in the farm education program has increased. In fact, the trend is very definitely toward the use of the farm as a valuable educational tool and the farm as a basis for the development of vocational interests.

The Young Farmers Club

In 1932, the Young Farmers Club was established in Ohio, and since that time it has developed into a very active and effective organization. The club is open to all young men and women who are interested in the farm as a life career, and it provides a valuable opportunity for them to learn about the farm and its problems.

The Young Farmers Club offers a variety of programs, including

1. A program of farm management, which includes the study of farm accounting, farm records, and farm budgets.

2. A program of farm mechanics, which includes the study of farm machinery, farm tools, and farm equipment.

3. A program of farm natural resources, which includes the study of soil conservation, water conservation, and wildlife management.

4. A program of farm economics, which includes the study of farm marketing, farm finance, and farm management.

5. A program of farm education, which includes the study of farm education, farm educational programs, and farm education policies.

These programs are designed to help young men and women learn about the farm and its problems, and to help them develop the skills and knowledge they need to succeed in the farm as a life career.

The Young Farmers Club has been very successful in attracting young men and women to the farm, and it has helped to increase the awareness of the farm as a life career among young people.

The Future of the Young Farmers Club

The Young Farmers Club has a bright future. With the increasing number of young people choosing the farm as a life career, the club is sure to continue to grow and to provide a valuable opportunity for young people to learn about the farm and its problems. The club is sure to continue to be an important part of the farm education program in Ohio, and it will continue to play a valuable role in the development of vocational education in the state.
A Suggested Procedure for Organizing Evening Classes on Improvable Farm Practices

G. E. FREEMAN, District Supervisor of Vocational Agriculture

1. Consult the key men of advisory boards to secure their approval of the project.

2. Investigate the idea of organizing evening classes on improvable farm practices, but be sure that the project is feasible and that the necessary funds can be obtained.

3. The project should be handled in a professional manner and should not be taken lightly.

The following is a suggested procedure for organizing evening classes on improvable farm practices:

1. The first step is to select a suitable location for the classes.

2. The classes should be organized into groups of like interests.

3. The classes should be advertised to the public, and the fees should be established.

4. The classes should be supervised by experienced and qualified instructors.

5. The classes should be held on a regular basis, and the instructors should be available to answer questions.

The authors believe that this procedure will be successful in organizing evening classes on improvable farm practices.

Evening School Attendance

R. W. GREGORY, Department of Education, Purdue

University, Indiana

ON NOVEMBER 1954, the Superintendent of Schools in a rural area of the state decided to hold an evening school for adult farmers. The school was to be held on a voluntary basis, and the attendance was to be taken by the number of persons attending each session.

The school was held on the first Tuesday of each month for a period of nine months. During this time, an attendance roster was kept, and the number of persons attending each session was recorded. At the end of the school year, the attendance was tabulated, and the results were as follows:

<table>
<thead>
<tr>
<th>Session</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>58</td>
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<td>7</td>
<td>68</td>
</tr>
<tr>
<td>8</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>72</td>
</tr>
</tbody>
</table>

The results show that the evening school was popular and that the attendance was increasing.

R. W. GREGORY

Marshall Agriculture, March 1934

Evening School Attendance

R. W. GREGORY, Department of Education, Purdue

Marshall Agriculture, March 1934
Teaching Electricity in Departments of Vocational Agriculture

FORREST B. WRIGHT, Department of Agricultural Engineering, Cornell University

The problem of electrification of farm homes has been recognized as one of the most important factors in the development of modern farm management. The increased use of electricity is not only increasing the efficiency of farm operations, but is also making the farm home a more comfortable and pleasant place to live. The electrification of farm homes is becoming more and more popular, and it is essential that farmers be familiar with the principles of electricity and how to use it properly.

The success of an electrification project depends on the proper selection of equipment and the efficient operation of the system. The following guidelines are offered as a guide for farmers who wish to electrify their homes.

1. The first step is to determine the electrical load that will be required. This can be done by consulting with an electrical engineer or by using a load cal.
Future Farmers of America

The Deer Lodge Chapter Valley Rangers

CATCHING the imagination of their time, one of the best small town groups of the old West, the Future Farmers of Deer Lodge Rangers, Montana, have proved their independence, welfare, and influence firmly and with growing popularity in the upper country to the school of Valley Lodge, but throughout the state as well.

The orchestra, made up of six active Future Farmers of Deer Lodge Chapter, is one of those easy, wise-looking cowboys who don't want to make a noise, making a million dollars with their banjo, cajon drumming, banjo strumming, and the tune is still playing melodies of horsetails, just good voices toiled up with youthful zest and enthusiasm, make up the foundation. A repertoire of pleasing instrumentals, catching songs, many old songs heard and sung throughout the past century, popular hits of the day, pretty melodies, witty ditties from their own (sometimes sorry) love songs, and nonsensical verse of rivers and waterfalls are all included. No group is more entertaining in presenting the old, bright colored, folksy guitar of the performer's speech give a clue to the type of music to be heard.

Organizing primarily to give pleasure to all those interested in the instrumental music, boys have created all unsuitably a reputation as a lively and entertainment group. The band has been honored with an eductional background that is outstanding. Additional praise that comes with the position they hold, the devotion that has gone into the effort, was made toward self-financing, the self-taught, and the boys have apparently never touched the dollars of the American Boys. A desire to please larger and visit all audiences throughout the country.

The boys have been weekly for practices periods with former members, musical director, and A. W. Jenkins, former band director for Powell County and F. F. A. adviser. Many of the boys are invited to attend and to practice with their band.

Starting with a brand new group of instrumental music and members, the boys have been trained, the boys by Mr. Packard, and the boys now have the means and opportunity to go out on tour and performed a program as seldom seen.

Using the Valley Lodge as Deer Lodge Ranger, Montana, at the recent show of competition in competition with eight other chapters, the boys were awarded first place. It is the ambition of the boys to be able to attend the next National Convention at Kansas City if ways and means can be worked out.

At the resolution of the state legislative committee, the boys appeal for last year the boys at the govening day before the honor of this project. They were well received, and through that contact have made a plan for themselves in Montana. On two occasions the boys have been honored over KGOL, Butte, Montana. They have contributed to many events and public gatherings in their local city, including Kiwanis of every group; Kiwanis of every group; Riemen club, Ywas, Chamber of Commerce, Kiwanis of every group; and others. The boys recognize the need of improving their program efforts to anyone, anywhere.

Wisconsin F. F. A. Members

Plan for 1934

Local F. F. A. advisers in Wisconsin are looking forward to 1934. December 16, members of the state executive committee met at the state fair and year. The state association has 10 booths at the state fair. Each booth is given to one of the state officers. These booths are painted in blue and gold and, as usual, to tell a story of the activities of the boys. Every state is having a day at the fair. Members of the state are invited to attend the Wisconsin F. F. A. event.

The F. F. A. organization provides effectively for the needs of the boys. The F. F. A. may also be called a self-taught device that usually the cultivation is the home, the boy is taught to think of the self-taught, and the boy is taught to think of the self-taught. The future of the F. F. A. is secure. The organization is at the disposal of an adviser, but unless he does so and he does not have to think of the self-taught. The organization is at the disposal of an adviser. He is taught to think of the self-taught. The organization is at the disposal of an adviser. He is taught to think of the self-taught.

III. Promoting appropriate F. F. A. activities by chapter members

A. To see that local chapter members have access to some good division of some practical work, engaging in cooperative effort, and the promotion of thrift.

B. For development of rural leadership, urge participants to guide and the intelligent use of public service and the discharge of responsibility of committee work. As one, the American Association put it, "We grow as we go." The American Association tells to its members, "We are the comrades of local clubs to leadership conferences.

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Call attention to the specific programs which will be emphasized in the constitution. R

4. Read the Proceedings of the national conventions of F. F. A.

5. Read the state Agricultural Education Chapter, Agricultural Education.

6. Visit and observe the work of other state F. F. A. chapters.

7. Study some simple and condensed bulletin of professional society.

8. Read the state Agricultural Education Chapter, Agricultural Education.

9. A. P. Williams, U. S. Office of Education
munity requires only about three minutes and is well worth the effort if conducted with dispatch and appreciative expression. If the chapter has set up a worth while program of work, the members will have important business to transact at each regular meeting in carrying out their objective. Occasionally special meetings may also need to be called for business or special features, such as entertainment, recreation, trips, and the like.

8. See that proper paraphernalia is provided for chapter meetings.
9. See that dues are paid promptly, and assist chapter in working out system for paying dues.
10. See that the boy officers conduct meetings and charge duties properly.
11. Assist chapter members in use of parliamentary procedure, impressing on them the basis for such procedure, namely,
   a. Justice and courtesy for all.
   b. One thing at a time.
   c. Rule of the majority.
   d. Rights of the minority. (To be heard.)

Note also that there are occasions when it is advisable to resolve the group into a “committee of the whole” for the informal discussion of questions on the conference basis. This procedure is very helpful before important committee assignments are made.
12. Assist in planning for special summer activities, such as camps and the like.
13. As far as possible, see that responsibility is delegated to the boys.
14. Assist officers in checking on qualifications for advancement of members to higher degrees. See that standards are adhered to.
15. See to it that proper publicity is given to the work and accomplishments of the chapter.
   a. Encourage chapter to put on programs at school assemblies and before civic organizations.
   c. Encourage chapter to exhibit at local school, community fairs, and the like.
   d. Assist chapter to prepare occasionally mimeographed news sheet or yearbook for circulation in the community.
16. See that chapter grows and prospers and that requirements of state and national certifications are met.

From Pennsylvania Agricultural Education.

Wisconsin Plans for 1934

(Continued from page 142)

Proven sire; pasture improvement; Dairy Herd Improvement work; home-grown feeds; Balancing. The raising of dairy calves; selecting dairy cows; the state, national, and world dairy situation; the value of dairy products; and the work in dairying in departments of vocational agriculture.

There are a few other items in the Wisconsin state program of work in which other chapters or state associations might be interested.

The F. F. A. News Letter will be continued. The News Letter is prepared each month by the state reporter. Chapter reporters send their news items to him, and he does such editing as is necessary and sends the News Letter to the State Adviser who adds the “State Adviser’s Notes.”

F. F. A. radio broadcasts over the two state-owned stations will be continued through 1934. These broadcasts were begun June 7, 1933, and have continued since with a broadcast every second Tuesday from 12:30-1:00 p.m. The broadcasts consist of 17 minutes by some chapter in which it portrays some phase of its activities, followed by the State Adviser’s Bulletin Board of the Air which occupies from 3 to 5 minutes. The state association considers that these radio programs have been one of the most worth while activities from the standpoint of developing local, and state-wide interest.

Each Wisconsin chapter will actively promote a program of home beautification with each of its members this year. The state executive committee believes that the present time when people are earning very short of money is the best time to promote a program of home ground improvement, using trees, shrubs, and vines growing in the community.

The promotion of attendance at the national meeting at Kansas City has been one other feature of the program of the Wisconsin Association which has helped tremendously in developing state-wide interest. For this purpose, the state association provides $50 to supplement the contribution furnished by the Chicago, Milwaukee, St. Paul, and Pacific Railroad. Since the state association of agriculture teachers also contributes $50 toward sending the winning state judging team to Kansas City, and several chapter advisors are willing to co-operate, it was possible this year to send 14 boys to the national meeting. In like manner, the sending of 17 boys to the Pilgrim camp at Monticello and Washington last June was a powerful stimulant of interest.

The Wisconsin Association believes that the chief essential to the development of a high degree of interest and a strong program of work is to have the program developed and carried out by the boys themselves with the minimum of guidance by chapter and state advisors.

Teaching Farm Management

(Continued from page 144)

served the management of a farm for many years. Frequently the father has talked over with the hired man, with the mother, or others, in the presence of the boy many of his managerial problems. The father has supervised the cow with their sons before entering high school or during the high school period.

(2) It is objected that what we are proposing is cold-storage education. I am not fearful of this type of cold-storage education. It is true that boys will not have to purchase and manage a farm, as a rule, until eight, ten, or more years after leaving high school. Teaching them to manage a farm, however, is no short-time process; it must come through many years of careful study, observation, and perhaps with some actual experience. The pick-up and part-time period from 18-28 years of age can never be made as fruitful to a young man without some previous training in farm management. Further education is "cold" or not depends upon the appreciative basis a boy has for understanding what is taught and the method of presenting it more than upon the nature of what is taught. Whether it is "cold" or not depends upon how vitally it appears to the boy to the extent to which he has opportunity to add to his store of experience as he goes along.

From observation, I am sure that this type of teaching appeals to boys, and we know that the post-high school period is an active one for the boy on the home farm or on a hired job. We must give the boy plenty of opportunity to add to his store of farm management experience. Well taught farm management is not "cold," and it develops more manliness and a greater kick with proper "storage."

(3) It is sometimes objected that this period takes too much time. To this I would counter with, "What can one be doing with his time which would be more profitable?" I would point out also that we have the boys, or might have them, from ages 14-25 years in high school and post-high school instruction. We are still retaining too many things in the school curriculum which are so much less valuable that I doubt whether we can validly urge that this takes too much time.

(4) It is urged that teachers are not trained to do this work. Perhaps this is true, but I see no reason why they not be trained—place in service by a post-graduate training program through superintendence, or otherwise, and those in training through a reorganization of the resident instruction in the colleges.

(5) It is sometimes urged that conditions are changing so rapidly that the conclusions drawn by the boys would be invalid by the time they are ready to go out on a farm, or own it. If this is true so far as the current conclusions are concerned, but I would point out that the conclusions are not very important, as such. The important thing is the method of attack which the boy acquires in making his decisions. Adaptiveness, not adaptation, is the very center of the method of teaching we are proposing.

It would be hazardous to predict just what Johnny Jones entering farming this fall on an ownership basis will be up against in the next thirty years. His father has had to adapt himself to fluctuations in weather, to changes in transportation system, to varying marketing conditions, to soil problems, and insect pests. Johnny will be up against variations in all of these and perhaps, in addition, need for cooperation from government control and no telling what else. In any case, it is safe to predict that he will need as much or more adaptiveness than the previous generation has needed, and the training that he receives should be in the direction of greater adaptiveness, instead of increased adaptability.

Agricultural Education March, 1934