Agricultural Education

Albert Sosebee of Georgia, Early American Farmer
(See Editorial Comment)

"We have a native craving for the beautiful, but untutored this craving leads only to the crude decorations and unbecoming conduct characteristic of the savage."—William Carl Ruediger.
Professional

Some of Tom Ford's Philosophy

Agricultural education in Pennsylvania some months ago was advanced by the introduction of C. Y. Ford's partial physical incompleteness. He was equipped by the staff of the vocational agriculture department to try out practical and improving projects. And from time to time it has been reported that Tom's recovery seems easy, although he has had to go through somewhat disarming to all but Tom.

Now here is a teacher who has risen above his physical incompleteness and has given his students a head start by the fact that he has at last, in the very nature of his work, the vocational agriculture teacher who is frequently fully experienced by other teachers. Likewise, this is an opportunity for the vocational teacher, the agricultural instructor, and the teacher's aide to do work in a school where the result of the agriculture teacher's work is not just to guide his department. It is a matter for comment that the amount of work in the school.

In the months of the school year, the teachers of vocational agriculture may include these into the instruction they offer for all-day, part-time, and evening classes. This results in this conference in being printed and part of it will probably be in your hands be useful to the vocational agriculture teacher. If he takes advantage of the information, then to be of the interest of the teacher as out of step with the time. The agriculture teacher must be acquainted with these developments if he is to occupy a position of leadership.

WHAT PRICE SUCCESS

During recent years we have observed many remarkable instances of educational activities. In certain parts of agricultural high schools, however, these have not been as great as in other parts of the country. In some states, agricultural high schools have been so well established that they have become a part of the high school system. In other states, agricultural high schools have not been as well established. In this connection, the agricultural high school system in Pennsylvania should be given serious consideration. The agricultural high school system in Pennsylvania is a valuable asset to the people of the state.

Agricultural Education July, 1934

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Are Judging Abilities Being Measured Efficiently?

LYMAN E. JACKSON, Department of Agricultural Education, The Ohio State University

In the making of judgments pertaining to qualitative and quantitative characteristics of livestock, the objective for a portion of our instruction in judging is the evaluation of animal units with judgments—selecting cows and bulls, sheep and swine, and on so and so again. But many breed and class in general question. Three thoughts come to mind in this connection: 2nd, what is the efficiency of instruction in judging; 3rd, the judging ability of the individual.

Field trips are Teaching Devices in judging agriculture, but it is a very vital and an important thing in this matter. Many professionals feel that it is very difficult to measure judging ability and to judge the judging ability of the individual.

The importance of discipline Agricultural teachers are often required to make a decision for the benefit of the students. However, it is not uncommon for students to be unable to make decisions. The reason for this is that they have not been trained in decision-making. Teachers should be aware of this and teach their students how to make good decisions. It is important that teachers help their students learn to think critically and make well-reasoned choices.

Maintaining a Discipline is a challenging task for teachers. They are responsible for ensuring that their students are following the rules and regulations set forth by the school. This includes monitoring students’ behavior in class and enforcing consequences for违规行为. Additionally, teachers must ensure that their students are prepared for the assessment and that they have the necessary materials to complete their work. Teachers must also be aware of the different learning styles of their students and tailor their teaching methods accordingly. This may require the use of a variety of teaching strategies such as group work, discussions, and individual projects.

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teriorly procedures may be said that school judges are measured in the same way. Only the difference is that some procedures may be more difficult to perform than others. For example, a test that requires students to interpret graphs and tables may be more difficult to perform than a test that requires students to answer multiple-choice questions. To ensure that all students are being measured equally, it is important that teachers are aware of the different learning styles of their students and tailor their teaching methods accordingly. This may require the use of a variety of teaching strategies such as group work, discussions, and individual projects.

In our annual survey of Agricultural Education, it appears that the vast majority of teachers are concerned with the question of how well their students are learning about judging. We have found that many teachers believe that their students are not learning enough about judging, and that they are not teaching their students enough about judging. This is a concern because it is important for students to learn about judging in order to be successful in the agricultural industry. It is also important for students to learn about judging because it is a practical skill that they will need in their future careers.

In conclusion, it is important that teachers are aware of the different learning styles of their students and tailor their teaching methods accordingly. This may require the use of a variety of teaching strategies such as group work, discussions, and individual projects. By doing this, teachers can ensure that their students are learning as much as possible about judging and that they are being measured in a fair and accurate manner.
Quotations from Noted Educators Clarifying the Place of Vocational Education in the Secondary School

J. S. B. Andrews, President of the American Vocational Education Association, says: ""A good education is based on the assumption that equal difference in ability exists among the pupils of a school system. The method of teaching or the discipline of the students is the same in all cases."

R. E. B. Fendley, Secretary in Country and Village, D. Appleton & Company, reports: ""Vocational education is not necessarily meaner opportunity."

Page 45. SUMMARY OF PRESENT SITUATION: It's available data indicate that the requirements of our modern labor market are changing rapidly, and that the nation's educational programs are not keeping pace. The high school curriculum is being changed to meet the needs of industry and commerce.

Page 46. PSYCHOLOGY IN THE GRADES: Psychology is not just a science of memory and intelligence. It is also the study of individual differences among students, as well as the relationships between their abilities and personal characteristics. It is important that these differences be recognized and understood by teachers.

Page 47. OPPORTUNITIES FOR PART-TIME STUDENTS: In the organization of its program of studies, the high school should make it possible for students to attend school part-time during the day or night, if they so desire. The school should provide courses of study that are relevant to the needs of these students.

Page 48. THE UTILIZATION OF COMMUNITY RESOURCES: In the past, the secondary school, particularly the high school, has been limited in its ability to make use of the educational materials and community resources available to it. Today, however, the school can make full use of these resources by establishing cooperative programs with local businesses, industries, and institutions.

Page 49. JUDGING JUMPING: Jumping and other athletics are important activities for the physical and mental development of pupils. It is important that these activities be supervised and controlled to ensure their safety.

Page 50. WORKING TOGETHER: The cooperation of teachers, administrators, parents, and students is essential for the success of any educational program. It is important that these groups work together to develop a program that meets the needs of all students.

Page 51. CONCLUSION: Vocational education is an important part of the educational program of the secondary school. It is essential that the school provide opportunities for students to develop the skills and knowledge necessary for success in their chosen careers.

Agricultural Education, July, 1934
Supervised Practice

The Supervised Farming Program
The Alpha and Omega of Vocational Education in Agriculture in Virginia

T. V. DOWING, District Supervisor, Agricultural Education, Iwor, Virginia

The Supervised Farming Program has been looked forward to by all of the members of the agriculture group in our school district. The program provides an opportunity for students to apply the theoretical knowledge gained in their classes to practical farm work. It is a valuable tool for developing leadership skills and the ability to manage and operate a farm.

The program is divided into two main parts: Farm Practice and General Supervised Agriculture.

Farm Practice

The Farm practice portion of the program provides students with the opportunity to work on a farm under the supervision of a qualified instructor. The students are divided into groups and assigned to different farms depending on their interests and abilities. Each group is responsible for a specific task, such as tending livestock, planting crops, or maintaining equipment.

General Supervised Agriculture

The General Supervised Agriculture portion of the program is more focused on developing management and leadership skills. It includes a variety of activities, such as budgeting, record-keeping, and planning for future projects.

The program is designed to be flexible, allowing students to choose their own projects and set their own goals. The goal is to prepare students for successful careers in agriculture or related fields.

We have heard much of "supervision" and "supervised practice" programs since the Smith-Hughes Act was enacted. Many of the boys studying agriculture have been required to carry out selected portions of their course work on farm projects to de-vote a stipulated number of hours to their supervised practice; and to show a labor value of a certain minimum as a standard. The teacher of agricultural education is supposed to act as a consultant and then build up a 4-year training program that would best meet the needs of the community. This necessitated dropping the old age of farm crops one year, animal husbandry another year, and an extension training program for the same to look something like this for a cucumber.

In July, 1933, the teacher of agriculture in one school in the county found himself presented with a cardinal problem as to how to start the supervised practice program. He was supposed, of course, to fit this calendar to the boys' home projects as far as possible. Most of his work would be devoted to the boys' home projects as he could not take care of the full-fledged program and gave his full attention to the boys' home projects as he could not take care of the full-fledged program and give his full attention to the boys' home projects as he could not take care of the full-fledged program.

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A Method for Determining the Division of Pigs in Partnership

BY A. R. HAY, D.S. M., M. AGR., New England Agricultural College

Sow and Litter Projects

BY R. A. S. BORON, D.S. M., M. AGR., New England Agricultural College

Class Project in Hogs

BY J. W. CHERN, M.A.S., Nebraska Agricultural College

Class Project in Pigs

BY J. W. CHERN, M.A.S., Nebraska Agricultural College

Class Project in Dairy Cattle

BY J. W. CHERN, M.A.S., Nebraska Agricultural College

Class Project in Poultry

BY J. W. CHERN, M.A.S., Nebraska Agricultural College

Class Project in Sheep

BY J. W. CHERN, M.A.S., Nebraska Agricultural College

Class Project in Chickens

BY J. W. CHERN, M.A.S., Nebraska Agricultural College

In the fall of 1933, the Raton, Indiana, Agricultural Club decided to buy some hogs to feed and to later butcher and sell as a project to fund the club's activities. In October, the boys purchased four pigs at $5.00 a head. These were prepared for the project by the club near the school. Each boy took his turn in caring for them. In November, the hogs were kept on feed of corn and teakhol. In December, the hogs were butchered and the club received the proceeds from the sale of the hogs. The following summary table shows the results of the project:

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Eating Contacts and a Conference in Hogs

BY J. W. CHERN, M.A.S., Nebraska Agricultural College

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Future Farmers of America

As the Earth Turns

Every year we look forward to the Spring and the promise it brings. The days grow longer, the days grow warmer, and the world comes alive with new life. It's a time of renewal and growth, a time of hope and promise.

The Future Farmers of America is a national organization that seeks to foster a sense of responsibility and leadership among young people. It is a group of dedicated students who are committed to the principles of hard work, honesty, and integrity.

In the next few weeks, the Future Farmers of America will be holding their annual spring meeting. This is an opportunity for members to come together, share their ideas, and plan for the future.

The meeting will feature guest speakers, workshops, and a variety of activities designed to foster leadership skills and a sense of community.

The Future Farmers of America is a great organization that is dedicated to helping young people develop the leadership skills they need to succeed in life. I encourage all young people to get involved and make a difference in their communities.

The Future Farmers of America is a strong organization that is dedicated to the future of agriculture. We need to support them if we want to ensure a bright future for our nation's farmers and the people who depend on them.
Kiwiwana Invites F. P. A.

To Dinner

The Kiwiwana, local social club of F. P. A. officers, recently invited to a dinner and entertainment by the local Kiwiwana. Twenty-five members enjoyed the occasion, which included a meal of roast beef, beans, and vegetables. It is a regular practice of the Kiwiwana to extend invitations to other social clubs and organizations, fostering a sense of community and camaraderie amongst the F. P. A. officers. The Kiwiwana’s focus on social events is an expression of their dedication to building a strong network of professional relationships.

Home and Community Beautification as an Objective of a Future Farmer Chapter

Beautiful plants and flowers have long been recognized as an important aspect of home and community aesthetics. In this chapter, we explore the potential of a Future Farmer Chapter to contribute to the beautification of homes and communities. Beauty is a multi-dimensional quality that can manifest in various forms, and by focusing on this objective, we can promote not only aesthetic values but also sustainable practices and community engagement.

Union Pacific Scholarship Awards

The Union Pacific scholarship program is a testament to the company's commitment to education and the future of the nation. Awards are given to students who demonstrate academic excellence and a commitment to their community. This program not only supports individual students but also reinforces the importance of education and community involvement.

Agricultural Education, July 1941

Future Farmers aid in beautifying a new city park.

Our Cover

(Continued from page 2)

for vocational students, and were given by the Chilean Nitrate of Soda Company. Sandbeck had built up a piece of land with lime crops which yielded a nitrogen rich fertilizer that he sold the highest yield at a cost of $100 per ton.

Sandoce was president of the Eweeko Future Farmer Chapter one year and was a successful leader. He started his farm school during the past four years, and he had kept his hands paid hard work to the organization. He said, "I have been fortunate in my farm work all of my life and I have found that hard work properly directed brings in rewards. I am grateful for the help of the Union Pacific department of vocational education at Eweeko Seniery for giving me these opportunities."

Part of Mr. Sandoce's time is spent in teaching in a rural school near his farm, where he finds it easier to be true to the curriculum, and he requires them to have farm projects which he visits.

While in communication with Direc-

tor Paul W. Chamber years ago, Sandoce was asked if he had libraries of appropriate books for farm students to read. As a result of this question, Mr. Sandoce started an organization which resulted in the establishment of the Future Farmers of America.


dual:

Local Adviser

Carl was a state champion livestock judge in the United States. In 1932, he and his brother, John, won second in state public speaking contest held by the State High School. He has a degree in animal husbandry and has served as a judge for various events.

Quotations from Noted Educators on Vocational Education

(Continued from page 7)

measure in which it equips individuals to engage in the activities of life with effectiveness and satisfaction.

From the Field—Greenville, New Mexico

A part of our F. P. A. program of distributing educational material to high school students, the boys brought two vegetable gardens which had been tended for several weeks. The gardens were well tended and served hot chocolate and omelettes with the meal. The entire school program was sold out, and we all had a good time. The entire school enjoyed our first activity, and we plan to continue with the entire program in the spring of this year.

C. P. C. Peters, Foundations of Education

Page 92. Our educational system is not democratic until we provide opportunity for each child in the community to pursue his education in the manner he chooses. Our educational system is not democratic until we provide opportunity for each child in the community to pursue his education in the manner he chooses. Our educational system is not democratic until we provide opportunity for each child in the community to pursue his education in the manner he chooses. Our educational system is not democratic until we provide opportunity for each child in the community to pursue his education in the manner he chooses.

Pages 197-200. The probable educational social, and vocational futures of the pupils must be taken into consideration in building any curriculum.

J. L. Meriam, Child Life and the Curriculum, World Book Company.

Page 178. It must be admitted that the schools are tardy in responding to the initial demands made by the people.

Page 287. The welfare of the society depends upon the intelligence of the masses as well as the leadership of the few; and only as the general populace is advanced does the community get satisfactory returns for the large investments in educational institutions.

Page 290. Vocational training should be selected by individuals according to interests and needs.

David Sneddon, Sociological Determinants of Objectives in Education (Lippincott)

Page 295. Preparation for vocational competency should rank as second to the principal aims of secondary education.

Page 304. We all believe in vocational education, but not a few of us of academic tradition still gasp at the idea of a "shirt sleeve" grade vocational education. Generous public support of all forms of vocational education is one of the most democratic of the ideals and aims of our age.

Leonard V. Koos, Chicago University, The American Secondary School (Yale University Press)...

Page 297 It is shown in Chapter IV which dealt with aims and functions that all the authors whose statements are there analyzed, set up vocational training as one of the goals of the secondary school. The unanimous demand for the part of these leaders for the training program to take cognizance of a need for vocational education. This may be expressed in a number of ways, two important ones being (1) the individual need for a more effective means of livelihood, and (2) the need for the more efficient service which can be rendered by those who have been so trained.

Page 302. From 1918 to 1923 the total expenditure under the law for all types of vocational schools, both rural and non-teaching teacher training institutions, rose from approximately $2,600,000 to $15,000,000. This is nothing short of a very necessary one, the most urgent need.