The Future Farmers of America
Make Recreation a Part of Their Program of Activities
(See page 192)

"Self-improvement must precede all other improvement."—Horace Mann.
Professional

A National Program for Vocational Education in Agriculture


It has been 18 years since the Smith-Hughes Act was passed by Congress. The original provision of the Act was that programs should be developed for the individual in certain farm occupations. However, the Act did not provide new courses in agriculture of instruction in agriculture, and for other agents for subscriptions the use of our new and other materials. As the result of the Act, the introduction of new courses in agriculture and the training of new agents for subscriptions, we have developed a national program of agricultural education that is being widely used throughout the country.

SUMMER SCHOOLS

I

THE END OF THE SCHOOL YEAR

A major teacher of agriculture at this time of the year is busy planning next year's program. The teacher is responsible for the success of the program and must face a number of problems in planning. There are many routine activities, such as examinations, reports, and conferences, that must be completed. These are routine activities, and the teacher must spend much of his time on them.

COLOrado

Colorado State College, Fort Collins, offers in the summer a program of agricultural education in the form of Extension Workshops. These workshops are designed to provide practical training in various phases of agriculture and include courses in crop production, livestock management, and marketing. The workshops are open to all students, regardless of major, and are conducted during the summer months.

Looking Ahead

In planning for the future of any agricultural education program, it is important that objectives be defined and activities be planned to achieve those objectives. The teacher should consider the following questions:

1. What is the objective of the program?
2. What are the activities that will be used to achieve the objectives?
3. How will the activities be evaluated to determine if they are effective?

CONCLUSION

The overall results of the program will determine whether the objectives have been met. It is important that the teacher be aware of the importance of continuous evaluation and that he use the results of that evaluation to improve the program. The teacher should also consider the future of the program and plan accordingly.

Specialists in Agricultural Education

In addition to regional agents, the Agricultural Education Service of the Office of Education of the Federal Government is responsible for the development of agricultural education in agriculture education. The specialists in agricultural education are responsible for the development of agricultural education programs, the coordination of agricultural education programs, and the provision of technical assistance to the states. They work closely with state and local agencies to ensure that agricultural education programs are effective and meet the needs of the students.

1. Teacher training: The development and expansion of the program for agricultural education will depend upon the planning and development of new courses, materials, and programs. It is important that teachers have the knowledge and skills necessary to teach agricultural education. Therefore, the development of teacher training programs is essential. These programs should be designed to provide the knowledge and skills necessary to teach agricultural education.
2. Farm management: The development and expansion of the program for agricultural education will depend upon the planning and development of new courses, materials, and programs. It is important that teachers have the knowledge and skills necessary to teach agricultural education. Therefore, the development of teacher training programs is essential. These programs should be designed to provide the knowledge and skills necessary to teach agricultural education.

The teacher training programs should focus on the following areas:

- Farm management: The teacher should be able to teach the concepts and principles of farm management.
- Farm economics: The teacher should be able to teach the principles and practices of farm economics.
- Farm policies: The teacher should be able to teach the principles and practices of farm policies.
- Farm law: The teacher should be able to teach the principles and practices of farm law.
- Farm extension: The teacher should be able to teach the principles and practices of farm extension.

These programs should be designed to provide the knowledge and skills necessary to teach agricultural education. Therefore, the development of teacher training programs is essential. These programs should be designed to provide the knowledge and skills necessary to teach agricultural education.

Emergency Programs

Emerging agricultural programs are an important part of agricultural education. However, the goal of the agricultural education program is to provide students with the knowledge and skills necessary to succeed in agriculture. The teacher should focus on these objectives and develop programs that will help students achieve these goals.

The teacher should be aware of the importance of continuous evaluation and that he use the results of that evaluation to improve the program. The teacher should also consider the future of the program and plan accordingly.

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A Program of Adult Education

Review of a Master's Thesis by John V. Bernard, Colorado Agricultural College

DR. ARATAS W. NOLAN

Spring 1955

The site was chosen at a site with a high density of people interested in the topics covered. The site was a community center where the program would run for a period of two months. The program would focus on providing educational opportunities for adults and the community. The program included a variety of courses, such as cooking, art, and recovering.

The program was successful in achieving its goals of providing educational opportunities for adults in the community. The community center received positive feedback from the participants and the program was expanded to run for an additional two months. The program received funding for the next year, allowing it to continue providing educational opportunities for adults in the community.

The program was also successful in engaging the community in the educational process. The participants were encouraged to share their knowledge and skills with others, creating a sense of community and collaboration. The program was an example of how education can be used to bring people together and promote social change.
The North Central Regional Conference in Agricultural Education

A COMPLETE Program of Agricultural Education for the Commissions to be Found in Our Communities makes it possible for Teacher of Trained and State Teachers of Agriculture to prepare and present this subject in a comprehensive and effective manner. The program was designed to meet the needs of the North Central Regional Conference and the State Teachers of Agriculture.

A National Program

The Vision of a Future Farmer

Arkansas Five-Point Program of Vocational Agriculture

R. B. SMITH, Vocational Supervisor

The five major activities of the five-Point Program include: 1) Farm Improvement, 2) Soil Improvement, 3) Terracing, 4) Feed Supply Enterprises, and 5) Draining.

The Future Farmer plans his career.

In the Complete Farming plan, the following activities are included:
1. Social and Recreational
2. Home and Farm Improvement
3. Other Group Activities
4. Feed Supply Enterprises
5. Hay
6. Pastures
7. Home Supply Enterprises
8. Vegetables
9. Canning crops
10. Meat and eggs
11. Cash Enterprises
12. Cotton
13. Swine
14. Duck and Game
15. Irish and sweet potatoes & Poultry

The Five-point Program of Vocational Agricultural Education.

June, 1955 Agricultural Education
Junior Herd Improvement

J. A. JAMES, Department Agricultural Education, University of Wisconsin, Madison, Wisconsin

OF the most important types of directed practices that a high school boy can carry on is in Junior Herd Improvement. It is one of our best teaching problems and at the same time furnishes work on the home farm of the boy.

Table I gives the distribution of the herds of the high school boys in the state of Wisconsin for the year 1935. The results of the 1934 Junior Herd Improvement Association. The results are so striking that they are worthy of study. It is evident that the boys have learned the facts that they have studied. The distribution of the herds of the high school boys in the state of Wisconsin is given in Table I.

Table II shows the record of the bees, the best, the average, and the number of bees of each breed for the various classes for the 1935 year.

It required persistence on the part of the teacher to carry on a successful Junior Herd Improvement Association. The results of this Association show that the students are ready and willing to work and that they are interested in agriculture and that they have a good understanding of animal husbandry. In the future, it is hoped to improve the work in the future and to increase the number of students enrolled in the Junior Herd Improvement Association. The work was very successful and it is hoped that it will continue to be successful.

Factors in Planning a Long-Time Project Program

In planning a long-time projects program, the students should be interested in agriculture. The results of this program will enable the students to learn more about agriculture and to make more progress in their studies. In the future, it is hoped to increase the number of students enrolled in the program and to increase the amount of work done in agriculture.

A Program of Adult Education

The results of this program will enable the students to learn more about agriculture and to make more progress in their studies. In the future, it is hoped to increase the number of students enrolled in the program and to increase the amount of work done in agriculture.

There are two types of projects that can be considered. The first type is the one that is planned for a specific period of time, such as a year or two. The second type is one that is planned for a longer period of time, such as five or ten years. The second type of project is more difficult to carry out, but it is more likely to be successful in the long run.

One of the most important things to consider in planning a long-time project program is the interest of the students. If the students are not interested in agriculture, it is unlikely that they will be able to carry out the project successfully. In the future, it is hoped to increase the number of students enrolled in the program and to increase the amount of work done in agriculture.

The second type of project is one that is planned for a longer period of time, such as five or ten years. The second type of project is more difficult to carry out, but it is more likely to be successful in the long run.

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Part-Time Schools

Part-Time Agricultural Classes in New Jersey

By H. O. SAMPSON, Supervisor of Agricultural Education

WHEN I returned from the out-of-school program in New Jersey, I found that the board of education had made a decision to conduct part-time classes in agriculture. This decision was made by the schools in New Jersey on the basis of an unorganized state, and as a result, a part-time school program was established. The program was designed to give high school pupils and others interested in agriculture an opportunity to gain practical experience in the field of agriculture.

Following the organization meetings, the groups met regularly, and the program was designed to meet the needs of each individual pupil. The program was designed to meet the needs of each individual pupil.

Types of Articles Needed on Part-Time Work

1. General Articles on part-time work dealing with philosophy and need for part-time work, the advantages and disadvantages of part-time work, and the role of part-time work in the development of agricultural education.

2. Specific Articles on topics such as how to organize part-time work, how to recruit part-time work pupils, how to handle part-time work classes, and how to evaluate the effectiveness of part-time work programs.

3. Related Articles on topics such as the role of part-time work in the overall agricultural education program, the relationship between part-time work and regular school work, and the impact of part-time work on student behavior.

4. Research Articles on the effectiveness of part-time work programs and the impact of part-time work on student achievement.

5. Extension Articles on how to extend the benefits of part-time work to students who are unable to participate in regular school work.

6. Book Reviews on books related to part-time work, providing a critical evaluation of the content and usefulness of the book.

7. Technical Articles on the technical aspects of part-time work, such as the use of equipment and materials, and the development of instructional materials.

8. Developmental Articles on the development of part-time work programs, including the design and implementation of new programs and the evaluation of existing programs.

9. Current Issues Articles on current issues related to part-time work, such as the impact of federal and state policies on part-time work programs.

10. Evaluation Articles on the evaluation of part-time work programs, including the use of standardized tests and other assessment tools.

11. Future Directions Articles on the future directions of part-time work programs, including the potential for technological and social changes to affect part-time work programs.
Building Job Sheets for Farm Mechanical Work

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

WELL-CONSTRUCTED job sheets are invaluable tools for a shop where work is to be done repeatedly. For each specific type of work, the job sheet should be prepared in advance, showing in detail all the steps required, with the tools and materials needed for each step. The job sheet should be kept on hand for future reference.

The following job sheet is submitted as an example of what the author has in mind.

Making an Extension Cord

An extension cord is a very useful piece of equipment because it makes it easier to work where there are limited outlets. To make an extension cord, you will need:

- A three-pronged plug, which can be purchased at any hardware store.
- A 15-amp fuse, which is used to protect the cord in case of an electrical overload.
- A 12-gauge wire, which is used to connect the plug to the wall outlet.
- A grounding wire, which is used to connect the extension cord to the wall outlet.

To make the extension cord, follow these steps:

1. Remove the three-pronged plug from the wall outlet.
2. Remove the fuse from the box that contains the fuses for the extension cords.
3. Insert the fuse into the extension cord box.
4. Install the extension cord into the wall outlet.
5. Replace the three-pronged plug.

In the future, you can use the extension cord to reach outlets that are far away from where you are working.

Fitting Farm Work Shop Into the Agricultural Curriculum


I am in favor of a vocational agricultural curriculum in which shop work is offered seasonally, as nearly as possible, rather than under the head of technical course subjects such as mechanical business, farm management, and other shop equipment. This plan makes it possible for teachers to specialize in the teaching of one subject, and in some cases may prevent them from teaching others.

In addition, I believe that a better job can be done in a smaller subject field. In both the case of the individual student and the teacher, there is a tendency to overestimate the importance of shop work. It is true that the administration of farm shop material is more timely, which adds interest to the teaching of the subject. But in addition to this, the teaching of shop work is made more practical.

Methods of Teaching and Organizing Farm Work Shop

By R. E. MURPHY, Instructor of Agriculture, Illinois, Ill.

This publication by the Vocational Agricultural education committee, which brings together some ideas on the best methods and procedures now being used in that field, is a valuable addition to the literature on shop work.
Pollam Aids Government

STATE ADVISER 1. Pollam of Illinois has announced that the Pollam Aids Government of the current year will be dedicated to the eradication of pulmonary tuberculosis. The Aids Government is charged with disseminating the knowledge of the government to the rural and urban communities. The advisor has emphasized that tuberculosis is a serious disease and the need for continued education and support.

U.S. DEPARTMENT OF AGRICULTURE

The Organization and Development of the Rural Water Supply System

W. E. Adams, Illinois

Today, in a world where more and more people are moving to cities, the rural water supply system is becoming an essential part of rural life. The cooperation between the rural communities and the city water supply systems is crucial for the well-being of the rural population.

FUTURE FARMERS OF AMERICA

Future Farmers of America at the Ohio State Fair

The FFA and the Ohio State Fair have a long history of collaboration in the promotion of agriculture and rural development. The FFA exhibits at the Ohio State Fair are a testament to the organization's commitment to education and leadership development.

HEALTH SERVICES

Health Benefits in Rural Areas

In rural areas, health care services are often limited. This can lead to poorer health outcomes for the rural population. The importance of providing health care services in rural areas cannot be overstated.

LEEDING ACTIVITIES

Leading Activities in Rural Areas

In rural areas, there are many leading activities that are important for the development of the community. These activities include agriculture, education, and health care.

LEADERSHIP DEVELOPMENT

Leadership Development in Rural Areas

Leadership development is crucial for the growth and success of rural communities. The FFA plays a vital role in the development of leadership skills among rural youth.

PROJECTS AND ACTIVITIES

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In rural areas, there are many projects and activities that are important for the development of the community. These projects and activities include agriculture, education, and health care.

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THE BUSINESS MANAGER'S MESSAGE
(Continued from page 176)

SUBSCRIPTION DATA BY STATES

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The total number of subscriptions, 3815, is 565 more than the number of subscriptions a year ago and 183 more than on November 1, 1984, the date of the last annual report. How does your state rank? How does your region rank? If your state ranks below 100% will you not attempt to improve its ranking next at your next annual conference? Renewals or new subscriptions may be sent in at any time. Renditions should be made to Mr. A. H. Hummel, Meredith Publishing Company, Des Moines, Iowa. Let's make 1985 the best year for AGRICULTURAL EDUCATION. — W. F. Stewart, Ohio State University.

OUR COVER

CAMP COUCHDALE, ARKANSAS

Men of wealth and power almost invariably indulge in some kind of recreation that is associated with the camp life idea, but most farm youth seldom have the opportunity to participate in well directed recreational and leadership training activities. In Arkansas this year of opportunity has been opened to several thousand F.F.A. members through the influence of Honorable Harvey C. Couch in the future of Arkansas Agriculture. A most beautiful camping site was given to the State Association on Lake Catherine near Hot Springs, Arkansas, with the only provision that they develop and use it for educational and recreational purposes. Through the loyal cooperation of teachers of vocational agriculture and their local F.F.A. chapters the Couchdale camp has been developed as a state cooperative project.

Local F.F.A. Chapters are actually learning by doing, how to plan, manage, and support this enterprise as a part of their state program of F.F.A. work. They now have a very interesting and valuable camp with many cabins, a large state chapter house, a keeper, and a trained recreational director. Through cooperating in a small way at minor costs these boys have available to them facilities that would cost much for wealthy persons to have. They are not only learning practical lessons in cooperative effort, but developing that group consciousness so necessary for a sound democratic society. — R. B. S.

SUMMER SCHOOLS
(Continued from page 176)

er Trainers in Agricultural Education. August 15-17, 1986. This is a reunion and invitation conference. At each day's session a different theme will be taken up and also time allowed for committee meetings and recreation. Plans are being made to have something of interest for the whole family. Make it a real vacation.


OHIO

Ohio State University offers opportunities in the field of agricultural education, designed to serve several distinct objectives. For teachers in service when seeking professional improvement. For graduate students preparing for positions as teacher-trainers the organization of teacher training departments. For administrators and supervisors. Special problems in the field of research are also pursued under the direction of Mr. authors. In addition to the library facilities and the five training schools, the complete program of vocational education in agriculture in Ohio is available as a source of data or of observation in all courses as it may be found appropriate.

IOWA

Iowa State College at Ames is providing more extensive summer session offerings in 1985 for workers in agricultural education.

The needs of teachers of agriculture and county extension agents are being stressed particularly during the first term, June 11 to July 18. A three-weeks course in International Economics will be taught by D. J. Black of Harvard University at the request of a group of Iowa county agents. A ten-day short course for agents and teachers will run from June 24 to July 3, providing help for those who cannot attend longer.

There is being initiated this year a Country Life Institute, which is expected to become an annual affair, with some of the best talent in the country appearing, including Dr. O. E. Bokor and Dr. T. B. Mann of the United States Department of Agriculture, J. D. Kohl of the University of Wisconsin, Dr. Paul R. Mort of Columbia University, Dr. Reiman Niebuhr of Harvard University, and Dr. John D. Black. The general theme of the institute will be "The Outlook for Country Life in the 1990's." The dates are June 19 to June 22.

The Vision of a Future Farmer
(Continued from page 188)

ibilities necessary for the highest type of rural life. We must give our students the kind of instruction that solves immediate life problems and helps them to secure now the greatest possible use and pleasure from the economic and social resources that surround them. We have hundreds of former Future Farmers who are reaching their goals in spite of all the many handicaps of the super major depression. Let us therefore study this picture, absorb some of the courage it should inspire, and work hard in helping many to reach their coveted goal.