Agricultural Education

Kenneth and Boyd Waite,
Brothers of Winfield, Kansas,
Early American Farmers
(See Editorial Comment)

Human advancement is possible only where labor can be spared above that needed for the necessities of life.
A weekly magazine for farmers and home-keepers by Arthur P. Williams, U. S. Office of Education

EDITORIAL COMMENT

WHAT Constitutes Good Teaching?

ARTHUR P. WILLIAMS, U. S. Office of Education

WHAT constitutes good teaching? This question should concern everyone connected with the work of the school or the home, but it should concern special emphasis upon the teacher, the supervisor of vocational education, and the home and vocational teacher. Let us approach this question with a better understanding of the importance of observing a unit of teaching. First, let us consider what constitutes good teaching.

1. Planning and developing pupil interests.
2. Using appropriate context.
3. Using appropriate facilities and equipment.

WHAT constitutes good teaching?

1. Planning and developing pupil interests.
   - The teacher must understand the needs of the pupils and the community. This involves observing the unit of teaching, identifying student interests, and considering what characteristics students have that might influence their learning.
   - The teacher should develop projects that are relevant and interesting to the students.

2. Using appropriate context.
   - The teacher should create a learning environment that is meaningful and engaging. This involves selecting activities that are aligned with educational goals and objectives.
   - The context should be relevant to the students' lives and interests.

3. Using appropriate facilities and equipment.
   - The teacher should have access to appropriate materials and resources.
   - The facilities should be adequate for the task at hand.

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A laboratory exercise for illustrating scientific methods and the research approach.

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Vocational Agriculture and College Achievement in the Ohio State University

L. F. JACKSON, Department of Agricultural Education, Ohio State University

A COMPARISON OF PAIRED GRAPHS OF STUDENTS IN COLLEGE ACHIEVEMENT: CULLOTTE OF AGRICULTURE AND THE OHIO STATE UNIVERSITY

Point of Comparison

<table>
<thead>
<tr>
<th>Graph A: Students performing as or above the average in college</th>
<th>Graph B: Students performing as or above the average in college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean of total college achievement</td>
<td>Mean of total college achievement</td>
</tr>
<tr>
<td>86</td>
<td>88</td>
</tr>
<tr>
<td>2.55</td>
<td>2.45</td>
</tr>
<tr>
<td>0.38</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Quality of work during first quarter-hour Point of college

<table>
<thead>
<tr>
<th>Graph A</th>
<th>Graph B</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.45</td>
<td>2.67</td>
</tr>
<tr>
<td>0.38</td>
<td>0.72</td>
</tr>
<tr>
<td>0.18</td>
<td>0.27</td>
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</tbody>
</table>

Quality of work during second quarter-hour Point of college

<table>
<thead>
<tr>
<th>Graph A</th>
<th>Graph B</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.68</td>
<td>0.69</td>
</tr>
<tr>
<td>0.06</td>
<td>0.09</td>
</tr>
<tr>
<td>0.23</td>
<td>0.27</td>
</tr>
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</table>

Quality of work during third quarter-hour Point of college

<table>
<thead>
<tr>
<th>Graph A</th>
<th>Graph B</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.11</td>
<td>13.00</td>
</tr>
<tr>
<td>0.08</td>
<td>0.11</td>
</tr>
<tr>
<td>0.42</td>
<td>0.46</td>
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</tbody>
</table>

Quality of work during fourth quarter-hour Point of college

<table>
<thead>
<tr>
<th>Graph A</th>
<th>Graph B</th>
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</thead>
<tbody>
<tr>
<td>20.01</td>
<td>20.00</td>
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<tr>
<td>0.01</td>
<td>0.02</td>
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<tr>
<td>1.07</td>
<td>1.02</td>
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College achievement}

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<tr>
<td>0.42</td>
<td>0.43</td>
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<tr>
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<td>0.02</td>
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<tr>
<td>0.59</td>
<td>0.60</td>
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</table>

While the study of vocational agriculture in high school may not be a hindrance to college achievement, it may cause difficulty so far as college courses are concerned. College administrative methods may investigate the facts before determining that certain vocational college courses are not as effective for college achievement as other college courses. The study of vocational agriculture in high school may enable a student to enter college with a knowledge of the subject matter that is desirable to a certain extent. It would be easier for the student to enter college with a knowledge of the vocational agriculture courses that are not as effective for college achievement as other college courses. The study of vocational agriculture in high school may enable a student to enter college with a knowledge of the subject matter that is desirable to a certain extent.

From these facts it may be concluded that students who have had vocational agriculture in high school are doing better in college work than students who have not had vocational agriculture in high school. Therefore, it is concluded that vocational agriculture in high school has a positive influence on college achievement.

Many studies have been made in other fields of education and in vocational agriculture. However, the study of vocational agriculture in high school as compared to college achievement has not been investigated in detail. The study of vocational agriculture in high school as compared to college achievement has not been investigated in detail.

Organization of Young People

This group will meet twice a month. On these nights it will discuss the organization of young people. It has been suggested that such a group be started because of the need for young people to work together in a common activity. This group will be conducted by the president of the class to which it is assigned.

3. Our present school strategy is not adequate for the development of a group like the one we are about to form. This group will be conducted by the president of the class to which it is assigned.

4. Incomes in college make it necessary for young people to seek some kind of entertainment not commercialized; most of our present entertainment is commercialized.

5. The idea originated with a group of young people who felt that only people in the same situation as this group could understand their problems. This group decided to isolate an organization not connected with any church, so that it would appeal to any young person in the community. An organization which promises to provide this kind of service for as long as young people of this group are present to the group as worthwhile service for organizing a community group.

There is an increasing amount of time spent not in occupational clubs. In the present school strategy, few people find the road to higher education open to them.

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There is an increasing amount of time spent not in occupational clubs. In the present school strategy, few people find the road to higher education open to them.

A comparison of paired groups of students in college achievement: Cullom of agriculture and the Ohio State University.
Building a Course of Study in Vocational Agriculture

Training Programs

This program provides the students with experiences in agricultural work. By participating in the various training programs, students can develop skills and knowledge in vocational agriculture.


teaching vocational agriculture, students are enabled to form efficient farm enterprises, which are the effective vocational equipment of the future. These programs are designed to help students acquire the necessary skills and knowledge to succeed in the agricultural field.

The building of courses of study in vocational agriculture, therefore, has been successful, provided the students understand the objectives of the courses and the necessary skills required to succeed in the agricultural field.

In conclusion, the building of courses of study in vocational agriculture is essential for the successful education of students in the agricultural field. By providing students with opportunities to participate in hands-on training programs, they can develop the skills and knowledge necessary to succeed in the agricultural field.

What Will We Do About 'Rent of Land'?

For many years, since January 1933, to have been able to carry out all the plans in the statement of the Union, it was necessary to make some reduction in the rent of land. The following is the list of the crops of the area mentioned above.

The rent of land in the area is fixed at a certain rate. The amount of land is based on the average yield of the crop. In the case of a new crop, we are in the position of transferring the land to the tenant and distributing the surplus to the tenant under the new system.

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Farm Mechanics - 

1. Numbers of stocks and their per cent of the total number of farms in each county.

2. Degree of difficulty for the 50 projects.

3. Number and per cent of farms in each county.

<table>
<thead>
<tr>
<th>Degree of Difficulty</th>
<th>Number of Farms</th>
<th>Per cent</th>
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</thead>
<tbody>
<tr>
<td>Very easy</td>
<td>10</td>
<td>50.0</td>
</tr>
<tr>
<td>Easy</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Medium</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Very difficult</td>
<td>2</td>
<td>10.0</td>
</tr>
</tbody>
</table>

In the table, the largest numbers of projects were found in the very easy and easy categories, with medium and very difficult projects having much fewer farms in them. The most significant correspondence was found between the two groups. The results of the past few years show that there is a strong relationship between the degree of difficulty of the projects and the number of farms that can handle them. It is evident that the larger the number of farms that can handle the projects, the more successful the program will be.


5. Farm Mechanics in Agriculture.


7. This farm mechanics teacher is somewhat of a pioneer in his field. He has found that the students are more successful when they are encouraged to work on their own projects. The teacher may ask, "John, what sources of information have you used?" This leads to the idea of thinking in terms of developing an appreciation of information in job well done.

8. Securing References - Lists of reference materials. It is important to have a list of resources available to the students. Another way might be to send out questionnaires to other teachers in the field. The teacher may ask, "Why is it important to have a list of resources?" This leads to the idea of thinking in terms of developing an appreciation of information in job well done.

9. Farm mechanics teaching in the final analysis is a matter of developing a method of teaching that is effective and that can be used by the students. It is important to develop a method that is effective and that can be used by the students. It is important to develop a method that is effective and that can be used by the students. It is important to develop a method that is effective and that can be used by the students. It is important to develop a method that is effective and that can be used by the students. It is important to develop a method that is effective and that can be used by the students. It is important to develop a method that is effective and that can be used by the students. It is important to develop a method that is effective and that can be used by the students. It is important to develop a method that is effective and that can be used by the students. It is important to develop a method that is effective and that can be used by the students.
Teaching Farmers What Form of Production Credit to Use

V. G. MARTIN, Rural Education Department, State College, Mississippi

In seeking to improve the economic status of the farmer, production credit is a factor that should be used to an even greater extent than has been the case in the past. It has been demonstrated that the use of production credit can be highly profitable to the farmer, provided he is properly trained in its use.

One of the most important elements in the success of production credit is the farmer's ability to plan and manage his farm operations. This ability is closely related to the farmer's knowledge of his farm, its potential, and the resources available to him.

Another important factor in the success of production credit is the farmer's ability to borrow money. This ability is closely related to the farmer's credit history and his ability to repay the loan.

In summary, production credit is a highly profitable tool for the farmer, provided he is properly trained in its use. It is an important factor in improving the economic status of the farmer, and should be used to an even greater extent than has been the case in the past.

FORM FOR ANALYZING PRODUCTION CREDIT COSTS

<table>
<thead>
<tr>
<th>Type of Loan</th>
<th>Amount Loaned</th>
<th>Cost of Loan</th>
<th>Interest Paid</th>
<th>Total Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Bank</td>
<td>$1000</td>
<td>10%</td>
<td>$100</td>
<td>$1100</td>
</tr>
<tr>
<td>Co-Op</td>
<td>$1500</td>
<td>5%</td>
<td>$75</td>
<td>$1575</td>
</tr>
<tr>
<td>Other</td>
<td>$2000</td>
<td>2%</td>
<td>$40</td>
<td>$2040</td>
</tr>
</tbody>
</table>

* Include attorney's fee, and interest on "B" stock if it does not earn any interest, and returns on "C" stock when it is not paid off.

** Value of "B" stock and interest on "B" stock if it earns interest.

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Teaching Farm Management to Farm Managers

L. B. PHILLIPS, Assistant Director, Extension Service

AFT spring I organized an evening school course in farm management. This is the third such evening school that has been sponsored by the Extension Service in this area. The four-week course was designed to provide an overview of the various aspects of farm management.

The course covered topics such as financial management, marketing, and farm labor. The instructors were experienced farmers and Extension Service agents.

The course was well-received by the participants, and many of them indicated that they had gained valuable insights into farm management. The feedback from the participants was positive, and it is hoped that they will continue to benefit from the course in the future.

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Agricultural Education August 1934

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Improving Programs of Work for Local Chapters of Future Farmers of Ohio

E EVERY chapter of Future Farmers of America, as the national organization, formulates a program of work, if it is a chapter of the state organization. Yet, many of these programs lack thought, are poorly stated or consciously teacher-dictated. Leonard E. Young, teacher of vocational agriculture in Ohio, has completed as a textbook at Ohio State, a study of how to evaluate the written program of an FFA chapter and to build it. His suggestions are of value to those who lead the members and build the programs.

His findings, in brief, were as follows:

1. Programs tended to be strong in providing social and recreational activities, training for leadership, and community service.
2. They were weak in training for the modern-marketing leadership in character-building, and training in public-speaking.
3. The score card is of value not for establishing priorities but for evaluating, discovering weaknesses and thereby developing a better balanced program.
4. He suggested long-time as well as a short-time plan of work and it should be kept definitely separated.
5. Programs should be made up of ten fully selected objectives or state-works which should be well-stated and teacher-dictated; which show definitely the scope and content; and which are teacher-dictated objectively.

A score card was formulated from the principles of a composite program of work, by cooperative work of four teachers and the help of the others. It then tried out on 12 programs selected from the better ones (not the best) in Ohio, and 15 in other states, and other states included a comprehensive program evaluation and criticism. There was found to be a similar concern in a development in the evaluation. Here is the program which ranked highest:

**SCORE CARD FOR THE EVALUATION OF PROGRAMS OF WORK OF LOCAL CHAPTERS OF THE OHIO ASSOCIATION OF FUTURE FARMERS**

**Criteria for the Evaluation of Programs**

**Per-**

**Rece-Your Program**

**Criteria for the Evaluation of Programs**

1. The program provide for training in agriculture in the members.
2. Through assisting in making and analyzing community surveys?
3. Through scout activities and local project tours?
4. Through improving practices in the production of crops?

**Respect for the Program**

1. The program provide for training in leadership for the members.
2. Through required participation in FFA A meetings?
3. Through public-speaking and debate?
4. Through participation in state and county, and county judging contests.

**Leadership**

1. Manner of human activity requiring leadership. A merit must have among his or her attributes, charm, character, resourcefulness, tolerance, and wisdom. It is in the nature of things that some merit

2. Should be worthy of the objective, in terms of the community's need.
3. Should show evidence of being selected instead of selected by the leader.
birds, for our chapter to finance its activities. The boy was willing to sacrifice some personal gain for the welfare of the local chapter. The boys took hold of the idea with greatest enthusiasm, but the discovery of a walking skeleton under fluffy feathers in the lot of birds first purchased, taught the boys that the purchasing department must know how to obtain interesting points. The boys note the improvement in methods, practices, and skills and to see the effects these improvements made directly upon the amount of money received and the time spent. The difference in the market value was quite noticeable when it is revealed that the profit on the first lot of birds was $1.45, and the profit on the last, well-selected lot, dressed and marketed, was $4.29.

The development of the dressing department from a miscellaneous, haphazard group of workers into a systematic, well-planned organization is a very important factor in determining the profit in dressing and marketing birds. The dressing time for the first lot of birds was 10 minutes per bird, and the labor return per hour was 75 cents, while the dressing time for the last lot was 3½ minutes, and the labor return 61 cents per hour. Again, the casual observer must stop to realize how much has been learned, how many practices improved, and how many skills developed. In business, there is marked difference in market value received for the two lots of birds.

To know that the vocational agriculture program is making a worth while contribution to the life of the boys who participate in its activities is but to see some answers to the problems discovered in the process of doing. The boys have written papers, and the reports of the group have been throughly discussed in the community.

The dawn of a better day is found in better ways. It is through better ways that vocational agriculture is seeking to help the youth of our country, and I am convinced it is doing it.

Organization of Young People

(Continued from page 25)

rector of the local banker. This group will take up the study of plays, and will present dramatic production.

4. Forum. The public forum group will meet twice a month. It has as its adult leader a local banker who is wholeheartedly interested in the project and who is recognized as one of the most widely read and best posted individuals in the community.

5. Sketching. This group meets twice a month. It has as its leader a young lady who has had training in the Chicago Art Institute.

6. Sports. The sports group will have weekly meetings. The programs will be varied. For adult leader they have secured a local doctor, a graduate of Northwestern University.

Strawberry Point has a population of 1,500. It has more than the usual number of young folk between the ages of 18 and 30. Card clubs, dancing groups, and other interests of a lighter social type are developed perhaps in less degree than in the average community, partly because the facilities for holding dances are limited.

The community has four churches: Catholic, Lutheran, Methodist, and Congregational. Youths from all four churches are active in the group activities. In fact, with very few exceptions, all of the 50 who have shown interest in the meetings are members of churches.

The rural territory around Strawberry Point has such rural organizations as a Grange and a local Farmer's Union. Four of the young people in the new group are regular Grange members; two or three are attending Farmer's Union meetings and are from Farmer Union families.

In recent years there has been comparatively little farm Bureau and 4-H Club work in this corner of the country. Six of the boys in the original 50 have been in vocational agriculture in high school. Practically all are high school graduates.

Farming Mechanics in Agriculture

(Continued from page 27)

it could not well be called a farm mechanics program; to successfully teach farm mechanics as a part of the agriculture, it is just as necessary for a boy to properly operate a piece of machinery as it is for him to know how to repair it in the shop, learn its cost, and the parts that will probably wear first. A student may learn how to overhaul a mowing machine, but if he does not know how to operate and keep it up while it is on the job of mowing hay, then surely he has not delved far enough into farm mechanics to become the most successful farmer.

Other types of projects also enter into the farm mechanics course to make it well rounded. In California the project of land leveling and putting a piece of soil in the proper condition for alfalfa or other cultivated crops is a very necessary procedure. Irrigation systems and land drainage also come into the picture.

The farm mechanics field is too large and the scope of the work too broad for the shop to become a place for tinkering. If the boy brings into the shop a piece of machinery that needs repair, he has a definite job ahead of him, and it is a medium through which much teaching can be done. However, if this boy only takes the machine down, cleans a few parts, and then replaces the parts with a complete and workman-like procedure of the project, he is not only learning very little that is worth while but is forming a poor habit: Tinkering is puttering, and should be kept from our farm mechanics courses as much as possible.

The job that this farm mechanics teacher has ahead of him is that of aiding the boy to become a better citizen and a successful farmer.

Teaching Farm Management

(Continued from page 29)

5. Nitrates of Soda top dressing, with and yield check.

6. Sowed Sudan Grass for first time as annual forage crop.

7. Used Sudan Grass for first time as annual forage crop. Also kept a year of cost-account records on seven work horses.

8. Used limestone and sawd alfalfa for the first time on a dairy farm.

9. Check corn yields on 16 acres of hill fertilization.

10. Joined the 40-bushel wheat club. Won an award. Purchased certified seed corn and joined the 100-bushel corn club. Checkered fertilized and unfertilized areas on 10 acres of corn.

11. Kept cost accounts on 12 acres of corn.

12. Tried side-dressing of corn.

13. Broadcast vs. hill fertilization of corn as a trial.

14. Used varying amounts of fertilizer on corn, with careful yield checks.

15. Constructed and used sun porch for baby chicks as a method of overcoming diseased range conditions.

16. Kept farm accounts for first time.

It is evident that corn fertilization was ranked high in the list of improved practices. This may be explained by stating that this practice had been neglected in the community and that strong evidence from the state experiment station presented favoring such improved practice. Furthermore, this type of practice offered a comparatively objective objective type of activity. The teacher and his all-day class in soils and farm management the following autumn checked the yields carefully on these tests. Incidentally this provided a very interesting setting for teaching the test class. The data were collected and placed on charts by the boys as a part of their regular class and field work. These charts were afterwards used by the men in giving a report of their past year's experience before the adult group during the succeeding course. Both these reports were regarded as the high spot of the succeeding course. Student number 4 has continued the tests for the two succeeding years and has not only determined some worthwhile facts for himself, but has attracted considerable local interest to his work. The results of this year's tests were visually presented at our annual Community Fair this year by this year's class in soils and farm management. The piles of corn were brought into the high school building and properly arranged, with data to show yields and fertilizer cost and returns for each analysis of fertilizer as compared with no fertilizer.

In conclusion, the author does not presume to be outlining the method for teaching the exercises presented as a way to teach such groups, and is the outgrowth of actual experience, with grateful acknowledgement to the experiences, exercises, and advice of others. It grows out of a sincere conviction that (1) evening schools offer one of the richest fields for mental teaching, (2) that teaching should grow out of the actual problems of the group, (3) that the teacher need not be a fluent lecturer but should prepare himself for challenging leadership, and, finally, (4) that supervised and improved practices can be secured, but they must grow out of the genuine need and interest of the group.