Agricultural Education

George P. Hambrecht, President
American Vocational Association
(See page 66)

Annual Meeting
American Vocational Association
December 4-7, 1935
Headquarters, Hotel Stevens, Chicago, Illinois
Agricultural Education Program  
Chicago, Illinois, December 4-7, 1955

R. M. Stewart, Cornell University, Ithaca, New York

Professional

Adjusting the Training Program for Teachers of Rural Youth

R. M. Stewart, Cornell University, Ithaca, New York

The new assumption is that the basic of the day will be spent in working in the Training Program for Teachers of Rural Youth. In May 1955 and August 1956, a total of about 125 teachers were trained in the program. The purpose of the program was to develop a better understanding of the problems of rural youth and to help teachers in their work with this group.

In the first place, we must recognize the importance of native experience in all forms of individual development. Self-sufficiency is the condition of an individual's life. We must be able to provide the opportunity for personal growth through the process of education. In their simplest form, they are "pushed". They are abilities that come as a result of the process of making and understanding the necessity of native situations. The requirements of an educational program for rural youth include the following:

1. Developing a personal orientation at the beginning of the program which is based on the student's own background and experiences.
2. Developing the knowledge and understanding of the educational system and its role in the future of the student.
3. Developing the ability to work with other people and to develop a sense of responsibility.
4. Developing the ability to think critically and to make decisions based on the facts.
5. Developing the ability to communicate effectively.

These abilities are essential for success in rural youth education and must be developed in all types of educational situations.

In the second type of learning that teachers (and teachers as well) must not overlook is that of profit by working together. The essentiality of specific individual performance may be continued as long as the habits of a relatively permanent form are developed or they may be broken down. There is a great deal more important work to be done in the future than in any other aspect of this very large problem. This group of abilities falls within, what we may consider, the domain of Agriculture, Education, Problems of Education, or terms of similar connotation.

"The only real skill is to be able to use all precious talents to serve the common good."

R. M. Stewart, Cornell University, Ithaca, New York
Arkansas 'Modern Pioneer' Classes

C. R. WINTERS, Director Superint.,
Arkansas Teachers College, Farmington

EDUCATION, training and vocational guidance are of major im-
portance in preparing the young people of the individual and the Na-
tion... look upon education as more than just teaching. To
people who are trained in these fields and are interested in
at least independence that can be
taught. He needs to make studies in
that show society's use of aims and ob-
jectives, and (2) that covers the direc-
tion of teaching development, (3) that reveal the essen-
tial content of vocational agriculture
in the source materials of instruction, and
(4) that relate the resources of all the
aspects of learning and teaching.
The teacher must evaluate his
poverty is always evaluating and giving
federal aid projects. Unless the teacher
is equipped to evaluate the results of his
in terms of the ways and means available;
for realizing this, no stable basis
of guidance can be derived. He must also
socially accepted in
as a matter of course. If an
from a group of
school that have been set up for the teaching
or as an element of the program of ex-
kindergarten and the
are now the
services of six groups, possibly
effects of the program and how they
of education.
justice in terms of limitations.
Here again the need for special tech-
colleges, and the
are six groups, possibly
teaching can only be
members of the six groups, possibly
say, in the program of training
with them with some
towards the society for educational
and as the time coming
for the annual conference on

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Methods

Using Preliminary Tests with Individual Instruction
J. C. Dymes, Professor of Agricultural Education, Texas A. M. and M. College

The trend in teaching vocational agriculture, especially in our state, is toward a system of individual instruction.

In general, pupils taught by this method study only those jobs which have a definite relation to their supposed practice program or to home work. Occasionally, occasional informative job may be taken.

In order to prepare the study calendar for the boys' work, the group in the junior high school has studied with the boy in the high school, and in the senior high school, the study calendar for the year. Farm shop and supplementary farm classes are taken during the year.

For some time I have found pupils spending 6 to 11 and 12 and some 20, at the end of the year, a tendency toward duplication in the study of the same job, the teaching calendar.

To combat this undesirable duplication, I have arranged a series of preliminary tests designed to give the instructor as much information as possible in the required time in order to assign the pupil to the work in question on the basis of farm work according to improved practices.

In these tests, a test of vision is given before the study calendar begins. I am, of course, aware that no written test can be used for tests in either preliminary or final. This is especially true of farm work on which the pupils are likely to say that they can do the work but are not likely to be able to do it. I have found that these first tests can be given to such tests by the following facts:

Certain types of boys will study the same job year after year, whereas other boys are always interested in the job that is being taught, but lack the ability to do the work or lack of application, they are now in one or both categories. I have found that tests which test not only the ability of the pupils but also their interest in the work, give the instructor a chance to determine the best way to teach the pupils. Where large numbers of pupils are taught, the test must necessarily be written. I have found that girls' interests are characterized by the following tests:

The purpose of this test is to determine the interest in the boy in relation to the job. The reasons for doing so require the pupil to do a job.

Participation Training in Evening School Methods for Teachers in Service
J. C. Dymes, Professor of Agricultural Education, Texas A. M. and M. College

Participation training in evening school was a part of the regular evening class program of the senior high school in the summer of 1932-33. In addition, two evenings were held each week.

The training included the following:

a. The teacher was at least one hour after the end of the school day, borrowing the farmers of his evening school class and the evening school class to the in-service and follow-up work.

b. The teachercontainer checks lesson plans.

c. May or not be a vocational agriculture teacher. (See five criteria, these have been vocational agriculture teachers."

d. A meeting is held at the selected evening school class for teachers in areas where the following:

1. The teacher and the teacher's wife are residents of the area;

2. The teacher is on the teaching staff of the evening school class;

3. The teacher is a resident of the area;

4. The teacher is a resident of the area.

5. The teacher is a resident of the area.

6. The teacher is a resident of the area.

7. The teacher is a resident of the area.

8. The teacher is a resident of the area.

The teacher instructs the teachers in the evening school class. The teacher is a resident of the area.

The evening school class meets once a week. The length of the evening school class is four hours.

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Supervised Practice

Supervised Practice Activities

G. W. SCHROEDER, Agricultural Science. E. O. Oates, Oklahoma

F. ANTONUCCI, Director of Vocational A

Long-Time Program Planning

C. D. LUTHER, Instructor, Vocational Agriculture, Oklahoma State University.

T IS my opinion that long-time planning is as important if not more important than short-term planning. I believe that for many years we have been directed toward long-range "grain" for farm sake. In order to be sure that the long-term approach is the right one, we must consider the improved production programs to which I have referred. It is my belief that the agriculture programs which we are presented will be an integral part of our educational training and that the long-term planning which is now in operation in the Geographical Education course will prove to be valuable in guiding our children in the future.

Although the study of farm and perhaps numerous references will be necessary to make a program for the high school the beginning steps should be taken to discuss the needs of the individual and what they want to do and how they want to do it. I believe that the students who are interested in agriculture should be given the opportunity to do this.
Adult Education at Fairview High School

J. LEYOUNG, Teacher, Agriculture, Camden, Arkansas

Part Time Farming

During the past four years considerable attention has been given to adult education by the vocational education program at Fairview. This work consists of evening school classes and its related activities to improve the moral and material conditions of the community by the home economics, home improvement, homemaking, and vocational agriculture teaching. These activities which are highly the outgrowths of those of the adult education for farmers.

We Are Trying to Do For Our Farmers

During the past four years the vocational education classes have been the result of a determined effort to evening school work and its related activities to maintain the moral and material conditions of the farmers’ lives. To raise their standard of living, to improve their economic conditions, and to lead a wholesome and worth-while community program.

The farm activities have been used to help maintain the moral of our farmers. We have endeavored to keep them thinking and doing something new or something which might make them think. We have had some real opportunities to see how good these activities can get us together and to give them the opportunity to go on and develop something as we have been able to develop something else.

The activities of our chapter of the Farmers Union have kept the farmers interested in the progress of the work of the agriculture department of the Farmers Union. A committee of the Farmers Union in cooperation with the Fairview High School has held an evening school class which has been held with an attendance of 25 to 30 farmers. The attendance has been such that the weather was very unfavorable to 100 farmers attending the school.

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Interesting Patrons in Farm Shop

STANDISH, Maine Department of Agriculture, Cumberland, Pennsylvania

SIX years ago, when we added our own equipment to our farm machinery to its current form, we found that our customers in this type of farm equipment should probably depend largely on us for the repair work. The guarantee of the quality of the desirable type of farm machinery for this particular phase of our farm work is good. This will be believed a great influence in promoting the assurance that our customers desire, over a period of years, as our guarantees are as follows:

Field Observations
First, the observations we made in the field during the summer when we are in the middle of our work to improve and explain the benefits of this type of farm equipment. We are loaded with results so good, enough to explain this type of machinery. Second, the type of work that the regular equipment in the farm machinery is not complete or sufficient for this type of work. In the line of this type of work, there is a wide variety of equipment in the field, work benches, tool chests, and equipment to be equipped with proper instructions for work. Just as in this type of work, the equipment is not complete or sufficient.

A Tin Can
CLARKSON R. SMITH, Teacher of Agriculture, Farm School, Farm

FINDING solutions one of the most interesting phases of farm machinery work. We consider the following material in this section:

a. What is soldering - the tools and materials required for the process
b. Methods of heating and keeping the iron in condition
c. Timing of repairs in ready condition.

After demonstrations and discussion of the above points, we turn to the shop for practice work. We take a practice repair job and have the student do his work under the supervision of the teacher (c) and John Henry have the job cut out for them by the local dealer. John and Henry have the job cut out for them with the small size of the can so there is no opportunity for cut fingers.

Securing Farm Machinery for Repair and Adjustment

B. R. BOLLMAN, Visitor, Agricultural

WHEATHER our repair and adjustment work in farm machinery reaches the life of the type of farm machinery, it is obvious that we should probably depend largely on us for the repair work. The guarantee of the quality of the desirable type of farm machinery for this particular phase of our farm work is good. This will be believed a great influence in promoting the assurance that our customers desire, over a period of years, as our guarantees are as follows:

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Future Farmers of America

F. F. A. Operates Large Hatching Business

GEORGE H. BARKS, Adviser

This Pike County FFA Chapter has just completed a very successful chicken hatching season. A flock of 25,000 baby chicks has been hatched and home-reared by our chapter, a record number for Pike County. The enthusiastic leaders are already planning for next year's season.

The chapter owns and operates a large Macomb Hatchery electric incubator

Tune in an F. F. A. Broadcast over N. B. C. Farm and Home Hour, Second Monday of Each Month
Using Preliminary Tests with Individual Instruction

(Continued from page 76)

list all former experiences in connection with the job, differentiating between those in which the pupil was entirely responsible for the activity and those in which it was a co-operative procedure.

If possible, the ability of the pupil to actually do the job should be tested. I have realized, in general, the following advantages from the use of the preliminary tests: It has eliminated the study of jobs which, had they been studied, would have been an unproductive repetition. It has, in many cases, shown pupils that they were not prepared to carry out jobs in which they thought they were proficient. In all cases it has served as a most effective means of motivation.

The use of preliminary tests in the training program has increased considerably the efficiency of individualized instruction in my department.

Supervised Practice Activities

(Continued from page 72)

61. Making project exhibits in windows of local stores.
62. Making project exhibits at the local school, community, or county fair.
63. Conducting project fairs (crop, livestock, record books), securing prizes and judges; financing the contest, giving publicity to the results.
64. Comparing pupils' proficiency in conducting supervised practice with standards set up under 24, 25, 26, 27, and 28.
65. Checking project results against average results in the community for the same enterprise.
66. Surveying the nature and extent of improved practices introduced on the home farms and community, due to supervised practice work of all-day pupils.
67. Determining the extent to which boys become established in farming upon completing vocational work at school due to supervised practice activities.
68. Determining financial returns per pupil.
69. Making preliminary supervised practice reports to the state office.
70. Making final supervised practice reports to the state office.
71. Keeping a permanent file of supervised practice records of all pupils. (To include manualized the complete record books of all pupils or a financial cost-production summary for each enterprise.)
72. Keeping photographic records of outstanding projects.
73. Giving publicity to results of supervised practice activities.
74. Maintaining a card index of farm practice activities of former pupils.
75. Providing supervised farm practice activities in co-operative effort for members in the local F. F. A. chapter.
76. Providing supervised practice contests for farming activities of former pupils.
77. Providing supervision of farm practices of former pupils where requested.

Interesting Patrons in Farm Shop

(Continued from page 77)

THOMAS WHEAT DRILL
Owner, Clark Van Schuyler

<table>
<thead>
<tr>
<th>Repair and Adjustments</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grain bin.</td>
<td>$5.00</td>
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<tr>
<td>2. Feed mill.</td>
<td>$3.00</td>
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<tr>
<td>3. Hay tender.</td>
<td>$1.00</td>
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<tr>
<td>4. Sheep feeder.</td>
<td>$1.00</td>
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<tr>
<td>5. Horse feeder.</td>
<td>$1.00</td>
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<tr>
<td>6. Horse trough.</td>
<td>$1.00</td>
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<tr>
<td>7. Water trough.</td>
<td>$1.00</td>
</tr>
<tr>
<td>8. Chicken coop.</td>
<td>$1.00</td>
</tr>
<tr>
<td>9. Duck pen.</td>
<td>$1.00</td>
</tr>
<tr>
<td>10. Rabbit hutch.</td>
<td>$1.00</td>
</tr>
<tr>
<td>11. Chicken coops.</td>
<td>$1.00</td>
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<tr>
<td>12. Horse trough.</td>
<td>$1.00</td>
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<tr>
<td>13. Sheep feeder.</td>
<td>$1.00</td>
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<tr>
<td>14. Horse feeder.</td>
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<tr>
<td>15. Chicken coop.</td>
<td>$1.00</td>
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<tr>
<td>16. Duck pen.</td>
<td>$1.00</td>
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<tr>
<td>17. Rabbit hutch.</td>
<td>$1.00</td>
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<tr>
<td>18. Horse trough.</td>
<td>$1.00</td>
</tr>
<tr>
<td>19. Sheep feeder.</td>
<td>$1.00</td>
</tr>
<tr>
<td>20. Horse feeder.</td>
<td>$1.00</td>
</tr>
</tbody>
</table>

Total: $5.24

EWA ASSOCIATED GAS ENGINE
Owner, John White

H. P. 15
R. F. M. 10
c. 3-5 a.m. before C.D.C.
Low Tension Magneto
Water Cooled
Gas Engines—Station
Governing System—Stop and Miss
Timing of exhaust valve—
Before 30° before C.D.C.
2.5° after C.D.C.
Timing of spark—
Before 30° before H.C.D.
Poor compression
—Rings
—Gasket
—Seals
Poor ignition point
Water intake spring
Bearings loose
Bad head gasket

Repairs Made | Cost
-------------|------
Exhaust valve timed to open—
Before 2.5° before C.D.C. | $2.00
2.5° after H.C.D. | $2.00
Timing of exhaust valve—
Before 30° before C.D.C. | $2.00
2.5° after H.C.D. | $2.00
Timing of spark—
Before 30° before H.C.D. | $2.00
Put in new ignition points | $2.00
Put in new igniter spring | $2.00
Put in new stationary electrodes | $2.00
Put in new magneto | $2.00
Put in new magneto | $2.00
New gaskets | $2.00
Soldering of tank, gasket, oil, etc. | $2.00

Total: $2.48

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