Agricultural Education

Activity With Results by Pupils in Vocational Agriculture at Cairo, West Virginia
(See page 116)

"The best way to learn anything which has to be done after it is learned is always to be a-doing it while we are learning." — Aristotle
Co-operative Rural Community Educational Program

JOHN T. WHEELER, College of Education, Athens, Georgia

have not been sure of our ground or of the signs on the educational guidance post, but even in experimentation we need guides. Experimentation cannot be just an uncoordinated trial and error. We expect to know what we are doing or what we are failing.

Let us see what guides we have to point the way to a better balanced program in terms of human needs. Without going into any lengthy discussion of how to determine guides to educational needs, let me call to your attention the fact that we have some sources of truth that will serve as guides to the best project. For instance, the "Cardinal Principles of Secondary Education" or some modifications of them have recently been found acceptable from eminent sociologists as helpful means in evaluating our educational programs in terms of human needs. Formulated as questions they might be stated as follows:

1. Do the offerings of our community educational program directly advance the health conditions in the home, and in the community?

2. Are the offerings of our community educational program provide adequate services for the whole range of educational needs, in leisure time or recreational activities in the community, and in the home, the classes, the schools, and the program. They are extra. The old pattern essentially was that of teaching for teaching's sake, and they are being transformed as vital link in the educational program.

3. Are the offerings of our community educational program enhance the social life of the children of the community?

4. Are the offerings of our community educational program make for better family living and for the enrichment of family life and for the general welfare of the community?

5. Are the offerings of our community educational program make for a better socialization of the community?

6. Do the offerings of our community educational program make for a better socialization of the community?

7. Do the offerings of our community educational program make for the enrichment of family life and for the general welfare of the community?
null
Indexes, Purchasing Power and Fair Exchange Value

DR. W. F. STEWART, Ohio State University, AND PROFESSOR T. L. AYRES, Formerly of Clemson Agricultural College, Now of Cotton Control Section, The Agricultural Adjustment Administration.

IT IS quite probable that there is a marked difference between the purchasing power of a commodity at any given point in time and the purchasing power of a commodity at any other point in time. ! For this reason, those farm papers and bulletins that are prepared by the Department of Agriculture, the Bureau of Labor, and the Bureau of Labor and Industrial Relations, are all based on the same principle. They are all based on the principle that the purchasing power of a commodity at any given point in time is determined by the amount of money that is required to purchase the same quantity of the commodity at another point in time. !

Methods

What is the local price of tobacco? Is this a good price for the farmer? Is this the price of wheat? Hogs? Corn? Is this a good price for the farmer? What is the local price of wheat? Hogs? Corn? Is this a good price for the farmer?

1. Develop the Ability to Understand Underlying Factors of Current Indexes from Crop Prices

2. How can we determine the prices of one commodity with prices of another?

3. How can we relate the index numbers to current prices of each index?

4. How can we compare the index numbers of each index?

5. Calculate the index of purchasing power for each of the years. Ask for an interpretation of the changes in the index of purchasing power.

6. Develop an Understanding of Parity and Fair Exchange Value

7. It is suggested that the class be supplied with the following graph showing how changes in the index of purchasing power have affected the purchasing power of goods sold by farmers when paying parity.

8. Does a fair exchange value for the farm worker exist in his labor, or is his industrial wage-earner? Should it? Why? How can you help him to get the fair exchange value that you are interested in considering whether the farm worker is getting the fair exchange value that he should be getting.

9. Economic conditions can be further emphasized and made clear by showing graphs of the other economic relationships of the farmer to the consumer. Practice by doing in class with graphs which would illustrate these relationships.

10. To help all sections of the field of agricultural economics to do this.

11. For the graphs we have been using as working methods which have been used with their success and which have been used with their success.

12. Contribution to the graph will be made by stating the essential steps that should be followed in the production of the graph.

13. In the following graph representing the relationship between parity and the consumer's purchasing power, the following assumptions are made:

1. A study of the government's purchasing power, the consumer's purchasing power, and the agricultural economy.
Selection of Evening Class Subject Matter and Its Relation to Interest and Attendance

W.L. MOWREY. Teacher of Vocational Agriculture, Warren Township, Indianapolis, Indiana.

VOCATIONAL agriculture teachers are conducting their first evening meetings with considerable excitement and reaction. These reactions may in all probability be due to the fact that the adult child taking his first steps is an
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Supervised Practice

Using Check Lists in Supervised Farm Practice Activities

DON M. ORR, Assistant Professor Agricultural Education, Stillwater, Oklahoma

FARM JOBS RELATED TO POULTRY PRODUCTION

Before the date of the poultry exam the students should have a plan for each job that they will do. The plan should be written down and kept with the check list for the job. It should also be kept with the check list for the farm. The plan should be used to help the students in their work.

1. Poultry handling
2. Housekeeping
3. Egg gathering
4. Egg washing
5. Egg grading
6. Egg packing
7. Egg storage
8. Egg cooling
9. Egg cooling
10. Egg transportation
11. Egg processing
12. Egg processing
13. Egg processing
14. Egg processing
15. Egg processing
16. Egg processing
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19. Egg processing
20. Egg processing
21. Egg processing
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97. Egg processing
98. Egg processing
99. Egg processing
100. Egg processing

Individual Record for Farm Enterprise Work

NAME: J. B. HAYES

Address: 123 Main St., Aurora, N. C.

Farm: "Pine Ridge"

Crop Production: Corn

Sales: 1 ton

Supplies: 1 ton

盈利: 0

Stressed Problems:

1. There were real and improved methods
2. There were real and improved methods

In conclusion, the student should learn to think for himself and to be independent in his work. The student should be able to plan his work and to carry it out. The student should be able to think for himself and to be independent in his work. The student should be able to plan his work and to carry it out.
Travel Allowances of Vocational Agriculture Teachers

The table below shows more information about the notebook. It includes the number of teachers, the dates of some events, and the number of students who participated.

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Teachers</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930-1931</td>
<td>50</td>
<td>Participated in national level contest.</td>
</tr>
<tr>
<td>1932-1933</td>
<td>60</td>
<td>Attended state level conference.</td>
</tr>
<tr>
<td>1934-1935</td>
<td>70</td>
<td>Won a national level prize.</td>
</tr>
</tbody>
</table>

The percentage of teachers who traveled was calculated using the following formula:

\[ \text{Travel Percentage} = \frac{\text{Number of Teachers who traveled}}{\text{Total Number of Teachers}} \times 100 \]

For instance, in 1930-1931, the travel percentage was:

\[ \frac{50}{50} \times 100 = 100\% \]

Note: The figures may vary slightly due to rounding.

A tabulation of the reports from each school shows that, during the seven years studied (1928, 1929, 1930, 1931, 1932, 1933, and 1934), the number of students who attended these meetings was as follows: 1928: 100; 1929: 150; 1930: 200; 1931: 250; 1932: 300; 1933: 350; 1934: 400.

This shows that there was a steady increase in participation over the years, indicating a growing interest in vocational agriculture among students.

Conclusions

When over half of the boys who have the opportunity to attend these meetings take advantage of the trip, it is evident that this type of educational experience is beneficial to students. The results of this study confirm the findings of previous research that outdoor educational experiences are valuable for students. Therefore, it is recommended that more vocational agriculture teachers be encouraged to participate in these educational trips.

The appendix contains a list of references and a bibliography for further reading on the topic of vocational agriculture education.
The Lowest Future Farmer Chapter in the World

PAUL THORNTON, Adviser

One of the more amusing yet disheartening stories from the 1978-79 season was the experience of the 16th Future Farmer chapter in the State of Colorado. The chapter, which had been active for several years, had reached the point where they were considering disbanding due to lack of interest and participation.

The chapter had been formed as a result of a local high school's agricultural education program. They had started with a group of about 20 members, but over the years, the membership had dwindled to just a few dedicated individuals. The main reason for the decline in membership was attributed to a lack of interest in agriculture and the cost associated with participating in the program.

The chapter leaders were searching for ways to increase interest and engagement among students. They had tried various methods, such as hosting guest speakers and conducting workshops, but these efforts had not been successful.

As a result, the chapter leaders decided to hold a meeting to discuss the future of the chapter. At the meeting, they presented a proposal to the members to dissolve the chapter and focus on other activities. The proposal was met with mixed reactions, with some members expressing general interest in agriculture but a lack of enthusiasm for the specific activities of the chapter.

The chapter leaders concluded that it would be best to disband the chapter and focus on other initiatives that would better serve the needs of the members. They hoped that future efforts would be more successful in attracting and retaining members.

The dissolution of the chapter was a difficult decision, but the leaders believed it was necessary to ensure the continued success and growth of the local agricultural education program. They were committed to finding new ways to engage students and help them understand the value of agriculture and the importance of supporting local food systems.
Dynamic Teaching  
(Continued from page 120)

1. Making a monthly lay-out or seasonal distribution of jobs or problems in a project.
2. Determining the scope of a project.
3. Making a business agreement for a project.
4. Determining the most efficient and economical way to make a start.
5. Proving cost of conducting a project. (Budgeting a project)
6. Financing or making business arrangements for the project.
7. Analyzing and studying individual project job and problem.
8. Making specific job plans for individual project job and problem.
9. Determining the records to keep on a project.
10. Keeping project records.
11. Making a financial summary of a completed project.
12. Analyzing records of a completed project.
13. Writing an analytical report of a completed project.
14. Determining the continuation of a completed project.

As teachers of vocational agriculture let us do more real teaching. We have the best subject in any high school curriculum to interest students in accordance with the best and most modern principles of education. What we teach and how we teach should set a real example to other teachers in our schools. Let us not lose sight of the splendid opportunities we have. What we have written is in accordance with a sound philosophy of vocational education as well as with general education.

Value of High School Agriculture  
(Continued from page 124)

there relative effectiveness and value. The present study indicates that both types are very well worth while to the boys enrolled. More of the boys taking the Smith-Hughes course engage in agricultural occupations after leaving school, but this is probably due, in part, to the fact that some schools teaching general agriculture require all boys to take the course whether interested in it or not. On the other hand, as the requirements imposed on the Smith-Hughes teachers are more rigid and the salaries more attractive (being hired for twelve months instead of nine), so is the work offered to students by the Smith-Hughes teachers likely to be more difficult and perhaps the results more valuable. If this be true, it would tend to weed out from the Smith-Hughes course the boys who just want to "get by" and choose the easier courses, and it would also tend to give the boys who took the course a greater appreciation of agriculture and more desire to follow it as a life work.

It is to be hoped that a high grade course in agriculture may always be available to the boys of high school age. Whether the funds provided by Federal or state funds or supported entirely by the local community may not always be important, but if present some outside assistance seems necessary.

Poultry Improvement Work
W. A. WEBB, Agriculture Teacher, Blanden (Sask.)

After completing my community survey I was disappointed to find the livestock and the farms lagging, chiefly the poultry. Chickens, as they are locally spoken of, are kept for beauty rather than profit. It is not an uncommon sight to see a bird containing ten or more eggs. They are strictly a product of Nature caring for themselves in the best manner they can on whatever they find around the farmstead and laying only a few eggs in the spring.

After finding what confronted us, I began to talk poultry to some of my poultry minded farmers; at once they began to ask for help. The problem was to determine what could be done to promote better poultry in this community. Several of my farmers suggested organizing a community hatchery, but this would not work because there were no supply flocks.

At present there is only one blood tested state certified flock of birds in the community. I’ve abandoned this idea, something else has to be done. After finding there was no solution at home I began to seek information elsewhere.

I left the community for several days and visited hatcheries around Petersburg, Virginia, which have been in the business for many years. I was able to secure information on caring for the flocks, raising chicks, marketing chicks, hatchery work, and marketing chickens. This information I was not able to use, because we didn’t have the experience.

I was ready to get up and go so I started back to my people with no direct solution to this problem. On my return trip, I stopped at state college to see if I could gain any further information. I met my problem before several men in the poultry department. After receiving all the information they could give, I outlined the following poultry improvement program which is now in operation, and we believe we are headed for better poultry

in our community. Twenty farmers who are interested in poultry are to secure three hundred chickens if desired which are from good flocks that have been blood tested and state certified. These chickens are to be secured between February 13 and March 15. This will give the pullets selected from these chickens sufficient time to develop before next hatching season.

The next problem was to secure a market for our eggs. On investigation I found that a feed and feed dealer in a town fifteen miles from us was anxious to install a modern electric hatchery, but could not do so because there were no supply flocks. This concern already has incubators on hand but will not undertake operation before another season. Still another problem—housing. I found very few houses of laying houses. I have secured for each one of the farmers co-operating on this project a blueprint of a 500 capacity brooder house and 100 capacity laying house.

Agricultural Guide Book
H. L. LAWRENCE, Teacher Agriculture, Cloquet, Minnesota

In THE Thomson Township Schools at Cloquet, Minnesota, we have an agricultural improvement committee consisting of a representative from the schools, the co-operative organizations, the private stores, dairies, and other business firms. We also invite representatives of civic organizations, including the 4-H Club, F.F.A., and Parent-Teachers’ Association. This committee outlines plans for improvement of all phases of the most important agricultural enterprises in the area and makes up the guide book. In this community, dairying, legumes, non-leguminous forage crops, potatoes, roots, pastures, small grains, fruits, gardens, home beautification, horses, dogs, sheep, farm management, home management and a community program are included in the improvement program.

A guide book is given to each member of the farmer’s club, part-time class, Future Farmers of America, and the members of the vocational agriculture classes. He checks, in a place provided, the improved practices he plans to carry out. At the end of the year these books are returned to the instructor of agriculture. They are then rechecked by a committee appointed for that purpose in order to determine what has successfully accomplished the most, and consequently should receive awards.

Blank spaces are provided in the book in which the recipient is expected to add any improved practices he learned during the year that are not made in the book. It also serves as a file for the agricultural news letters which are sent out from time to time by the agricultural department.

Fame is what you have taken, Character’s what you give, When to this truth you awaken, Then you begin to live.

—Bayard Taylor

What is a Future Farmer? A Future Farmer is a farm boy who has achieved.

—Kansas F. F. A. News Letter

Agricultural Education, February, 1936.