Agricultural Education

The Department of Vocational Education at Waldo, Ohio, Meets the Community Needs (see page 11).

"Unless a man has to do more than he can do, he will not do all that he can do." — Boyden Sparkes
The Professional Section

With this issue, Dr. A. W. Nolan becomes general editor of the Professional Staff. Dr. Nolan, who has been with the office for more than twenty years, takes over the editorship of this section.

E. B. G. 

NEW PROFESSIONAL SERIES

The issue of Agricultural Education is beginning with a new professional series of articles centered around the theme of "The Adobe Education". With an appropriate subtitle for each issue from May, the series will continue through August. The articles in the series, "Contributions to Teaching Agricultural Science in the Classroom", will be contributed by the editors of the series, and will cover the present contributions to the subject of teaching, and the teaching profession in general. The series will be published in the issues of Agricultural Education from May to August.

A. K. G. 

June 15, 1939

Professional Agriculture

In Relating Instruction to Life Needs

Dr. R. W. Stewart, Professor of Agricultural Education, Ohio State University, Columbus.

In this issue of Agricultural Education, we have begun a new professional series of articles centered around the theme of "Professional Agriculture". With an appropriate subtitle for each issue from May, the series will continue through August. The articles in the series, "Contributions to Teaching Agricultural Science in the Classroom", will be contributed by the editors of the series, and will cover the present contributions to the subject of teaching, and the teaching profession in general. The series will be published in the issues of Agricultural Education from May to August.
Without project job analysis

McFarlin's statement that the main emphasis of the subject job with emphasis upon the thinking of the pupil as directed by the teacher in the field of vocational education has not been anticipated in any of the noted textbooks. The purpose of this project job analysis was to determine the job responsibilities of the teacher in the classroom and to identify the skills and abilities required by the teacher for effective teaching. The project was undertaken to provide a framework for the development of a curriculum for vocational education that would be relevant and meaningful to the students and would prepare them for successful employment in their chosen fields.

Emphasis has been placed on the instructional roles of the teacher, the planning of the curriculum, the evaluation of student performance, and the guidance of the students. The analysis has also included the identification of the necessary skills and abilities required by the teacher for effective teaching, such as communication, organization, and problem-solving.

This study has revealed that the teacher's role in the classroom is complex and multifaceted. The teacher is not only responsible for teaching the content of the course but also for guiding the students' learning process, providing feedback and support, and facilitating the development of critical thinking skills. The results of this study have implications for the preparation of future teachers and the development of effective teaching strategies in vocational education.

Turkey Project Aids Pupils to High School Education

Donald Warfield, a 10-year-old pupil in the Warfield School, completed his first year's project of improving educational material with the financial assistance of the American Turkey Aid Society. The project is designed to provide pupils with the financial means that will be a goal toward which future students are working.

Donald's project, which he is entitled to receive while studying in the classroom, is made possible by the generosity of the American Turkey Aid Society, which has made loans to various educational institutions throughout the United States. The project is financed through the purchase of books, supplies, and equipment.

The aim of the project is to improve the educational environment and to help students achieve their full potential in their studies. The project has been successful in providing a more stimulating and conducive learning atmosphere, which has contributed to the improvement of the students' academic performance.

Conclusion

In conclusion, the project has demonstrated the importance of providing financial assistance to pupils to enable them to pursue their education and to participate actively in their learning process. The project has also highlighted the role of the teacher in facilitating the students' learning and in fostering a positive learning environment.

This study has shown that financial assistance is a crucial factor in enhancing the educational opportunities of pupils, and that it is essential to provide such assistance to enable students to succeed in their studies.

1. List the occupational skills in child welfare that could be used in high school education.
2. Apply the principles of project psychology to teaching psychologies which will develop each of these skills.
3. Summarize the changes in pupil management which will produce these skills.
Observe the Critical Teacher

G. A. SPIEDEL, Teacher, Waverly, Nebraska

Methods

Agricultural Education, July 1958

The importance of good teaching strategy in the classroom has been recognized by many educators for many years. In recent years, the use of more formalized teaching methods has increased, and the term "method" has become synonymous with the teaching process. However, the term "method" is often used interchangeably with the term "technique," and this can lead to confusion in the classroom. A teacher must be able to understand the difference between the two terms, and how they can be used effectively to improve student learning.

A method is a systematic approach to teaching that is designed to achieve specific learning outcomes. It is a process that involves planning, organizing, and implementing instruction. Techniques, on the other hand, are specific strategies or procedures used within a method to achieve a particular goal.

In order to create effective methods and techniques, teachers must be able to analyze the needs of their students and develop strategies that will meet those needs. This involves understanding the students' prior knowledge, abilities, and interests, as well as the goals of the course or program. Teachers must also consider the resources available to them, such as technology and materials, and how they can be used to support learning.

In conclusion, good teaching is not simply about using methods or techniques. It is about understanding the needs of the students, designing a plan that will meet those needs, and implementing that plan in a way that is engaging and effective. Teachers must be able to adapt their methods and techniques as needed to ensure that all students are able to learn and succeed.

Agricultural Education, July 1958
Supervised Practice

Common Weaknesses in Supervised Farm Practice

Dona M. Orr, Teacher Trainer. Stillwater, Oklahoma.

A CONFESSION is good for the soul, they say, so I’ll risk the shame and admit some very obvious things for many other supervisors of this sort, too: How about supervised farm practice in your state—a C. M. Y.

1. Recently three groups of teachers of supervised farm practice in Oklahoma showed their ignorance of the ‘supervised farm practice’ work that is being done in your state. They did not know what was going on in any of the others.

2. The teacher does not understand the whole of the work that is involved in supervised farm practice.

3. The teacher does not use the time of the students to their best advantage.

4. The teacher does not use the time of the students to their best advantage.

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29. The teacher does not use the time of the students to their best advantage.

30. The teacher does not use the time of the students to their best advantage.

If you are interested in any of these problems, contact the teacher you want to work with and they will be glad to help you.
Travel Allowances of Vocational Agriculture Teachers

STUDY shows that the average cost of travel over a one-year period is $280.82 for each teacher.

Studies and Investigations

Travel Allowances of Vocational Agriculture Teachers

BY J. A. KEONDA

The travel allowance of teachers of vocational agriculture is under review in the state of Nebraska. The state Vocational Agriculture Association has recommended a travel allowance of $280.82 for each teacher.

The study shows that the average cost of travel over a one-year period is $280.82 for each teacher. This amount is based on the assumption that the teacher is traveling to attend conferences and meetings.

Agriculture Students in College

By SHELDON ELKINS, Associate Professor of Agricultural Economics, University of Nebraska

Agriculture students are gaining a better understanding of the importance of travel in their education. The study shows that travel expenses account for approximately 50% of the total cost of education for agriculture students.

Cost of Operating Automobiles by Kentucky Teachers of Vocational Agriculture

The cost of operating automobiles by Kentucky teachers of vocational agriculture is quite high. The study shows that the average cost is $530.42 per year for each teacher.

The study also shows that the cost of operation is highest in rural areas, where the teachers have to travel long distances to attend meetings and conferences.

Accepting Their Responsibilities

J. B. CRANE, J. A. KEONDA

The question, "Do the boys who study vocational agriculture in the high school get affected by the new educational program?" is being asked by many people. The study shows that the boys who study vocational agriculture are not affected by the new educational program. They are still active in their field of work.

Our Cover

The Future Farmers of America, Ohio, are shown on the cover. They are the organization that organized and provided seed corn to the farmers. The farmers in the Future Farmers of America had to be ready for winter farming.

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The Value of the F. F. A. to a High School Student

Note: Following excerpts are from a talk given by Reginald B. Koch, Iowa, a high school student, before the Iowa Conference of the Future Farmers of America held at Iowa State College. The excerpts are well worth reading. —The Editor.

“The F. F. A. is a national agricultural organization with close relations to all co-operative wholesome activities. It has a large number of members of all ages in every state in the Union. It has been in existence for many years and is one of the oldest and most successful organizations of its kind in the country. It has provided a means for young people to develop their rural abilities and interests, and has been instrumental in promoting conservation and other constructive activities in rural areas.”

W. H. Weeks, Vice-President, Kansas City Stockyards Co.

“Congratulations to the 1936 graduates of the Kansas City Stockyards Co. on their outstanding achievement. You have shown the world that a business can be conducted on a high plane of efficiency and that the future of agriculture lies in the hands of young men who are willing to work hard and keep up with the changing world.”


July, 1936

Agricultural Education
Identification of the Farmer With His Community

W. J. SMITH, formerly Chief Editor, "Agricultural Education" and "Farmers of America"

There is an implication in the mass of books and articles which suggest that the members of the farming community have developed an increasing sense of alienation from their environment. The feeling is that the farmer is a man who has been trained in the methods of modern science, and that but that type of farm living is history.

A new form of community organization has been formed that provides an opportunity for farmers to identify themselves with the trends of the present day. These new organizations are called "cooperatives." They have gradually made possible a new form of farm organization — the farmer's cooperative. The farmer's cooperative is designed to help the farmer in his efforts to improve and modernize his farm life.

The next generation of farmers will demand that the organization of the farm community be distinct and separate from that of the farm environment. This will bring about a change in the way in which the farmer is identified with the community in which he lives.

The farmer is now more than ever identifying himself with his community. His community is now the place where he can find the many resources that will enable him to do more for the future of agriculture.

The importance of identifying the farmer with his community has never been more vitally evident. It is the farmer's responsibility to be an active participant in the community's life. The farmer who does not take an active part in the life of his community is not contributing to the wellbeing of that community.

In order to show the importance of this idea, let us look at some specific examples of how farmers have been participating in their communities.

The important thing is not so much what the farmer does, but how he does it. It is not so much the quantity of work that is done, but the quality of the work that is done. The farmer who is active in his community is more likely to be able to make a large difference in the life of the community.

To continue with the summary of the survey, we find various kinds of organizations, built around livestock and crop enterprises, existing in forty-eight states. Most of these are of the same type, but some are quite different. Some of those named were livestock marketing and breeding associations, others were grain elevators and cooperatives. Many of these organizations are interested in the development of the farm community as a whole, not just in the individual farm.

The farmer's cooperative is a new form of organization and is rapidly spreading across the country. It is a new form of community organization that provides an opportunity for farmers to identify themselves with the trends of the present day. These new organizations are called "cooperatives." They have gradually made possible a new form of farm organization — the farmer's cooperative.

The farmer's cooperative is designed to help the farmer in his efforts to improve and modernize his farm life. It is the farmer's responsibility to be an active participant in the community's life. The farmer who does not take an active part in the life of his community is not contributing to the wellbeing of that community. It is important for the farmer to be aware of the trends in the community and to be an active participant in them.

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more and better apples than anyone else in the community. For 10 years the boys were highly complimented by Prof. Oliver of the horticulture department of University of Kentucky on the way they had cared for the orchard. All pruning has been done during class time under supervision of the agriculture instructor.

The farmers grafted two trees. About seventy-five per cent of the grafts lived. The scions were taken from the desirable varieties in the orchard.

Immediately upon renting the orchard the class set to work to determine the sprays that would pay, and how to apply them. After spending some time in studying schedules from various state experiment stations and some commercial orchards in the western part of the state it was decided to adapt the schedule, recommended by the Kentucky Experiment Station.

After studying ways of increasing the yield the boys decided to apply fertilizers. Three hundred pounds of Nitrate of Soda were applied around the trees in 1932, two hundred and fifty pounds were applied in 1934, and the same amount in 1935. The fertilizer seems to make the trees more vigorous and enables them to withstand freezing.

In 1932 the rented orchard not only had more and superior apples than any in the community but was above the only orchard that bore. The Future Farmers sold seventy-five bushels ranging in price from fifty cents to one dollar, depending on the grade. In addition to the apples sold some of the unmarketable varieties were made into cider and vinegar. The owner estimated that the passes-by picked at least one half of the crop as apples were scarce in the community, and the orchard was along a public road. The boys' profits were about $90.00 from which they bought mallets and constructed a trailer to use for their projects, and bought some equipment for the farm shop.

In 1934 the yield was poor, but the quality of the apples was good, and sold for seventy cents to one dollar twenty-five per bushel according to grade. All fruit being engaged before being picked, and many customers were turned down. The profits for this year were fifteen dollars for the F. F. A.

This year (1935) the yield is very light due to the late freezes and very rainy season so that spraying effectively was impossible. Most of the apples were killed by the freezes, and the remainder are badly infested with scab. This has been the worst year in history, of this section of the state, for scab.

The apples were sold to farmers and to grocery stores in a near-by town. Many of our best customers are the men who sustained us for the waste of time and money for spraying, fertilizing, and pruning the orchard.

As a source of financial returns the orchard has not paid the F. F. A. so well. As a means of teaching both high school boys and adults, it is very successful. The members of the local chapter of F. F. A. are proud of their project and plan to continue its operation, so that when a good season for apples appears they will be ready to cash in with a large crop of good apples.

Future Farmers of Greece

C. S. Stephanides, Agriculturalist, Metaxake, Xilkis, Greece

In June 1935 issue of the Agricultural Education Magazine our friend Mr. Wayne W. Adams had the kindness to describe our activities and to organize F. F. of G. His close contact with numerous young farmers of Macedonia (while working for the Near East Foundation) and especially of Megali Vriei has been an impetus towards organizing such clubs. His efforts for young farmer movement have already gained some ground.

One of the first chapters of F. F. G. was organized in Megali Vriei of Xilkis area. This section since 1912 has experienced three wars: Balkan wars, Greece-Bulgaria, and the Great War, where the battles of Samothrace and Doiran were fought. During the Balkan wars many of the villages were destroyed and the population scattered to many corners of Macedonia. With the exchange of population the section has been dotted with many new villages out of them bearing their home village name.

The population of Megali Vriei, where the nucleus of F. F. G. was organized, is composed of Thracians and Caucaians and each has its own distinct mode of living and habit of work. Due to the efforts of the Near East Foundation we were able to bring together in a common club both races.

Twenty-three boys were enrolled ranging from fourteen to twenty-three years old. Having in mind the experience with the usual clubs in Greece we had to set down some definite program of work that we had to follow during the year. Our main object has been to absorb as much as we can the leisure time of the boys for useful and productive purposes.

After selecting six of the active boys we set down to organize a yearly program. We divided the whole program into different departments and appointed an officer for each. The departments were as follows: athletic, agricultural, dramatic and music, recreational, community, and educational.

The athletic department had to organize two teams, soccer and volley ball. A field day for the village at which all villages could take part. Also interchange soccer and volley ball meets.

Agricultural department. To organize a group project for the benefit of the club. The agriculturist of the area should select the crop to be planted and the work to be done and hold responsible the cost of the department for its completion. To reforest with pine trees the near-by hill of the village. Advise each member to build a poultry house and plant ten fruit trees in his yard.

Dramatic club. Organize comedies and plays suitable to the taste of the village, at least three during the year, thus provide some kind of amusement to the hard working villagers who are deprived from many things that our present civilization has for the city people.

Recreational department. Organize indoor games during winter months, planes and excursions to near-by villages in the summer.

Community department. This department had to face hard work to accomplish a few of the community jobs. Repair worn out roads. Fill up the mud-holes in the village. Drain off the swamps and apply crude oil on the swamps to fight the malaria-bearing mosquitoes.

Educational department. To take care of the small library and the magazines. To open the library at the appointed hours. Organize lectures on health sanitation and agriculture. Invite in persons to lecture about religion and history.

We have started a new program for the coming year. I am sure in the near future we will be able to do more not only for our village but also the farmers.

Dairy Herd Improvement Association

(Continued from page 7)

affiliates with the regular dairy herd improvement association upon graduation, shortly thereafter, or when he becomes established in farming.

2. To maintain interest and stimulate a desire to complete a four-year testing program, we offer the following recommendations:

a. Provide efficient equipment.

b. Provide interesting devices to carry out the work.

c. Provide recognition for continuous testing.

d. Compile and summarize results of testing work to show what is and can actually be accomplished with a long-time testing program.

3. In reference to records we feel that the following procedure is advisable:

a. Develop an efficient and simple but adequate system for keeping records.

b. Include feed records for at least one year.

c. After completion of feed records for one year we advocate that the matter of keeping feed records be optional.

4. Affiliation of the local associations with the dairy herd improvement association office at Madison is recommended after the instructor is satisfied that he has an efficient organization in operation. After affiliation all reports required are to be sent in promptly and regularly in order to facilitate the work in the Madison office.

5. Considerable discussion was heard on the procedure or methods of making the butterfat tests. The committee suggests that each instructor check over the procedure followed in his department with that recommended by the dairy herd improvement association.

6. It was recommended, and accepted, that some member of the state office visit the junior dairy herd improvement associations in Wisconsin wherever and whenever possible and convenient for the purpose of discussing problems on testing work and to help in matters of mutual benefit to both organizations concerned.

Agricultural Education, July 1936