Agricultural Education

Vocational Community Canning Plant, Clarksville, Georgia. Adult Evening Class Members Run 178 Plants. (See page 32.)

A Good Suggestion Practiced by the Better Teachers Is: Learn to Listen
Whither Agricultural Education in Building Attitudes?

Paul J. Kruse, Professor of Psychology, Cornell University, Ithaca, New York

The Argument

I. Behavior may be usefully described in terms of knowing, doing, feeling, and being. Knowledge should be the basis for all educational programs, and behavioral objectives should be the end of all such programs.

II. The emphasis in agricultural education on the learning of general skills and knowledge, not on the development of attitudes, is the major weakness of the program.

III. The emphasis in agricultural education should be on the development of attitudes, for such skills as will result from such an emphasis.

IV. The arguments for this position toward forming men for the future are: (1) the increasing power of knowledge; (2) the rapid changes in the world's problems; (3) the need for new kinds of education.

V. The focus on forming men for the future involves the development of attitudes, not only because of the importance of knowledge, but also because of the importance of skills.

VI. The conclusion is that the development of attitudes is the primary goal of agricultural education.

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The movement for better employee-employer relations, professional practice, and social responsibility may be one of the most significant business policies of our time. It is not only the recognition of the importance of the psychological dimension of the work environment but also the increasing awareness of the social responsibility of business to society. The movement for improved employee-employer relations, professional practice, and social responsibility is not just an issue of employee welfare and economic efficiency. It is a question of the moral and ethical standards of business and the impact of business on society. The movement for improvement in these areas is a call for a new kind of business leadership that is committed to the well-being of all stakeholders, including employees, customers, and the community. It is a call for business to be more than just a profit-making enterprise, but to be a force for good in society. The movement for improved employee-employer relations, professional practice, and social responsibility is a call for a new kind of business that is more inclusive, more ethical, and more socially responsible. It is a call for a new kind of leadership that is committed to the well-being of all stakeholders and to the betterment of society as a whole.
The sciences have traditionally been and are now, indeed, many times expanded by education as contributed to. knowledge is the tool of the future historian. The sciences have taken on a new form in the last century, and a new role for the future historian. They have been expanded by education as contributed to. The sciences have taken on a new form in the last century, and a new role for the future historian.

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Analyzing Supervised Practice Records

R. E. BASS, Instructor, Chillicothe, Virginia

The analysis of project records of people engaged in supervised practice is a rewarding task for the agricultural teacher. It is a means of evaluating the students' performance, efficiency, and effectiveness in the field of agricultural education and to its improvement.

Project analysis is a process of examining the projects of students to determine their efficiency and effectiveness. It can be used to evaluate the projects of individuals, teams, or groups. The analysis involves examining the project records, which include the project description, the project plan, the project progress, and the project outcome.

The project analysis is a valuable tool for teachers and students to evaluate the effectiveness of their projects. It also provides an opportunity for teachers to provide feedback to students on their project performance.

In conclusion, the project analysis is an important tool for evaluating the effectiveness of supervised practice projects. It provides a means for teachers to evaluate the projects of students, and it also provides an opportunity for students to receive feedback on their project performance.

Factors Essential to a Project Program

1. A visit to the boy's home early in the fall of the year for the purpose of acquainting the teacher with the boy's home conditions.
2. A visit to the home of the student, project, and the family, and a project work program with the boy and his family.
3. A visit to the boy's school and a tour of the school, a visit to the boy's home, and a tour of the home.
4. A visit to the boy's farm and a tour of the farm.
5. A visit to the boy's home and a tour of the home.
6. A visit to the boy's school and a tour of the school.
7. A visit to the boy's farm and a tour of the farm.
8. A visit to the boy's home and a tour of the home.
9. A visit to the boy's school and a tour of the school.
10. A visit to the boy's farm and a tour of the farm.

Way Records Are Poor

It seems that a large number of teachers are experimenting with having their students keep track of their project work. This is natural, for record keeping is the key to the success of any project program. The way records are kept varies from teacher to teacher and from student to student. Some teachers use very simple methods, while others use more complex methods.

In general, the way records are kept should be simple and easy to understand. They should be kept in a way that is easy to update and easy to read. The records should be kept in a way that is easy to retrieve and easy to analyze.

In conclusion, the way records are kept should be simple and easy to understand. Teachers should use simple methods for keeping records, and the records should be kept in a way that is easy to update, read, retrieve, and analyze.

Summary of Dairy Enterprises

|------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Total number of cows | 120 | 130 | 140 | 150 | 160 | 170 | 180 | 190 | 200
| Total number of calves | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50
| Average yield per cow | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90
| Average yield per cow | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90
| Average milk per cow | 150 | 160 | 170 | 180 | 190 | 200 | 210 | 220 | 230
| Average yield per calf | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50
| Average yield per calf | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50
| Average milk per calf | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 | 130
| Average yield per milk | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 | 130
| Average milk per milk | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 | 130
| Average milk per milk | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 | 130

The farm lease is in writing; the objects are merely understood by the boys, and the financial budget of income is merely understood by the group.

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The Importance of Evening Schools in the Vocational Agriculture Program

H. R.目的地的傍晚学校是农业教育领域的一个重要组成部分。这些学校提供了多样的课程内容，如园艺、家畜养殖、园艺等，让学生可以学习到实用的农业技能。傍晚学校的设立有助于激发学生的兴趣，提高他们的参与度，同时也有助于改善农村居民的生活质量。

傍晚学校的存在也取决于多种因素。首先，学生和家长的支持是必不可少的。如果学生和家长都对傍晚学校表示出浓厚的兴趣，那么学校就有更大的可能性成功。其次，教师和学校的领导层也需要积极参与。他们需要提供吸引人的课程内容，并且能够有效地组织教学活动。最后，政府和社区的支持也是至关重要的。政府可以提供资金支持，社区则可以提供场地和资源。

总之，傍晚学校对于农业教育的贡献是不可忽视的。它们为学生提供了一个学习农业技能的平台，同时也为社区的发展做出了贡献。

(Continued on page 23)
Future Farmers of America

Co-operation with F. A. A.

By D. E. LIVIERE, Secretary, Kentucky

THE Kentucky Chapter of Future Farmers of America, 1913 with thirty-one members, since the beginning of the F. A.A. movement has functioned by working together, "co-operation, is the watchword of our organization. In 1922 the organization held its first steak dinner and sale, and the boys were so pleased with the proceeds that the same has been continued annually. Each year a part or all of the selling expenses have been donated to the chapter by the warehouse men, who see the advantage of a financially sound organization. Each year the boys received $111.60 as a result of their combined efforts, and used this money for their expenses. They were able to buy feed for their hogs and other live stock. They were able to buy feed for their hogs and other live stock.

Southeast Missouri to Mid-South

FLOYD HARSHBARGER, Teacher of Young Men's Work, Centralia, Illinois

IT IS not generally known that there is a little portion of Missouri lying between the Mississippi River and the Missouri-Ozark-Mountain area which southern agriculture is carried on in the southern states. Because of the nature of its agriculture and because of its great distance from Missouri River, there is much less commercialism than in other sections of the state. The efforts of the Missouri-Ozark-Mountain area are directed toward the production of livestock and particularly horses. Much of the land is used for raising hogs and cattle. The area is served by good railroads and highways, and the population is concentrated in small towns and villages. The area is well supplied with educational facilities, and the people are generally well educated. The area is well supplied with educational facilities, and the people are generally well educated.

Father and Son—Mother and Daughter Joint Banquet

W. M. MCCUSK kale, Teacher of Young Men's Work, Cave City, Kentucky

THIS year the boys of the agricultural department and the girls of the home economic department of Madison High School showed unusual enthusiasm in sponsoring their second annual Father and Son—Mother and Daughter Banquet held just preceding the Christmas holidays.

The students, in evaluating their banquet, attribute its success to the excellent planning of every detail and to the one hundred percent cooperation of pupils, teachers, parents, school officials, and friends who participated in the program.

It is hoped that next year the same high level of cooperation will be maintained, and that more who participated in the program.

In the fall of 1923 the business men of Cave City showed interest in the school's program by donating $60.00 for the purchase of four registered Duroc-Jersey gilt pigs. At the same time a magazine selling campaign was taken up by the boys and the numbers of the buyers and the amounts received for the gilts. Under the plan the owners are to return to the organization this fall gilts similar to the ones distributed last year, to be sold at auction to raise money for the school magazine.

For the past three years the Future Farmers of America have been working closely with the County Agricultural Fair. Each year the boys have contributed to the agricultural education and the advancement of agriculture in the county, through the sale of livestock, eggs, wool, and a variety of other products. The boys have helped to promote the fair, which they regard as an excellent opportunity to demonstrate their skills and knowledge. The fair has provided a means for the boys to exhibit their work and to compete with other boys from the area. It has also been an opportunity for the boys to socialize and build relationships with other boys and adults in their community. The fair has been an important part of their agricultural education and has helped to shape their future careers.

Building Chapter Interest

THRU F. A. A.

Every department of vocational agriculture should have activities that will make a better the Ohio State Junior Fair offers the opportunity for Future Farmers Chapters in Ohio to display the results of their past year's work. The fair is open to the public and the boys are invited to take part in it. This year's fair will be held at the Ohio State Fairgrounds in Columbus, Ohio. The fair will feature various agricultural exhibits, including agricultural machinery, livestock, and produce displays. The fair is an excellent opportunity for the boys to show off their work and to learn about other aspects of agriculture. The fair is sponsored by the Ohio State University Department of Agriculture and is open to all members of the fair. The fair is a great opportunity for the boys to show off their work and to learn about other aspects of agriculture.
Awarding High School Letters to Future Farmers of America

L. S. Crawford, Instructor of Vocational Agriculture, Laramie, Wyoming

A high school letter is a symbol of achievement in the educational program of the Future Farmers of America. These letters, representing the awards within the high school, are given to students who have excelled in their studies and have made outstanding contributions to the community.

The awards are divided into two categories: academic and extracurricular. Academic awards are given for exceptional performance in the classroom, while extracurricular awards recognize participation in various activities such as sports, clubs, and community service.

The process of earning these letters involves a combination of high grades, participation in school and community activities, and leadership roles. Students are evaluated on their performance in both academic and extracurricular areas.

The letters are not only a representation of individual achievement but also a symbol of the student's commitment to the Future Farmers of America and the principles of the organization.

F. A. A. Point System

Purposes: To stimulate interest and activity in the agricultural education program of the high school; to provide recognition for achievement.

1. Method of Awarding Points

a. Regular Student

1 point per term for each letter grade in a high school course which a student is taking. A student may receive 1 point per term for each letter grade in a high school course which he is taking, provided the grade is not lower than a C.

b. Special Student

1 point per term for each letter grade in a high school course which a student is taking. A student may receive 1 point per term for each letter grade in a high school course which he is taking, provided the grade is not lower than a C.

2. Point Value

A point is awarded for each letter grade in a high school course which a student is taking, provided the grade is not lower than a C.

3. Point Distribution

A student may receive 1 point per term for each letter grade in a high school course which he is taking, provided the grade is not lower than a C.

4. Point Calculation

The total number of points awarded to a student is calculated by adding the points received for each letter grade in a high school course which he is taking and the points received for each letter grade in a high school course which he is taking, provided the grade is not lower than a C.

5. Point Limitation

A student may receive a maximum of 1 point per term for each letter grade in a high school course which he is taking, provided the grade is not lower than a C.

6. Point Purpose

The purpose of the awarding of points is to encourage students to strive for excellence in their studies and to recognize their achievements.

7. Point Administration

The awarding of points is administered by the principal or his designee. The principal or his designee shall maintain a record of the points awarded to each student.

8. Point Reporting

The principal or his designee shall report the points awarded to each student to the school district, the state education department, and the national office of the Future Farmers of America.

9. Point Renewal

The points awarded to a student shall be renewed each term unless the student is absent from school for more than one week.

10. Point Withdrawal

The points awarded to a student shall be withdrawn if the student drops from school or if the student is absent from school for more than one week.

11. Point Suspension

The points awarded to a student shall be suspended if the student is absent from school for more than one week.

12. Point Reinstatement

The points awarded to a student shall be reinstated if the student is absent from school for more than one week.

13. Point Disqualification

The points awarded to a student shall be disqualified if the student is absent from school for more than one week.

14. Point Discharge

The points awarded to a student shall be discharged if the student is absent from school for more than one week.

15. Point Replacement

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Our Cover

In GEORGIA, 178 community canning plants are being operated under the supervision of teachers of vocational agriculture. During the year ending December 31, 1935, three million cans of fruits and vegetables were put up in these canning plants by adult farmers who had been enrolled in evening classes of teachers of vocational agriculture. The community canning plants in Georgia have served a very great need during the depressed years of the depression and even at the present time under the crop-reduction program. In the canning plant at Clarksville, 100,000 cans of fruits, meats, and vegetables were put up by farmers for home consumption.

Commercial canning plants are operated for canning and preserving products for home use. The commercial canning plants in Georgia have been very successful.

In the vocational plants, the farmers bring in the products and, under the supervision of the teacher of agriculture, actually do the canning themselves. This, of course, makes the program educational. As a result of the community plants, hundreds of families have bought modern canning equipment and are canning their products at home rather than carrying them to the community plants. The community plants, however, will continue to serve a need in the state for many, many years.—M. D. Moley.

Guidance Thru Inspiration

RALPH V. BACKSTROM, Teacher, Aurora, Minnesota

HOW many students leaving high school are qualified to enter life with earning power and living power? The number is decidedly small. And those that have earning power have not received it in the public schools. The home is responsible for it. But many families do not have home life that is conducive to living power in the child. Their conditions of living are often sordid, and their outlook on life is dimmed with a cynical pessimism. As the home is, so is the living power of the child. And if the child does break away from home eventually, it takes a period of years for him to lose the gullums of improper living.

Today more than ever there is a crying need for inspiration for the young, a will to make the most of the future, a desire for guidance. The vocational guidance attempt of the school is futile if the child does not want that guidance. Thousands of jobless, inactive young people with no vision or hope are coming out of our high schools yearly. Theirs is truly a dilemma. Of course we pity the older folks, but their course will soon be over—the young are just beginning. How dark the future must look to them if they think of the future at all. The trend of their life is all their own faith and hope to the winds. We forget that there is an art to living, and become so imbued with the science of things that we often forget how to live with enjoyment. The schools perhaps are at fault in this, for too often stressing too much the factual side of life and not the practical art of living.

If the pupils can be kept stimulated in faith and hope for the future, it will act as a catalytic agent for great earning power. Home life is not what it was thirty years ago. It is no longer held as the center of activity. The task of the schools has become a large one. To try to make the school a home is out of the question, but the students can be taught how to live and react appropriately to life and its environment. For example, the art of getting along with people is important. Why should it not be taught in the schools?

In attempting to meet this need for inspiration and to build up the living power of the child, we take time out from agriculture once a week for discussion of our "Inspiration Sheet." The "Inspiration Sheet" is a page mimeographed weekly containing bits of poems, philosophies, wise sayings, and comments of famous people, humorous stories, and interesting facts. The sheet is so arranged that the teacher-editor can follow a scheme of discussion to bring out certain definite thoughts to the students. They feel very free in their discussion, and they are not afraid to bring out their own ideas. They are not graded on the discussion, but the teacher becomes better acquainted with the student, his way of thinking, and his philosophy. Each student is given a copy of "The Inspiration Sheet" at the beginning of the discussion hours, and he is then allowed to read it before the discussion begins. Anything that arises, contemporarily and otherwise, from the sheet is discussed.

Get Inspiration Sheet Vol. 1 No. 21

"How happy is he born and taught
That serves not another's will;
Whose armor is his honest thought,
And simple truth his utmost skill!"

- F. B.

Excerpts From Annual Report

This year the membership of the Essex Chapter of Future Farmers of America totaled one hundred sixty-eight. Of these, fifty have a Future Farmer Degree, and eight the Bay State Farmer Degree.

In November, 103 exhibits were displayed by members for the largest and most successful Service Day in the history of the school.

During the past year members have won $200 in prize money for public speaking, judging, and exhibiting.

The chapter sponsored throughout the year regular meetings of the bee, poultry, ornamental gardening, floriculture, animal husbandry, and food preservation clubs. It conducted an essay contest, a summer project tour, and presented a play on St. Valentine's Day.

The thrift committee has encouraged personal savings accounts. For the year 1935, the chapter did a gross business of over $4,000.

At the close of the project season, October 1935, the pupil labor income amounted to $69,749.88 or an average of $300 for the students who completed projects. The total income of the 71 ownership projects was $20,592.85.

Agricultural Extension August, 1936