I see America basically as soil. Its wealth and power are rooted in the earth, in the actual resources of the land; when these are used up America will cease to be.

—Will Durant
Our Former Editors

Vocational Agriculture and the American Vocational Association

SOMER of the objectives of the American Vocational Association, as pointed out in the original constitution, are as follows:

- to promote and maintain active national leadership in the construction of vocational education, to make service to state or local communities in instituting and promoting vocational education, and to provide a national forum for the discussion of all questions involved in vocational education.

Throughout the years, the A. V. A. has endeavored to encourage and promote the effective development of all phases of vocational education in the United States. The effective development of any program depends upon how thoroughly it conforms to the social, economic, and technological conditions and changes. One of the important forms of vocational education in this country is vocational agriculture. More people are engaged in agriculture than in any other single group of vocations. This is apparent that the future wellbeing of the nation depends upon the facilities and upon the,’”
Contributions of Leading Americans to Agriculture—Alexander Legge 1866-1933

RALPH H. WOODS, State Director of Vocational Education, Franklin, Kentucky

As R. H. Woods, in his essay on "Professional Contributions to Agriculture," has said, "American agriculture, as we know it today, is the product of the efforts of men and women who have devoted their lives to making it better and more productive."

In this spirit, the story of Alexander Legge, one of the outstanding leaders in the field of agriculture, deserves to be told. Legge was a man of great vision and accomplishment, whose contributions to the field of agriculture were both significant and enduring.

Legge was born in 1866 in a small town in Kentucky. He was the son of a farmer and grew up on the family farm. This background gave him a strong interest in agriculture from an early age.

Legge attended the University of Kentucky, where he studied agriculture. He then went on to work for the United States Department of Agriculture, where he served as a consultant and advisor on agricultural matters.

Legge was known for his innovative ideas and his ability to implement them. He was one of the first to recognize the importance of soil conservation and the need for better farming practices. He also recognized the importance of education in agriculture, and worked tirelessly to promote the establishment of agricultural education programs.

Legge was a member of the American Swedish Agricultural Society, and was instrumental in the development of the organization. He was also a member of the American Farm Bureau Federation, and worked closely with other organizations to promote the interests of farmers.

Legge's contributions to agriculture were many and varied. He was a leader in the development of agricultural education, and was a strong advocate for soil conservation and better farming practices. He was also a strong supporter of the farmers' cooperative movement, and worked to promote the establishment of such organizations.

Legge's legacy lives on today, as his ideas and efforts continue to shape the field of agriculture. His contributions to the field of agriculture are a testament to his vision and his commitment to improving the lives of farmers and to making agriculture better and more productive.

A. K. CETMAN

R. H. WOODS
Practical Vocational Guidance for Farm Youth

W. A. ROSS, Specialist in Agricultural Education, Office of Education, Washington, D.C.

Vocational agriculture—primarily concerned with the development of vocational skills and abilities—has gained importance in recent years. Many students are finding that this course of study offers them a wide variety of opportunities and can be an important factor in their future careers. Vocational agriculture is designed to provide young people with the knowledge and skills necessary to succeed in various occupations related to agriculture.

1. To develop enthusiasm, confidence, and appreciation of agriculture as a vocation.
2. To create and sustain a love of agriculture.
3. To strengthen the confidence of boys and girls in their ability to care for and develop the farm.
4. To provide leadership opportunities and farm work experience for the student.
5. To provide opportunities for the development of important skills.
6. To provide opportunities for the development of important skills.

Professionals in the field of agricultural education have long recognized the importance of providing vocational guidance to farm youth. This guidance is designed to help students make informed decisions about their future careers and develop the skills necessary to succeed in those careers.
Four Types of Teaching Units in Vocational Agriculture

<table>
<thead>
<tr>
<th>Example</th>
<th>OPERATIVE</th>
<th>INFORMATIONAL</th>
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<tbody>
<tr>
<td>1. Counseling a student</td>
<td>1. Understanding a student</td>
<td>1. Counseling a student</td>
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<td>2. Surveying a community</td>
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<td>4. Designing a project</td>
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1. Operative

Important farm jobs in which the subject of the case is essentially manipulative or manual skill in doing

2. Informational

The subject matter of the case is essentially informational and

3. Counseling

The subject matter is essentially counseling and

4. Designing

The subject matter is essentially designing and

A M. METHOD

Four Types of Teaching Units

G. A. SCHMIDT, Teacher Education, Fort Collins, Colorado

I. The lesson that is taught in an agricultural course is often

2. The job of the teachers in the class is to

3. Students need to be

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Supervised Farming—Yesterday, Today, and Tomorrow?

S. S. SUJTHRAH, Teacher Education, Davis, California

H. H. GIBSON

Supervised Practice

The primary differences between supervised farm practice yesterday and today is that we are able to talk about it, and it actually happens.

In the past, full-time agriculture was the norm, and students had limited opportunities to participate in practical farm activities. Today, agriculture education and training programs have evolved to include supervised farm practice, which provides students with hands-on experience in managing and operating a farm.

The quality of supervised farm practice is determined by the school district's policies, the availability of farm resources, and the support of local agricultural organizations. Students who participate in supervised farm practice benefit from real-world experience in managing and operating a farm, which prepares them for careers in agriculture.

Before discussing the benefits of supervised farm practice, it's important to understand the skills and knowledge that students gain. Supervised farm practice allows students to develop critical thinking and problem-solving skills, as well as practical skills such as record-keeping and communication.

Supervised farm practice also provides students with opportunities to develop leadership skills, teamwork, and responsibility. These skills are essential for success in the agricultural industry and in other fields as well.

Supervised farm practice is an important component of agricultural education and training programs. It provides students with the hands-on experience they need to succeed in the agricultural industry and to make informed decisions about their future careers.

In conclusion, supervised farm practice is a valuable part of agricultural education and training programs. It provides students with the skills and knowledge they need to succeed in the agricultural industry and to make informed decisions about their future careers.
A Long-Time Program for Part-Time Schools

V. G. GEIGER, Instructor, Shell Lake, Wisconsin

The following is a discussion of the potential benefits of a part-time school program and how it can be effectively implemented.

1. Discuss the situation with the superintendent of the school and the school board members.
2. Make a survey of the community to identify available resources.
3. Visit as many of these places as possible.
4. Select a representative group of leaders with whom to establish a course of study.
5. Make use of books, newspaper articles, and other available material to get some publicity for the school.
6. Hold a preliminary meeting to determine the interest of the public.
7. Make a survey to find out what policies or practices may be developed for the school.
8. Plan to develop a long-term training program for each student.
10. If possible and feasible, organize young men's clubs among the students.

Beginning in the fourth year, which will be 1944-45, we should have a large enough student body to provide for the given training which will enable them to work on their farms themselves.

Dear Friends:

This letter is a new one in the agricultural program to be added to our high school.

For the past two years we have been conducting a course which will fit the needs of our rural young men who are not now going to college or who are working on farms at home or elsewhere in the community.

We are happy to announce that we have completed the most important part of this work by organizing the work of the agricultural department in our local community.

The program in the first year of the program has been very successful and we are now looking forward to another year of hard work.

We recognize the many problems that arise in the course of the program and we are now actively working to solve these problems.

In closing, we would like to express our appreciation to the many people who have contributed to the success of this program.

Sincerely yours,

J. B. McCLELLAND

(Continued on page 128)

Sardis Farmers' School

W. F. HOLLAND, Secretary, Sardis, Tennessee

There has been much talk and writing in recent weeks about the farm community. A community should study, plan, and work for the solution of its problems. If people talk about the problems of the community, it is because they are interested in improving the conditions of the community. The Sardis Farmers' School is a community organization which is interested in the improvement of the community. It is concerned with the economic, social, and cultural aspects of the community. The school is held at night during the winter months of December, January, and February.

The school program includes courses in dairy science, farm management, and home economics.

The closing of the school will be held on March 15th. The bulletin board will be held on March 20th.

The school is open to all qualified young men and women who are interested in improving the conditions of the community.

A Long-Time Program for Part-Time Schools

It is often suggested that part-time schools could be a useful tool in the development of rural education. However, it is important to note that part-time schools are not a substitute for full-time education. Part-time schools are designed to complement full-time education and provide additional opportunities for rural youth.

The following are some key points to consider when planning a part-time school program:

1. The program should be designed to meet the needs of the community.
2. The program should be flexible and adaptable to the needs of the students.
3. The program should be well-planned and well-organized.
4. The program should be supported by the community.

It is important to note that part-time schools are not a substitute for full-time education. Part-time schools are designed to complement full-time education and provide additional opportunities for rural youth.

In conclusion, part-time schools can be an important tool in the development of rural education. However, it is important to remember that part-time schools are not a substitute for full-time education. Part-time schools are designed to complement full-time education and provide additional opportunities for rural youth.
Some Objectives for Farm Mechanics in Yucatán Agriculture

C. H. VAN VLACK, Extension Agricultural Engineer, Iowa State College, Ames, Iowa

The Central Plains area is the heartland of the nation. In this region, the need for farm mechanics is evident. The demand for farm mechanics is due to the fact that many farmers cannot afford to hire skilled labor. In many cases, the farmers themselves are necessary to perform the mechanical work on their farms. The purpose of this article is to discuss some of the objectives of farm mechanics in the Yucatán region.

1. **Innovation and Adaptability**: Farmers need to be innovative and adaptable to new technologies and methods in order to remain competitive. This includes the ability to repair and modify equipment to fit specific needs.

2. **Quality of Life**: Farm mechanics can improve the quality of life for farmers by reducing the time and effort required for mechanical work. This allows farmers to focus more on farming and less on maintenance.

3. **Sustainability**: Farm mechanics can contribute to sustainability by repairing and reusing equipment rather than disposing of it. This reduces waste and conserves resources.

4. **Economic Growth**: The development of farm mechanics can lead to economic growth by creating jobs and stimulating local economies.

5. **Environmental Protection**: Farm mechanics can play a role in environmental protection by ensuring that equipment is maintained properly, reducing the risk of pollution.

6. **Social Development**: Farm mechanics can contribute to social development by improving the standard of living for farm families. This can be achieved through better quality of life and increased income.

7. **Education and Training**: It is important to provide education and training opportunities for farm mechanics to ensure that they have the skills necessary for their work.

8. **Ethical Practice**: Farm mechanics must operate in an ethical manner, respecting the principles of honesty, integrity, and responsibility.

9. **Sociocultural Integration**: Farm mechanics should be integrated into the local community, contributing to the social fabric and fostering positive relationships.

10. **Policy and Legislation**: Government and non-government organizations should support and promote farm mechanics by providing resources, regulations, and guidelines.

In conclusion, the development of farm mechanics is crucial for the growth and sustainability of the Yucatán region. By setting clear objectives and focusing on innovation, quality of life, sustainability, economic growth, environmental protection, social development, education and training, ethical practice, sociocultural integration, and policy and legislation, we can ensure that farm mechanics play a vital role in the region's future.
Future Farmers of America

Training the New Officers

LESLEY NELSON, Instructor
Bingham, Utah

TRADING new officers in the local chapters of the Future Farmers of America will always be a problem. The membership is like a revolving door. Members come and go. There are one-day members, one-night members. There are those who are full-time members, and those who are part-time members. Some members drop out because they are unable to find the time to attend meetings, and others drop out because they do not want to make the financial commitment.

Leslie Nelson

Most of the procedures suggested for training the new officers have worked well, but some have been unsuccessful. The training program can be divided into three parts: the officer training, the chapter training, and the team training. The officer training is conducted by the chapter advisor, the chapter officer, and the team advisor. The chapter training is conducted by the chapter advisor, the chapter officer, and the team advisor. The team training is conducted by the team advisor.

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The American Vocational Association is your association. It is effective. You are touched and moved by its activities and its aims. The purpose of the Association is to provide leadership, to serve the needs of its members, to counsel them, to provide forums for discussion of vocational education problems, and to foster the growth of vocational education. The American Vocational Association is your organization, and you should be interested in its work and activities.

Proposed courses for following year:

1. Vocational Guidance
   2. Vocational Placement

These courses are designed to prepare you for a career in vocational education. The courses will be offered at various colleges and universities throughout the country.

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