The best thing about obstacles is that they make us prove ourselves to ourselves. Some of life's keenest satisfaction comes from doing things we thought we couldn't do!

HENRY FORD
Editorial Comment

Keeping Up to Date in Agricultural Education

A SPEAKER at a program on our campus a few weeks ago took as his theme "Long-Distance Living." He developed the thought that people who call themselves educators must either adjust and adapt themselves to conditions or modify those conditions.

Instructors of agriculture, as "producers" of agricultural education, who would call themselves "educators," must take the "longer view" in their own field. This does not mean chasing all the "new wands." It is quite easy to become a bucktail, and many teachers are. Others, fearful of the new, or too lazy to make the change, label the new as "unsound" even without a trial. It takes a wise educator to strike a middle course of rational progression. The immediate problem is important in a teacher, but in order to serve his field and serve himself it is necessary for him to see a little above the local problems of his own sphere and turn his "open mind" toward the trends, major problems, and issues in the whole field. He must learn, listen, evaluate, and make up his own mind about each as it arrives at his own institution. Current and back numbers of the Agricultural Education Magazine and the A. F. A. Journal are important means.

What are some of these trends, major problems, and issues in agricultural education? "Do We Want the Findings of Research?" A year or more ago some of you followed this controversy as reported in the Agricultural Education Magazine. It may be that the viewpoints have been reconciled, but the problem is a fundamental one. We should "clear it" and, in the extent to which the results are trustworthy, we should, somewhere in the findings of research, come upon principles which will go a long way toward a real solution of our problems. It is the practical (not negative) attitude of mind toward research in our field. It makes for research.

In our circles there had been considerable debate over the utility of research activity on the part of the teacher in making for teaching growth. Some consider that the participation in "purification of the producer of knowledge" is the way while others strongly urge that the intensive study of the art of teaching itself, carried on by the instructor, leads to the promised land. It probably would be hard to find an instructor in any public agricultural college with his research divisions and emphasis on scientific findings, who does not aim to have his boys in his classes develop a ready knowledge of it and wholehearted respect for experimental results. But probably too often the same instructor will ignore or even ridicule the work in education and agricultural education. If we claim to be progressive, it would seem that when confronted with a significant problem we should use available scientific data and as scientific a procedure as we can.

Are you an agronomist or an educator? Dr. H. M. Hammond of Illinois says that usually teachers of agriculture regard themselves primarily as agronomists. Concerning this, he contends that we need more of this thinking—the real job is primarily that of educator. To this he does not deprecate technical training. What do you think?

Expanding progress gives rise to regulating the supply of well-trained teachers. The teachers in the field should be interested in this, both from the danger of an over-supply of teachers and from the danger of a lack of quality in work if poorly trained or poorly adapted instructors are used. Professors for teaching graduate teachers and better balanced in both biological and agricultural education are a trend. Having a "major" in animal husbandry or agronomy is not a handicap, rather the difficulty comes because specializing in one field results in too many gaps in their content with other necessary fields. Here is an issue and challenge for both the instructors and teacher-trainers who send them out. Thank it over.

A problem a portion of your program? In a strong trend toward acceptance of the function of guidance by the schools and by the departments in them. Much of this pertains to vocational guidance. In vocational agriculture, placement and establishment in farming tie in closely. Some teachers have been given this for many years. Do you subscribe to it as an idea? Are you interpreting it into your agricultural program, and how well? You can, and should have, given your boys some good service in guiding them in or out of courses in agriculture. Here the title teacher is a vocational teacher, and guidance and guidance is often hard to draw. If your efforts have resulted in a considerable number of boys becoming established in farming, then you are probably proud of the results. Others have gone on to college. They have something in common with the problem and the question of whether or not to take agriculture. But what about guidance into or out of occupations in agriculture other than farming? Figures for occupations pursued by former agricultural students generally include such a group of "occupations related to farming." It would seem desirable if the instructor could make much credit for this group. Here is a big field and one which seems due for expansion.

Do you know of the new guidance service in the U. S. Office of Education? The progressive teacher will look into this area.

The changing curriculum, or should be, your big problem. In some way in which you have set the pace for the "academic," but do not think you can run on your own. Many students are changing the curricula in their schools every five or six years, some more frequently, and some have a separate bureau of curriculum revision and review. It is work all the time on some phase of it. Teachers of agriculture must catch this new stride. Probably many of you are thinking of curriculum changes. The Agricultural Education Magazine for December, 1943, Dr. C. S. Anderson of Pennsylvania listed a sampling of a research study being conducted by teachers of agriculture in the country. He said it was a fair sample of all. A check of his list shows that at least one third of them could be classified as curriculum problems involving both content and organization changes.

Curriculum thinking and curriculum changes are really big problems. Get this thought into your head and remember suggestions in your methods problems will take care of themselves.

Contributions of Leading Americans to Agriculture

The series of 14 articles which have appeared in this magazine under the heading, "Contributions of Leading Americans to Agriculture," is included in an attractive booklet containing 80 pages. This work is valuable for its value in providing a sound and comprehensive view of the contributions of famous men. Many high-school and college teachers of agriculture will plan to use this book to increase their knowledge of the lives and contributions to agriculture of the following men:

Libby Hyde Bailey
Eli Whitney
Sarah G. C. Hapliss
William Amos Henry
Thomas D. Hunt
Milton Whitney
Alexander Lea
Stephan M. Relbeck
Louis J. Tuttle
Henry Allston Buttrum
Eugene Davenport
George H. P. Fisk
Cyn McCracken

Because of the many uses which can be made of this booklet, booklets have been printed. Teachers of agriculture may secure copies of their state superintendents of agriculture or teachers' directories, or directly from the Meredith Publishing Company, Des Moines, Iowa. Single copies are available at 15 cents each, or, in orders of 25 or more, at 10 cents each.

Order today, to be sure you get your copy, as a second edition will not be made.
Democracy Shall Not Be Plowed Under

J. W. STUDEBAKER
United States Commissioner of Education

In a recent article entitled "The Importance of Democracy in the Elementary School," Dr. Studebaker has developed a series of arguments in favor of the continued study of democracy in American schools.

"Democracy is not something that can be taught in a day or a week," he writes. "It is a process that requires time and effort." Dr. Studebaker argues that democracy is not just a political principle, but a way of life. He emphasizes the importance of teaching students to think critically, to question authority, and to take responsibility for their actions.

Dr. Studebaker also points out that democracy is not just a theoretical concept, but a practical one. He cites examples of how democratic principles have been put into action in schools, such as the inclusion of students with disabilities and the participation of parents in decision-making processes.

Overall, Dr. Studebaker's article provides a strong case for the continued study of democracy in American schools. It is a timely reminder of the importance of promoting democratic values in our educational systems.
The need for a co-operative program of vocational agriculture and homemaking has been developed during the past 20 years that the courses have been in existence. In the early years of vocational education the first year in agriculture was devoted to livestock and poultry or animal husbandry, the second to field crops or agronomy, with the third year being a combination of the two. The emphasis placed on the program was to prepare the students for all the possible vocations in the agricultural field. At the end of the three years, the students would be prepared to become farmers or in some cases farm managers.

G. S. DOWELL, Teacher, College, Texas

In my opinion, the need for a co-operative program of vocational agriculture and homemaking has not been developed during the past 20 years. This is the year that the courses have been in existence. In the early years of vocational education the first year in agriculture was devoted to livestock and poultry or animal husbandry, the second to field crops or agronomy, with the third year being a combination of the two. The emphasis placed on the program was to prepare the students for all the possible vocations in the agricultural field. At the end of the three years, the students would be prepared to become farmers or in some cases farm managers.

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A. M. FIELD

Methods

Using Problems in Developing Thinking Ability

J. L. PERRIN, Superintendent, Jefferson City, Missouri

Much has been said recently about teaching thinking ability. But how is it to be done? What is the role of the teacher in developing the ability of students to think? How important is the role of the teacher in developing thinking ability? These are the questions that must be answered in order to develop thinking ability in the classroom.

Thinking ability, which is the ability to analyze and synthesize, is necessary for the functioning of any intelligent person. But without the development of thinking ability, students will be unable to reason anything more than technically. Leadership requires the attainment of personal freedom and the ability to think and act, not only differently but also better.

It must be emphasized, however, that it is not enough merely to teach thinking ability, but that it must be taught in a way that students can understand and apply it in their daily lives.

The first step in teaching thinking ability is to provide students with opportunities for thinking. This can be done by selecting problems that are relevant to the students' lives and by providing them with materials that will enable them to think critically.

The second step is to teach students how to analyze and synthesize. This can be done by providing them with a framework for analyzing problems and by teaching them how to use this framework to solve problems.

The third step is to provide students with opportunities for practicing their new thinking abilities. This can be done by assigning them problems to solve and by providing them with feedback on their performance.

Finally, the fourth step is to provide students with opportunities for self-assessment. This can be done by having them evaluate their own performance and by providing them with feedback on their progress.

In conclusion, teaching thinking ability is a complex process that requires the cooperation of the teacher, the school administration, and the parents. But it is a process that is essential for the development of the student.

Organization of Subject Matter

CARESE HAMMONDS, Teacher Education, Lexington, Kentucky

For many years, Dr. W. L. Lanier of Iowa has stressed the desirability of presenting subject matter in a logical and systematic way. He has developed a method of presenting subject matter in a logical and systematic way. He has developed a method of presenting subject matter in a logical and systematic way. He has developed a method of presenting subject matter in a logical and systematic way.

The method that he has developed is known as the "Organizer of Subject Matter." It is a method that helps students to understand subject matter by breaking it down into smaller, more manageable units.

The organizer begins with a single idea, and then divides it into two or more sub-ideas. These sub-ideas are then divided into further sub-ideas, and so on, until the subject matter is broken down into small, manageable units.

The organizer is a powerful tool for helping students to understand subject matter. It is a method that can be used in any subject area, and it is a method that can be used by teachers at all levels.

Agriculture in an Urban School

(Knudsen, page 187)

Agriculture is the practice of cultivating and growing plants, raising animals, and other activities involved in producing food, fiber, and materials.

In an urban school, agriculture can be taught in a variety of ways, including through class projects, field trips, and guest lectures.

For example, students can learn about different types of crops and how they are grown by participating in a field trip to a local farm. They can also learn about the importance of soil and water in plant growth by doing experiments in the classroom.

In addition, agriculture can be used as a way to teach students about nutrition. They can learn about the importance of eating a balanced diet by working with a local farmer to create a school garden.

Overall, agriculture is an important part of an urban school curriculum. It provides students with the opportunity to learn about the natural world and to develop an understanding of the importance of agriculture in our lives.
Building a Farming Program and Rural Culture With Out-of-School Farm Boys

OTTO W. PINDO, Teacher, Zeeland, Michigan

MARCH 80, "But in with Nelson C. and his father and mother to work out a program for my after school club for this year.

As an "Asst. Jim S. in applying sulphite of ammonia on his wheat as an early check in winter" and things in which the boys of the school have been interested half as much as that part where we were not at that time."
Educational Institution: Amherst College

Title: The Role of the Farm Placement Service in Placement and Establishment of Young Men in Farming

Author: O. D. Hollebeck

Date: 1938

Abstract:

The subject we are discussing is the Farm Placement Service, since it is fundamentally concerned with the young man who is seeking employment in agriculture. The Farm Placement Service is an organized body that uses its resources to help young men find jobs in agriculture.

In the past, many young men who were interested in agriculture had difficulty finding employment. The Farm Placement Service was established to address this issue. It is a service that connects young men with agricultural employers, providing them with job opportunities.

The Farm Placement Service helps young men by providing them with valuable information about the agricultural sector. It assists them in understanding the requirements and expectations of employers, and it helps them to develop the necessary skills and qualifications to succeed in agriculture.

The Farm Placement Service also helps employers by providing them with a pool of qualified candidates. It assists them in identifying the right employees for their farms, and it helps to ensure that they have a steady supply of skilled labor.

In conclusion, the Farm Placement Service plays a crucial role in the agricultural sector. It helps young men find meaningful employment in agriculture and it assists employers in finding the right employees. It is an essential service that contributes to the growth and development of the agricultural sector.
Parent and Son Relations

LESLIE NELSON, Advisor
Box Elder Chapter, Bingham City, Utah

The farm youth of today is being raised in a world where their duty is to pay taxes, obey their parents, and help their children. Both of these principles are taught by the father and mother at home. It is possible for the parental group to be the same as the parental group of the problems which are very vital to the life of a son. Any problems, therefore, which have for its purpose a better understanding and a closer working relation between parent and son is well within our community.

We do not know the method that the father, the prophet, used used to "turn the hearts of the fathers to the children of the sons to the father," but we have an idea that he may have inaugurated the first parental group. The purpose of the method is to get the young son to know the importance of the concept of the parent-child group. It is of utmost importance that one can predict or forecast the good that the family may become.

Some chapters are using the joint thrift that comes as parents and sons are brought to a simultaneous understanding of their new responsibilities. There is no need to go through a process of learning or developing a simplified understanding of the principles of the family. The purpose of the parental group is to help the child in the development of the child's value system. This is accomplished by the parental group.

The benefit of the parental group provides a real experience for boys in this country. The group experience is one of the most effective ways to bring about the attitude of cooperation and understanding that is so much needed in today's world.

There are at least three types of the "parent-child" social functions which are suitable for the young boy to follow the F. P. A. program. The most common and universally used is the "father-son" banquet. Some chapters are shifting the emphasis of the "father-son" banquet to the mother as well as the father is invited to participate. The chief reason for this is the increase in the number of fathers that can be reached and to entertain the extra number of people. Then, too, some have found that father and son can get closer together if the mother is not present. Despite these objections, many advisors will agree that the inclusion of the mother increases the values of the banquet and that the program suffers without the support of the mother.

The term "group-son" is the same as the parent-child group. It is a much simpler method of the banquet, as the banquet can be used effectively and is not restricted. The invitation list may include each of the members prior to the program. The list of potential members, their personal friends, and business men, and many others who have cooperation should be the source. The program for the next meeting should be short and simple. It should consist for the most part of an informal talk by a parent who is either associated with the accomplishments of FFA. The formal method may be supplementary to the discussion, but the main emphasis should be placed on making an informal discussion. The main emphasis should be made on making an informal discussion. The main emphasis should be made on making an informal discussion. The main emphasis should be made on making an informal discussion.

Three types of the group-son function are the parent-child group, the "man child" group, and the "father-son" group. Each has its own characteristics.

1. **Parent-child group**
   - Focuses on the parent-child relationships.
   - Members are parents and children and are brought together to discuss the relationship.
   - The main emphasis is on the development of a meaningful relationship between parents and children.

2. **Man-child group**
   - Focuses on the relationship between male and child.
   - Members are typically boys and young men who are interested in exploring their relationships with their fathers.
   - The program may include discussions on topics such as communication, emotional support, and personal growth.

3. **Father-son group**
   - Focuses on the relationship between fathers and sons.
   - Members are typically boys and young men and their fathers.
   - The program may include discussions on topics such as the importance of the father figure, the impact of fathering on the child, and strategies for improving the relationship.

**The fact that the department of vocational agriculture is not the same as the previous year, but one of the leaders in our community, and the fact that the younger generation is not the same as the older generation, is a good reason for the change in management.**

**My limited experience leads me to suggest that the future of the parent-child group will be in the hands of the parents and sons.**

**We should not fail in this task, for there is a great need for the development of the "father-son" group.**

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**Do's**

1. **Organize early with individuals or organizations in your area.**
2. **Hold social functions during the winter months.**
3. **As far as possible use good food grown by boys' parents.**
4. **Secure co-operating of horse ranchers or other organizations with horse ranches.**
5. **Publish your social functions.**
6. **Make the most of F. P. A. color and symbols.**
7. **Send written invitations to special meetings.**
8. **Plan a "tailfeather" at a "fancy" banquet.**
9. **Work out a system of financing that will appeal to the Greenhand members.**
10. **Pay all bills promptly.**
11. **Have a functioning clean-up committee.**

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**How Far?**

May teachers have felt at times that the F. P. A. takes too much time, or that the F. P. A. does not provide the kind of activities that are about the extent of the organization's activities. It is the responsibility of the leadership to see that the F. P. A. provides an enjoyable and meaningful experience for the members. This can be accomplished through careful planning and by involving the members in the decision-making process. The F. P. A. should strive to be an organization that is not only educational but also fun and enjoyable.

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**Saving Time with F. P. A. Activities**

Some teachers have suggested that the F. P. A. activities should be scheduled in a way that is more convenient for the members. It is important that the activities are scheduled in a way that does not interfere with the regular school schedule. The F. P. A. should strive to be an organization that is not only educational but also fun and enjoyable.

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**Fundamentally, the boys should be taught to realize that the Future Farmer of America is a unique organization that is not only educational but also fun and enjoyable.**

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**How We Build Character**

A chapter can help a teacher to handle certain students who are problems. Two ways are by helping them to improve themselves and by teaching them how to work in groups. The F. P. A. can be used for this purpose. The boys can be taught how to work in groups, how to plan and execute activities, and how to work as a team. By working in groups, the boys can develop the skills and abilities that are necessary for success in life.

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**The Most Efficient Way to Work**

**The Most Efficient Way to Work**

**The Most Efficient Way to Work**

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**The Relationship of FFA to Vocational Agriculture**

E. L. COLLINS, Instructor, Osage, Kansas

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**The Future Farmer of America Program**

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Teaching Co-operation Thru the F.F.A.*

IVAN JETT, Advisor
Stamping Ground, Kentucky

I DO NOT think you need to have a college education to be a strong and successful co-operator. I have found that the best co-operators are those who do not think that co-operation is just a hobby or a pastime. I think that the best co-operators are those who see co-operation as a way of life. I think that the best co-operators are those who see co-operation as a way of life. I think that the best co-operators are those who see co-operation as a way of life. I think that the best co-operators are those who see co-operation as a way of life. I think that the best co-operators are those who see co-operation as a way of life.

*Adapted from the annual convention of the National Association of Teacher Co-op Students.

The Agricultural Education Journal, April, 1940
There is great concern over the threat of discouragement to these young people by the great numbers of older farmers among whom they are sometimes asked to agricultral extension workers who subscribe to the so-called "slum" programs for application to the organization and the people who work in these programs. However, I am concerned that they cannot be exposed to the same limitations. They must be flexible and unique.

The Power of Rural Education

One of the great sources of stability and sound programs is the people who, by the way, are concerned in the local community. The families who have lived on the land have given our democracy a solid foundation. The children who have been educated in the public schools of this nation are the backbone of our society. The agricultural extension service is an important part of this education. The rural community is an essential part of our society.

Keeping Up to Date

Within a year or two, there have been reports in the Agricultural Education News articles that the percentage of students taking vocational courses has increased. This is due to the fact that many farmers are interested in vocational education, and the vocational education system is growing. Therefore, many farm youth are being encouraged to pursue agricultural education.

The Agricultural Education News, April 1949

The complete directory of state directors, state and county supervisors, regional or district supervisors, area supervisors, teacher-trainers, and extension faculty and other personnel can be found in the state directories of the National Association of Agricultural Teachers (NAAT), published biennially.