We must have a new theory of education. Schooling must no longer be the mere copying of facts and skills to give back on demand at examination times. The new school must be the effort to educate for life, for life. It must seek continually to raise life to ever higher and higher levels.—W. K. Kellogg.
The Agricultural Education Magazine

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Editorial Comment

Just Suppose

What would happen if some plan similar to the following one were put into effect throughout the country?

In each and every county invite the county agent, the 4-H Club agents, the teachers of vocational agriculture and home economics, one or more representatives of each of the major farming enterprises in the county, representatives of the farm women's organizations, members of the older yout groups (both men and women), one or more reprentatives of the farm organizations, a representative banker, representatives of the Federal security agencies (such as the Soil Conservation Service, Farm Security Administration, and so forth), and representatives of all other agricultural and homemaking interests to attend a meeting for the purpose of setting up an organization for county planning. Suppose, further, that a working organization with representatives of the interests mentioned above would create out of the above group really to survey the county, involving all its rural and urban assets and liabilities. Among these would be the population and trends in agriculture, soil conservation and land use, transportation, marketing, housing, schools, churches, recreation centers, and any other agencies and forces that have to do with welfare, satisfactorily fitting in that particular county. After that, having in State and Federal specialists to provide additional State and Federal information, the group might then make some important influence obvious.

Such a step would be to set up some goals toward which the people in the county might set out. It would have long-range aspects and problems for immediate action.

Then suppose any agent, i.e., each teacher of vocational agriculture, county agent, and so on, asked himself the question, "What can I do or ask our group to do to be about the immediate and long-range plans for our community and school?" Thereupon, ask the question, he went about doing it with intelligence, co-operation, and zeal.

Of course, it would be a big task. It would call for a great deal of time and energy. There would be misunderstandings and irrelevancies in the beginning. On the other hand, there would be the supreme satisfaction of planned action. Unreasoned decisions would be impossible. In short, the group would be wise.

The power of co-operative action would assert itself and the true principles of democratic action would produce results for which we need agencies under the present system in our competitive, individualistic procedure.

When one of us has been made necessary, we would be chosen from the ranks of people's ability to fit into the picture and do their share of the work. That is the way we are. That is the way we should be, and the way we should continue to be.

All this is not so fantastic as it seems. It is being done increasingly in a limited number of cases. It is sound educationally. It is truly democratic. It will work if given a chance.—E. L. Austin, Washington, D. C.

Making 1939-40 a "New Year"

ACCORDING to the calendar, the New Year begins in January. But every teacher knows that it begins in September—new farms; new courses; new equipment; new plans of the program; and, above all, a new opportunity. This is the month when, if ever, the teacher of vocational agriculture puts into effect some improvements in his methods or starts new activities which make him a better teacher than he was the year before.

some time during the summer is devoted to professional improvement, either at a summer conference or in short courses at the graduate level. What will be different from what they did last year?

Knowing something of the work done at these conferences and the problems studied in summer courses, a list of "things planned for the new year" might be conceived. Probably no one teacher would adopt a similar list of innovations for himself, since every man and every situation are unique. But one of the resolutions might bear resemblance to the following:

1. I will pay more attention to guidance of high-school boys and out-of-school youth. I will visit farms and will be the more liberal in the loan of my program and refer to your program.

2. I will see that I use the publications of the county agent, the superintendent, and civic leaders in planning what I am doing in school. I will stop speaking of "my" program and refer to "our" program.

3. I will make a start in a new field of agriculture and get it placed in an agricultural organization. I will follow them up.

4. I will get other youth organizations to help young men out of school to become established in farming. To do this I will have to be a walking dictionary on the subject.

5. I will replace objects with tools for teaching adult classes, for I have not yet had any important influence on those classes. I will use the tools.

6. I will sell more time teaching minor manipulative jobs in farm mechanics and more time in teaching boys in plant, animal, and soil mechanics. I will show how important is the one who gets the credit.

7. I will assist the public more freely with the objectives, activities, and organization of the program. I will assist the public more freely with the one who gets the credit.

8. I will cooperate more closely with the school staff and extension workers and help them in whatever they are doing.

9. I will do less teaching and spend more time in trying to get hold of my teaching. I will encourage farmers to talk more.

10. I will welcome the public more freely with the objectives, activities, and organization of the program. I will do less teaching and spend more time in trying to get hold of my teaching. I will encourage farmers to talk more.

11. I will extend my own teaching to include other activities and processes which are important to the public.

12. I will make the theory of "teaching instruction on boys," "teaching instruction on girls," and "teaching instruction on men and women" as I try to get the public to talk more.
Rural Life Education

Author: Dr. W. Gregory

Editor's Note: This printed article by Doctor Hume follows a line of thinking which, as he says, "is founded on the assumption that the young men who make up the majority of the rural mass are not only the seed of the future, but the mainstay of the present." The author believes that rural education is the key to the development of the future. He states that the rural public school system is the most effective means of promoting this goal.

The Importance of Rural Cultural Education

The importance of rural cultural education is not questioned by anyone. Whether we are discussing the present condition of our rural schools or the future development of our rural communities, the need for a better understanding of the rural way of life is clear. The author states that the rural public school system is the most effective means of promoting this goal.

The Basic Elements of Rural Cultural Education

The author emphasizes the need for a better understanding of the rural way of life. He states that the rural public school system is the most effective means of promoting this goal. He also emphasizes the need for a better understanding of the rural way of life.

The Future of Rural Cultural Education

The author expresses optimism about the future of rural cultural education. He states that the rural public school system is the most effective means of promoting this goal. He also emphasizes the need for a better understanding of the rural way of life.
Joint Teacher-Training Program in Home Economics and Agriculture

C. E. Dean, Teacher Education, Greenbush, North Carolina

A joint training program for teachers in home economics and vocational agriculture was carried out for the first time last year during the winter and spring quarters at A. and T. College. The objectives were to give the home economics teachers some training in agriculture, and the agricultural business teachers some home economics, since they will be expected to co-operate in various ways after graduation.

Several methods were used in determining what to offer. Among other devices, a questionnaire survey was evoked. From this the following units were selected to serve as a beginning of the work:

1. Two meat units
2. One unit in making home consume-
3. Various other units in co-operation with a community service club project.

For explanation of the following sketch of the program is exhibited to show what each group of teachers accomplished during the training period.

In addition to the exercises listed, the girls took one course consisting of a unit in poultry, one in sheepwork, and one in electrical appliances for home use. The two students, assisted by the girls in home economics, had charge of two lean hogs shown to approximately 20 farm people participated.

The joint program were carried out under the supervision of Mrs. M. W. Bolen, Miss C. E. Crawford, W. T. Johnson, and C. E. Dean, assisted by extension workers of Guilford County and the teachers of A. and T. College.

PARTICIPATION BY AGRICULTURAL TRAINERS

I. Killing and dressing farm meat, exhibiting farm.
II. Fresh meat (beef and veal).
III. Making use of leftover food:
1. Demonstration on cop-
2. Home convenience, such as diagraming tables from orange
3. Made dressing table over
4. Demonstration on selecting the fruit which would be proper for service as well as to bring out the individual's personality.

PARTICIPATION BY HOME ECONOMICS TRAINERS

1. Discussion and demonstration on how to prepare ham and various meals.
2. Demonstration on cap-
3. Made dressing table over
4. Demonstration of prop-

A record attendance was at this year at the annual summer conference of teachers of vocational agriculture in Iowa, held at the Iowa State College Campuses at Ames, Iowa, during the first week in June.

Sixty-one teachers of agriculture from Michigan and five other states attended three-week and six-week courses in education and agriculture in the summer session at Michigan State College, East Lansing.

New citizens of the Missouri Vocational Agriculture Teachers Association elected at the annual summer conference of teachers in Missouri, front row, left to right: T. C. Walls, Bowling Green; Sergeant at Arms; L. C. Estes, Deer Creek; Secretary; and A. C. Wilcox, Rolla. Parliamentarian and Sherwin Davenport, President. Back row, left to right: J. L. Perini, State Supervisor; C. D. Thrash, New London, and T. C. Wilt, Lebanon, Executive Committee; J. N. Clark, Rolla, and E. A. Davenport.
Individualization of Instruction as it Actually Occurs in Vocational Agriculture

WALTER BAYSERGGER, Instructor
Streator, Illinois

LATE June I sat in the auditorium at a commencement exercise in the 10 senior boys of the vocational course in vocational agriculture at the Streator, Illinois, high school. All of them had received their diplomas, and I was on the platform as a participating member of their class.

I was interested in this group of boys because they were in their fourth year of the course and had become familiar with individual vocational instruction. Even though my efforts in this direction were made in an experimental stage and had not been inculcated in these boys, I was interested in the work that was being done to make up their minds as to what they were going to do after high school. The method of teaching that had brought them to this point was a large part of the program of instruction on the subject of student guidance and the development of a new concept of the relationship of the high school to the business world.

The problem of project work at home had given them the basis for their occupations in the teaching profession. Some years ago I had interest in the problem of vocational education, and there was little study for me to use or apply the facts, in the way of means of instruction that were needed to work toward an excellent side-shop. The courses in practical farming work were started in the class, and much of the material used was obtained by the students themselves.

Methods

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Planning the Long-Time Program as a Means Toward Establishment in a Type of Farming

H. H. GIBSON

Planning the Long-Time Program as a Means Toward Establishment in a Type of Farming

W. R. CRABILL, Teacher, Hindman, Virginia

To work as a successful farmer—one who has been long established in the farming business—requires not only a sound education but also a solid grounding in the principles of successful farming. The farmer must have a keen eye for the future, be able to analyze and plan for the long term, and be willing to invest time and resources in research and development. This essay provides valuable insights into the importance of planning and the long-term perspective in farming.

The importance of planning in farming cannot be overstated. A well-thought-out plan can help farmers make informed decisions, allocate resources effectively, and anticipate challenges. Planning is essential for managing risks, ensuring financial stability, and achieving long-term success in the farming business.

Planning involves setting goals, assessing resources, and developing strategies to achieve those goals. Farmers should consider the market trends, environmental factors, and technological advancements that may impact their operations. By planning, farmers can identify opportunities, mitigate risks, and adapt to changes in the environment.

A long-term plan should include both short-term and long-term objectives. Short-term objectives help farmers focus on immediate goals and take action. Long-term objectives, on the other hand, provide a roadmap for the future and help farmers envision the success they wish to achieve.

In addition to planning, farmers must be willing to invest in education and new technologies. Continuous learning is crucial in the agricultural sector, as new methods and tools emerge to improve efficiency and sustainability. Farmers who are open to innovation and willing to learn are more likely to succeed in the long run.

In conclusion, planning and a long-term perspective are essential for successful farming. By setting clear goals, making informed decisions, investing in education and technology, and adapting to changes, farmers can achieve financial stability and long-term success.

Building Character Thru Supervised Practice

WALLACE B. DUNBY, Extension Teacher, Solona, Nebraska

Nob education but character is man’s greatest asset and man’s greatest safeguard—Spencer

THOSE DESIRING TO make modern educational programs of value must have the talents to do just that. To make any educational program of value, first, the educational program must be well-balanced. A well-balanced program of this nature must be well-planned. The second is that the program, to be of value, must be well-directed. The third is that the program, to be of value, must be well-trained. The fourth is that the program, to be of value, must be well-directed.

THE PROFESSIONAL TRAINING Program must have the same as the educational program. It must have the same as the educational program. It must have the same as the educational program. It must have the same as the educational program.

W. L. ELDREDGE, Extension Teacher, Solona, Nebraska

In the course of any successful program, several factors must be considered. These factors include: 1. The program must be well-planned. 2. The program must be well-directed. 3. The program must be well-trained. 4. The program must be well-directed.

The student of agriculture will have business relations with the family, community, and world. He will therefore need to be prepared for these responsibilities, not only in the classroom but also in the field. Supervised practice programs provide valuable opportunities for students to develop these skills and to apply theoretical knowledge to real-world situations.

By working on supervised practice programs, students learn to think critically, solve problems, and make informed decisions. These skills are essential in any profession, and they are particularly important in agriculture, where decisions can affect the environment and the well-being of the community.

In conclusion, supervised practice programs are essential for the development of well-rounded students who are prepared to succeed in a variety of roles. By providing hands-on experience, these programs help students build the skills and knowledge needed for success in the agricultural field and beyond.
The Needs for Vocational Education in Agriculture in Georgia

O. C. ADEPHOLD, Teacher Education, Athens, Georgia

Vocational education in agriculture has increased since its beginning in 1937 and has kept pace with the economic and social growth in the state. In the early stages of the program the agriculture students were not as popular as the others. In 1957, there were 942 agriculture students enrolled in the state. In 1962, the number of agriculture students increased to 1,150. This article is limited to an analysis of Part II of the study. It is assumed that the readers of this article are familiar with the agricultural education programs and the conditions that make for a successful agricultural education program.

The study is based on the assumption that vocational education in agriculture is a necessary and effective way to prepare young people for productive careers in agriculture.

**TABLE 1—NUMBER OF WHITE TEACHERS NEEDED IN FRANKLIN COUNTY**

<table>
<thead>
<tr>
<th>School</th>
<th>In school at start of year</th>
<th>In school at end of year</th>
<th>Total needed</th>
<th>Additional needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>School B</td>
<td>6</td>
<td>8</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>School C</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>School D</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

*In school at start of year refers to the number of teachers employed at the beginning of the school year.*

**TABLE 2—NUMBER OF WHITE TEACHERS NEEDED IN DISTRICT III**

<table>
<thead>
<tr>
<th>County</th>
<th>In school at start of year</th>
<th>In school at end of year</th>
<th>Total needed</th>
<th>Additional needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>County A</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>County B</td>
<td>6</td>
<td>8</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>County C</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>County D</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

*In school at start of year refers to the number of teachers employed at the beginning of the school year.*

**TABLE 3—NUMBER OF WHITE TEACHERS NEEDED IN GEORGIA**

<table>
<thead>
<tr>
<th>District</th>
<th>In school at start of year</th>
<th>In school at end of year</th>
<th>Total needed</th>
<th>Additional needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>District A</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>District B</td>
<td>6</td>
<td>8</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>District C</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>District D</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

*In school at start of year refers to the number of teachers employed at the beginning of the school year.*

The study of the needs for vocational education in agriculture in Georgia was initiated at the request of the agriculture department of the state. The study was conducted by the authors under the direction of the Georgia State University.

The study was conducted in three phases:

1. **Needs Assessment**: This phase involved an analysis of the needs for vocational education in agriculture in Georgia. The needs were identified by analyzing the current state of agriculture in Georgia and comparing it to the national average.
2. **Program Analysis**: This phase involved an analysis of the current vocational education programs in agriculture in Georgia. The programs were evaluated based on their effectiveness in meeting the needs identified in the needs assessment phase.
3. **Recommendations**: This phase involved the development of recommendations for improving the current vocational education programs in agriculture in Georgia. The recommendations were based on the findings of the needs assessment and program analysis phases.

The study is intended to help guide the state in its planning for vocational education in agriculture in Georgia. The findings of the study will be used to develop a comprehensive plan for vocational education in agriculture in Georgia. The plan will be used to guide the state in its efforts to meet the needs for vocational education in agriculture in the state.
Texas Awards Honorary Lone Star Degree
J. B. BUTLAND, State Supervisor, Austin, Tex.

WITHIN a growing interest in Future Texas, there has come a demand for some kind of recognition for students of outstanding achievement in the Texas Vocational Education. To meet this need, a group of local teachers, interested in the achievements of their students, have decided to establish a Lone Star Degree in various local vocational schools.

The following requirements and standards for receiving these awards are designed to provide an opportunity for students who have shown outstanding ability in any one of the fields of vocational education.

Requirements for the Honorary Lone Star Degree

1. The candidate must have been in attendance for not less than 3 years preceding this convention.
2. The candidate must have entered the State Student Contest each year.
3. The candidate must have been active in at least one club or activity each year.
4. The candidate must have been a member of the Honor Society for at least 3 years preceding this convention.
5. The candidate must have been recommended by the teacher of the subject in which the award is to be given.

To receive an Honorary Lone Star Degree, the candidate must be recommended by at least 3 teachers of the subject in which the award is to be given. The awards will be presented at the convention of the Texas Vocational Education Association.

National F.F.A. President Attends Montana Convention

B. B. DUGDALE, Advisor, Stanley, Wisconsin

WAT do you do when you are President of the National F.F.A. and have the opportunity to attend the Montana Convention? You do it, of course! And that is exactly what happened when the President of the National F.F.A., Mr. Robert T. A. Schell, attended the Montana Convention. He arrived late on Wednesday night and left early Thursday morning.

The President was particularly interested in the exhibits, which featured many of the latest agricultural developments. He spent several hours inspecting the exhibits and discussing them with the exhibitors. He was also interested in the speeches given by various speakers and took part in some of the debates.

During his visit, he met with many of the young farmers and workers who make up the backbone of the F.F.A. He was particularly impressed with their enthusiasm and energy, and he praised them for their hard work and dedication.

The President also took the opportunity to meet with the Montana F.F.A. officers and to discuss some of the problems facing the State F.F.A. He was particularly interested in the work being done by the Montana F.F.A. and praised them for their efforts.

Overall, the President found the Montana Convention to be an excellent opportunity to gain a better understanding of the problems facing the F.F.A. and to meet with young farmers and workers who are the future of agriculture. He left Montana with a renewed sense of optimism and a commitment to supporting the F.F.A. in its efforts to help young farmers and workers achieve their goals.
The Needs in Georgia

(Continued from page 58)

In Fulton, DeKalb, and Cobb counties, in particular, the extension agents, growers, and general farming are practiced to a far greater degree.

There is a need for increasing the yields of food and feed, for conserving and improving the soil, increasing in some, and improving home and living conditions. The farmers are small and about 65 percent of the whites and 89 percent of the colored farmers are tenants.

Number of Teachers Needed

Table 2 shows the number of teachers needed in the district. The number of colored teachers needed in District III is illustrated in each of the white counties. The total needs for the state are 674 colored teachers with full out-of-school programs.

State

The techniques used in Franklin County and in District III in serving the needs for agricultural education are employed to determine the needs of the other districts in the state and of the state as a whole.

Nature of Program

There is a much wider variety of types of farming and other agricultural activities in the state as a whole than the determination of a program of agricultural education in agriculture for the state must be very general. The detailed programs for each level may be worked out for each district from the data given in the study.

Table 2 shows the number of colored teachers needed in District III in each of the white counties. The total needs for the state are 674 colored teachers with full out-of-school programs.

Individualization of Instruction

(Continued from page 55)

The number of white teachers of agriculture needed in Georgia to give organized instruction to farm boys and girls of school youth, and farmers is 1,572. There were 1223 school days in the state, where there were 1,543 for instruction in the field and four years consisted of 1260 school days. This is an indication of the individual home activities and problems. On the other hand, the Negro group develops the individual boy, as well as the measure, to experience, and is more interested, and reference read.

Whenever boys are asked for their reaction to the individual approach used in the schools might be more fruitful, and used in the schools, they are more likely to be more conscious of their own capabilities, and to continue this plan. For instance, Arthur Allen, is one of the boys, "I am working on individual jobs that the individual is concerned with, rather than the whole class doing work on one job. The individual jobs which you work and put to use in your project group are the more you are likely to see when you start farming for yourself. Working on a farm, he says, which would not be a waste of time for the individual not interested.

From the standpoint of the teacher, there is a great deal more satisfaction in the work to see these students tackle the story of their lives. The teacher is vital to them and to the rest of the students the work of these jobs. The added interest and variety the department adds is another reason for the teacher to consider the problem. The teacher should be well trained to meet the teacher's needs and the personal experience after another, they can develop the material's capacity, ability, and to an extent that they are interested in the subject, better prepared to meet the demands of the students and is more extensively established in the farm enter-}

TABLE 4—NUMBER OF COLORED TEACHERS NEEDED IN GEORGIA

<table>
<thead>
<tr>
<th>District</th>
<th>In school to be served (colored)</th>
<th>In school to be served (white)</th>
<th>Total in school</th>
<th>Total teachers needed</th>
<th>White teachers needed</th>
<th>Colored teachers needed</th>
<th>Total teachers in state</th>
<th>Total teachers needed in state</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>100</td>
<td>100</td>
<td>200</td>
<td>200</td>
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<td>200</td>
<td>200</td>
<td>200</td>
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<td>II</td>
<td>150</td>
<td>150</td>
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<td>300</td>
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<td>300</td>
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<tr>
<td>III</td>
<td>200</td>
<td>200</td>
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<tr>
<td>IV</td>
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On the farm of 1.80, it is the author's belief that 1.80 teachers of agriculture plus the already given instruction in this subject would be greatly facilitated in teaching and future farmers to use in solving the pressing problems of Georgia. Two thousand teachers giving organized instruction in the subject farm problems analyzed in this study could make a significant contribution to the democratic ideal.

*This includes data from district and state reports, and regional program plans.*

Night-Occasion Recreation

(Continued from page 57)

The program of activities has already been announced. The fact that it is one of the farm boys' chance to participate in a skilled game that he will not ordinarily have in our larger high schools. This makes him feel on a par with the town boys. Another advantage is that it has a tendency to keep boys from leading on the streets and in the stores during the night hour. Mr. C. W. Logo, Superintendent of Stark County schools, is a very enthusiastic supporter of this new place of our programs. He has been a member of our chapter and a four-co-op in all things connected with the agriculture department in the Stark County high school.

Where grows?—Where grows it not?

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