Editorial Comment

Vocational Agriculture—a Service to Society

FELLOWS workers, as I take up my responsibilities, I want to greet you with a faith in the cause and the hope that you will be able to share your insights and experiences with your fellow roundtable discussions.

Today, society understands the need for a service to the community. There are many such services available, but very few are as important as those provided by vocational agriculture. This service is not only necessary, it is vital.

Who will call the doctor? Who will call the fire department? Who will call the police? Who will call the emergency services? Who will call the school? Who will call the government?

These are the kinds of services that vocational agriculture provides. They are services that are essential to the operation of our society.

Training for Rural Leadership

TRAINING for leadership is the most important responsibility of the agricultural community today. It is necessary for us to provide leadership to the young men and women who will be the future leaders of our community.

The agricultural community has a responsibility to provide leadership training to the young people who will be the future leaders of our community. This training should be provided in a variety of ways, including through practical experience, classroom instruction, and personal mentoring.

Some examples of leadership training programs include:

- Leadership camps
- Workshops and seminars
- Mentorship programs
- Service learning opportunities

These programs are designed to help young people develop the skills and knowledge necessary to become effective leaders in their communities.

Some manuscripts have been received for publication which, although excellent in content and well written, have been difficult to improve. The following are a few examples of acceptable manuscripts submitted:

- "The Impact of Social Media on Agriculture" by John Smith
- "The Role of Technology in Modern Farming" by Jane Doe
- "The Importance of Sustainable Agriculture" by Mary Johnson

These manuscripts are currently under review and will be published in the upcoming issue of the journal.

(Continued on page 170)
A Philosophy of Vocational Education in Agriculture

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

VOCATIONAL EDUCATION in agriculture has been a topic of great interest in recent years. The need for trained personnel in this field is widely recognized, and educators and agriculturalists alike are seeking ways to improve the quality of vocational education in agriculture. The following article presents a statement on the value of vocational education in agriculture and the opportunities it offers for young people.

Relation of Social and Educational Objectives

Education throughout history has involved both the broader social purposes and objectives of the society in which it functions. These, with their social philosophies, have been in conflict and cooperation. Cooperation is involved in the formulation of policies and practices that are intended to benefit the individual and for the purpose of providing economic activities with social values. The result today, in education, is sympathy with sensitively to social problems.

Purpose and Function of the School in a Democracy

What is the purpose of the school in a democracy? In 1937, the Georgia Association of School Superintendents of the American Historical Association concluded that:

"The school is the community's instrument for socialization, cultural and economic development. It is the means through which the community's goals are achieved. It is the place where the individual is prepared for the tasks of citizenship. It is the place where the individual is prepared for the tasks of life. It is the place where the individual is prepared for the tasks of work. It is the place where the individual is prepared for the tasks of the community. It is the place where the individual is prepared for the tasks of the nation. It is the place where the individual is prepared for the tasks of the world."

Georgia Teachers Honor Mrs. Dudley M. Hughes

C. F. Richards, teacher of vocational agriculture in Georgia, presents a bronze tablet to Mrs. Dudley M. Hughes, an associate professor of vocational agriculture at Georgia College, in recognition of her contributions to the field. Mrs. Hughes, the recipient of the award, is a former teacher, author, and editor in the field of vocational agriculture.

The Agriculturist Education Association, March 1930

The Agriculturist Education Association, March 1940

The Agriculturist Education Association, March 1950

The Agriculturist Education Association, March 1960
Working With Other Faculty Members

W. F. STEWART, Teacher Education, Columbus, Ohio

My husband and I have been living here in Columbus since 1962. We have two children, a son and a daughter. We have been very happy here, and I think this is a wonderful place to live. The people are friendly and the weather is generally mild. We have enjoyed living here very much.

W. F. Stewart

The Teacher of English

In the field of English, we all think of help in teaching our pupils. This is probably the one subject that is most commonly regarded as a profession by teachers of English. News reports also have shown the help and guidance that teachers of English, and all other teachers, give to students. However, in my own experience, I have found that there are many differences in the way that teachers teach English. This is especially true when I consider the differences in the way that students are taught.

First, there is the difference in the way that the subject is taught. In my own experience, I have found that there are many differences in the way that English is taught. This is especially true when I consider the differences in the way that students are taught.

Second, there is the difference in the way that the subject is taught. In my own experience, I have found that there are many differences in the way that English is taught. This is especially true when I consider the differences in the way that students are taught.

This is a brief review of some of the differences in the way that English is taught. I hope that this will be of some help to those who are interested in teaching English.

The Teacher of Industrial Arts

One of the most valuable courses offered to high school teachers is to be the job that they can do. The teacher of industrial arts is the one who has the responsibility for training students in the art of making things. The teacher of industrial arts is the one who has the responsibility for training students in the art of making things.

This is a brief review of some of the differences in the way that English is taught. I hope that this will be of some help to those who are interested in teaching English.
The home project visit is one of the most significant contributions to the value of the homes and the overall success of the home projects. The work of the teacher must be effective. The time spent on the visit is often the most important part of the visit. The teacher must be prepared and have a positive attitude to make it a success. The visit should be a time of learning and evaluating the progress of the student. The goal is to help the student improve his or her skills and knowledge. The visit should be a positive experience for both the teacher and the student.

**Swine Project Check Sheet**

a. **Care and Management**
   1. A pig is always a success, regardless of care and feed.
   2. The sow should be sow in March and September.
   3. Plan individual pig raising.
   4. The sow should be maintained and fed on a daily basis.
   5. The sow should be fed with the proper amount of feed.
   6. The sow should be kept clean and free from parasites.
   7. The sow should be given the proper amount of water.
   8. The sow should be kept warm and dry.
   9. The sow should be given the proper amount of vitamin A.
   10. The sow should be given the proper amount of vitamin D.
   11. The sow should be given the proper amount of vitamin E.
   12. The sow should be given the proper amount of vitamin K.

b. **Health and Hygiene**
   1. The sow should be given the proper amount of vitamin C.
   2. The sow should be given the proper amount of vitamin B.
   3. The sow should be given the proper amount of vitamin B1.
   4. The sow should be given the proper amount of vitamin B2.
   5. The sow should be given the proper amount of vitamin B3.
   6. The sow should be given the proper amount of vitamin B4.
   7. The sow should be given the proper amount of vitamin B5.
   8. The sow should be given the proper amount of vitamin B6.
   9. The sow should be given the proper amount of vitamin B7.
   10. The sow should be given the proper amount of vitamin B8.

**Poultry Project Check Sheet**

a. **Care and Management**
   1. The chicken should be given the proper amount of vitamin A.
   2. The chicken should be given the proper amount of vitamin B.
   3. The chicken should be given the proper amount of vitamin B1.
   4. The chicken should be given the proper amount of vitamin B2.
   5. The chicken should be given the proper amount of vitamin B3.
   6. The chicken should be given the proper amount of vitamin B4.
   7. The chicken should be given the proper amount of vitamin B5.
   8. The chicken should be given the proper amount of vitamin B6.
   9. The chicken should be given the proper amount of vitamin B7.
   10. The chicken should be given the proper amount of vitamin B8.

b. **Health and Hygiene**
   1. The chicken should be given the proper amount of vitamin C.
   2. The chicken should be given the proper amount of vitamin D.
   3. The chicken should be given the proper amount of vitamin E.
   4. The chicken should be given the proper amount of vitamin K.

**Additional Information**

- The student should be encouraged to participate in the project throughout the year.
- The student should be given the proper amount of water and feed.
- The student should be given the proper amount of space to grow.
- The student should be given the proper amount of care and attention.
- The student should be given the proper amount of rest.
- The student should be given the proper amount of exercise.
- The student should be given the proper amount of social interaction.
- The student should be given the proper amount of emotional support.
- The student should be given the proper amount of educational opportunities.
- The student should be given the proper amount of recreational opportunities.
- The student should be given the proper amount of spiritual support.
- The student should be given the proper amount of financial support.
- The student should be given the proper amount of physical support.
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Establishment as an Essential Phase of Part-Time Programs in Agriculture

RUSSELL E. DICKERSON, Teacher Education, State College, Pennsylvania

In developing a youth-oriented program for our younger boys and girls in Pennsylvania, we have been looking over our program from the standpoint of the part-time program, with each yearly period concepted of as fitting into the whole, a concept that each yearly period must be designed to contain at least four major phases:

1. Placement and establishment—preparation for living as well as working.
2. Pre-vocational and group relationship—technical advisory committee in planning programs and planning monthly Young Farmers’ Association meetings.
3. Practices of various degrees of intensity—general, social, vocational or employment, and including instruction and training inside and outside agriculture.
4. A supervised farming program for members providing actual experience in solving problems of immediate concern to the young man.

This article will be devoted to a discussion of the first and second phases of the pre-vocational and group relationship and vocational group relationship with the young farmer. Where do we go from here? The need for farm labor and farm community is ever-present, and Pennsylvania provides an almost constant need for farm labor and farm community for our out-of-school farm youth, either in their own county or in other sections of the country.

As an illustration, two members of the Pennsylvania Farm Council group in Allentown, Pennsylvania, at home and working on their father’s farms, were looking at the privilege of keeping their farms and getting jobs in the farm market. Further, these fellows had been employed on farms which they receive all the remuneration. As they continued to work with their father’s farms and market the privilege of keeping their farms and getting jobs in the farm market.

The teachers of agriculture is an excellent position to improve the employment situation in many cases by providing systematic instruction in the part-time class and by assisting the individual in overcoming employment opportunities. Ultimate placement and establishment, however, is a major issue in the minds of a large majority of our young farmers and it should be considered as at least three points of view, namely, in farming, in other employment, and in social and civic activities.

Establishment in Farming

The chief objective of part-time classes in vocational agriculture and the program to carry out this objective for out-of-school farm youth is the development of the individual in specific farm-related occupations. It is recognized that the part-time class as a whole is a large factor in the young farmer’s development and that the young farmer should be included in the activities of the local youth organization or the school system. The school system is given prime importance in the local youth organization or the school system.

Selection of the class members becomes a matter of ultimate concern in the selection of the class members. The head and county agents in farm management in Pennsylvania are given the responsibility of selecting the class members in the selection of the class members.

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In conclusion:

When teachers of agriculture will look upon part-time and evening classes as an integral part of their total program and are willing to take the time and effort to make these classes an opportunity to contribute time and energy to the solution of the problems of young farmers, it will be possible to develop a sound philosophy, whereby we can, in time, find a method of helping in the solution of the problem of young farmers. It will be possible to develop a sound philosophy, whereby we can, in time, find a method of helping in the solution of the problem of young farmers.

The editors of this magazine are interested in developing a sound philosophy, whereby we can, in time, find a method of helping in the solution of the problem of young farmers.
CUSTOM work may be defined as shop work that is done on articles or in the community who do not have such facilities. In this type of work the customer does not come in person but委托s the work. The work is done in a similar way to the usual shop work but the materials and tools are those that the customer has brought in. Theorists do not make such work. The advantages of custom work are that it can be done at home and is not limited to certain types of work. In fact, the only limitation is the time and effort required to do the work.

**Whither Custom Work in the Farm Shop?**

W. B. ENGEL, Teacher, Anamosa, Nebraksa

The amount of time spent in shop by boys enrolled in agriculture is naturally limited. It is sometimes difficult to explain why a boy who is supposed to do two days may take a month in the shop.

The work may be too difficult, or too much time may be spent on the project. Boys who are inadequately equipped have a tendency to spend much longer periods in the shop. Some people may spend more time than necessary in the shop with a little more time, but others may have a tendency to spend too much time.

In custom work the boy may be able to do the work at home. This is a great advantage since it allows him to work at his own pace. This is especially true for boys who have a tendency to spend too much time in the shop.

When is Custom Work Justified?

It is the general practice of the shop program to teach the boys the skills necessary for the earn-one's-keep type of work. The aim is to make the boys able to make a living for themselves and their families. This is not the same as "figure work" or "weekend work".

**Finding Educational Values in Farm Mechanics**

G. W. REISING, Teacher, Lion, Illinois

The educational value of custom work is often overlooked. The boys who do custom work are not always able to make the best use of their skills. They may not be able to build a structure or make a piece of machinery that is useful for their own needs. Custom work can be valuable in helping boys learn to be independent and self-sufficient.

The amount of custom work which boys engaged in the shop depends on the type of work being done. Some boys do more custom work than others. The amount of custom work done by each boy is usually based on the type of work being done and the amount of time available.

The amount of custom work done by boys in the shop is generally related to the amount of time available. The boys who do more custom work tend to do it in a hurry and do not take the time to do it properly. This is especially true for boys who are not interested in the work.
Occupational Status of Men Qualified at Iowa State College Since 1923 to Teach Vocational Agriculture

Melburn C. Rixey, Graduate Student
Iowa State College

W HAT opportunities are there for a young man in the field of vocational agriculture? This question is in the mind of the vocational agriculture teacher, agricultural teacher, and a student. We feel that it is important for the young man to have a clear idea of what the opportunities are in this field of work. We have been very successful in giving the students a better idea of the opportunities in vocational agriculture. We have also been successful in giving the students a better idea of the opportunities in vocational agriculture.

In general, it would seem that teaching vocational agriculture has not been any more successful than teaching agriculture at Iowa State College. However, in the past 10 years, there has been a marked increase in the number of men who have taught vocational agriculture. This increase is due to the fact that the opportunities in vocational agriculture have increased. This increase is due to the fact that the opportunities in vocational agriculture have increased.

The opportunities in vocational agriculture are greater than in the past. The opportunities for young men in vocational agriculture are greater than in the past.

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Putting the Members to Work

L. R. HUMPHREY

In the previous articles of this series, we have discussed the idea of the National Farmers of America, which was organized with the idea of giving the individual farmer a voice in national political matters. The National Farmers of America was formed in 1915 with the aim of representing the interests of small farmers on the national level.

In this article, we will discuss the specific ways in which the National Farmers of America allows members to become active in political matters. The organization provides opportunities for members to become involved in a variety of ways, including through participation in national conventions, the selection of officers, and the development of policy positions.

The National Farmers of America has a strong emphasis on grassroots participation. Members are encouraged to become involved in local chapters, which are organized at the county and state level. These local chapters are responsible for organizing activities and events that promote the interests of small farmers.

In addition to local chapters, the National Farmers of America has a national structure with a board of directors and a president. Members are encouraged to become involved in the national structure by running for elected positions, attending national conventions, and participating in policy development.

By becoming involved in the National Farmers of America, members can have a direct impact on policy decisions and shape the direction of the organization. The organization values the input of its members and works to ensure that their voices are heard.

-- L. R. HUMPHREY

The Agricultural Education Magazine, March 1940

Montana Adopts Officer-Training School and Camp

TEACHERS in Montana are encouraged of the value of P. F. A. officer-training camps as a result of our experiments last summer. We will move to make this an annual affair. Several F. A. officers and officers attended the first annual P. F. A. Camp and Officer-Training School at "Camp Sunshine," Elizabethtown, Montana. Forty-four (44) chaperons had representation in this training camp. Eight head leaders and first state officers participated in a four-day program.

Our daily program included the following events: 8 a.m., rising hour; 7 a.m., breakfast; 8 a.m., group discussion; 9:30, leisure period; 10 a.m., group discussion; 11:30 a.m., organized recreation; 12:30 p.m., lunch; 1:30 p.m., group discussion; 2:30 p.m., leisure period; 3 p.m., group discussion; 4 p.m., organized recreation; 5:30 p.m., supper; 7:30 p.m., evening amusement; 10:30 p.m., lights out.

The officers of the state association, and state officers acted as group leaders in the various camps. They were in charge of the men in the camp in the evening, in charge of the evening meetings, and in charge of the recreation activities. The conference discussions were under the direction of Mr. A. S. Bird, one of the assistant director of the camp.

The cost of the four-day camp program for each boy was $25.00. This included transportation, meals, and all other expenses. One camper from each of the two sections of the state was selected to be present at the camps. The section camp meetings were held at the camp where the transportation was made for the boys from the homes of the boys. The section camp meetings were then held at a district or county level. The section camp meetings were held at a district or county level. The section camp meetings were held at a district or county level. The section camp meetings were held at a district or county level.

The value secured from this officers' training school was far beyond the expected. The program was so enlivened and carried out that the results were far above the expectations of the organizers.

HINTS FOR THE F. F. A. BANQUET

The main purpose of an F. F. A. chapter banquet is to provide an opportunity for the boys to inform their parents and guests in dress, the organization, the goals and aims of the F. F. A. Chapter. The banquet is an opportunity to introduce the boys to their friends and community leaders. The banquet is also an opportunity for the boys to have a good time and to enjoy themselves.

The banquet is a formal event and requires some planning and preparation. The following tips can help make the event successful:

1. Plan the menu and seating arrangements in advance. Make sure there is enough food for all guests, including vegetarian options.
2. Decorate the banquet hall with F. F. A. banners and signs. This will create a festive atmosphere.
3. Have a speaker who will give a talk on the history and goals of the F. F. A. Chapter. This can be a member of the F. F. A. Chapter or a guest speaker.
4. Provide entertainment, such as music or a talent show.

The banquet is an opportunity to bring the community together and celebrate the achievements of the F. F. A. Chapter.

-- F. F. A. Banquet

The Agricultural Education Magazine, March 1940

"Camp Sunshine," F. F. A. Officer-Training School, Elizabethtown, Montana

The Agricultural Education Magazine, March 1940

The exhibit, entitled "White Americans," attracted considerable attention at the World's Fair in Cleveland. It was made and shown under the direction of Elrey E. Pettit, of Snouffer, Massachusetts. The exhibit consisted of seven figures, each containing a different generation of family group obtained in the process of creating a new work by this old method. The exhibition featured one such figure, and other such assistance with the aid of this latest method. This latest method, which is known by the name of the "White Americans," was contributed to the exhibition by the museum in 1936.

The Agricultural Education Magazine, March 1940

17. A newsletter giving num-
A Philosophy of Vocational Agriculture

"Learning is not a problem...it is the process of organizing knowledge to create significant experiences." - Walter E. Fossett

This concept of learning is the basis for the teacher-to-student relationship in vocational agriculture. The teacher is not just a transmitter of knowledge, but a facilitator of learning. The goal is to engage students in active learning, where they can apply the knowledge and skills they are taught in practical, real-world situations.

Vocational Education in Agriculture

The primary objective of vocational education is to prepare students for successful employment in agriculture. This involves developing skills in technical areas, as well as practical skills such as communication and problem-solving.

Making Home Visits Effective

Home visits are an important part of the agricultural education process. They allow students to see agriculture in action, and to learn from experts in the field.

ALABAMA
- L. H. Chaffin, Athens

ARIZONA
- A. G. Satterfield, Phoenix

ARKANSAS
- R. H. Cummins, Little Rock

CALIFORNIA
- J. J. Enstrom, San Francisco

COLORADO
- H. P. Fortney, Denver

CONNECTICUT
- W. S. G. Rorke, New Haven

DELAWARE
- W. R. Watts, New Castle

FLORIDA
- J. C. Tabb, Tallahassee

GEORGIA
- J. B. Smith, Athens

IDAHO
- W. A. Smith, Boise

ILLINOIS
- J. C. Dyer, Champaign

INDIANA
- J. C. Smith, Indianapolis

IOWA
- J. C. D. Smith, Des Moines

KANSAS
- E. H. Hill, Lawrence

KENTUCKY
- L. H. Shepstone, Bowling Green

LOUISIANA
- W. B. Shepley, Baton Rouge

MAINE
- H. E. H. Smith, Orono

MARYLAND
- J. E. S. Scudder, Baltimore

MASSACHUSETTS
- J. G. G. Hastie, Boston

MICHIGAN
- J. C. S. Schenck, East Lansing

MINNESOTA
- J. C. D. Smith, St. Paul

MISSISSIPPI
- J. A. H. Smith, Jackson

MISSOURI
- J. C. D. Smith, Columbia

MONTANA
- J. C. D. Smith, Missoula

NEBRASKA
- J. C. D. Smith, Lincoln

NEVADA
- W. B. Shepley, Reno

NEW HAMPSHIRE
- E. H. Hill, Durham

NEW JERSEY
- J. C. D. Smith, Newark

NEW MEXICO
- J. C. D. Smith, Santa Fe

NEW YORK
- J. C. D. Smith, Ithaca

OHIO
- W. H. Price, Columbus

OKLAHOMA
- J. C. D. Smith, Oklahoma City

OREGON
- W. B. Shepley, Portland

PENNSYLVANIA
- J. C. D. Smith, Philadelphia

P T. R E N S
- W. B. Shepley, Providence

RHODE ISLAND
- W. B. Shepley, Providence

SOUTH CAROLINA
- J. C. D. Smith, Columbia

SOUTH DAKOTA
- J. C. D. Smith, Sioux Falls

TENNESSEE
- J. C. D. Smith, Nashville

TEXAS
- J. C. D. Smith, Austin

UTAH
- W. B. Shepley, Salt Lake City

VERMONT
- J. C. D. Smith, Montpelier

VIRGINIA
- J. C. D. Smith, Richmond

WEST VIRGINIA
- J. C. D. Smith, Charleston

WISCONSIN
- J. C. D. Smith, Madison

WYOMING
- J. C. D. Smith, Cheyenne

Knowledge is not only power, but leads to profit." - Aldous Huxley

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