EVERY TIME one man puts a new idea across he finds ten men who thought of it before he did. But they only thought of it.

Why Train Negro Leaders in Agricultural Education?

DURING the past two decades, 7,000 Negro farm families in the North have moved from small homesteads to large truck farms. They have reached up their roots, tore up their settlements, and moved to the towns and cities. Counting an average family of seven persons it can be readily figured that over 58,000 Negroes were represented in this exodus to the city during the past 30 years. This trend, if continued unchecked for two generations, will find most of the Negro population of the United States concentrated in the urban centers, where they will probably exist largely by charity or direct relief. Furthermore, since the death rate of urban Negroes usually exceeds the birth rate, the overcrowded city conditions can eventually result in the racial extinction of the Negro population. This situation is of great importance to the Negro race because almost half of the American Negroes are southern farmers. Most of them are tenants and sharecroppers in the lowest income group, "blessed" with poor housing, poor health, and a lack of education.

Many causes have contributed to this urban drift of the Negro farm population, such as soil erosion, the mechanization of farming, and the desire for better education on the land. But over and beyond all these things is the fundamental fact that the Negro farmer is not sufficiently trained to meet the complex farming situation that all these factors have produced. In order to improve this situation for the Negro farmer he must be provided with adequate farm training based upon his actual needs, and the states and the Negro leaders must render assistance to both individuals and groups. Only in this way can the Negro farmer meet the competition that he now faces and survive as a successful farmer. The solution, therefore, must involve itself into securing Negro leaders who are qualified in medicine and in modern agricultural techniques.

Much of the responsibility for developing these well-trained Negro agricultural leaders will fall upon the Negro land-grant colleges. It is therefore important that these institutions should be secured in training programs for agricultural leaders. In order to develop this type of leadership, the land-grant colleges must use the services of a highly competent staff of instructors who are practical men, well trained in agriculture and also thoroughly experienced in agricultural leadership. Securing a competent staff of instructors is one of the most serious questions that the Negro colleges have to face.

Twenty years ago, the land-grant colleges had very few educational foundations that provided fellowships and scholarships that enabled deserving Negro students to be trained for the positions on the college teaching staffs. As a result of this unsatisfactory condition, the black colleges have trained few leaders in the field of agriculture. However, in the next 10 or 15 years most of these well-trained men will be retired from the teaching service due to their advancing age.

Development of Negro agriculture is one of the most important steps toward securing Negro leaders and finding beyond their means to pursue graduate study in the northern agricultural colleges unless they are able to secure scholarships and fellowships. Thus the Negro colleges must be given the necessary aid to train their students in agriculture and secure Negro leaders who are the key men of the future Negro society.

The Agricultural Education Magazine

THE AGRICULTURAL EDUCATION MAGAZINE

December, 1940

The Meaning of Occupational Adjustment

AMONG those who have made surveys of youth, few are more interested in the concept of occupational adjustment. "Occupational adjustment" is a term that has been used widely in recent years, particularly in the field of social work. It refers to the process of matching individuals with suitable occupations, and it is often considered a part of "occupational counseling." However, the term "occupational adjustment" is also used in the context of "occupational counseling." The concept of occupational adjustment includes vocational training in addition to guidance, since success and progress on the job depend in large measure on the skills of the worker.

There are those, however, who would minimize or even rule out the idea of occupational adjustment. A representative of a research foundation recently reviewed a publication of this type. He observed that the authors' reasoning was that the answer to the problem of occupational adjustment lies in vocational training, as enable the individual to find work in his particular field. Others are thinking of placement and adjustment to the job. In our opinion it should be emphasized that the concept of occupational adjustment includes vocational training in addition to guidance, since success and progress on the job depend on large measure on the skills of the worker.

The Agricultural Education Magazine

THE AGRICULTURAL EDUCATION MAGAZINE

December, 1940
Agricultural Education of Less Than College Grade in the United States

Dr. Rufus W. Stimson, Superintendent of Agricultural Education, Massachusetts, and Research Collaborator in Agricultural Education, U.S. Office of Education

March 29, 1938

Dr. J. W. Gregory, Superintendent of the Illinois State Board of Education,

Dear Dr. Gregory,

I am writing to request an interview to discuss the question of agricultural education in the United States, based on the information in my previous letter. Our discussions will focus on the need for agricultural education at a level below that of college, and how we can work together to improve it.

Sincerely,

Dr. Rufus W. Stimson

Title: Agricultural Education of Less Than College Grade

Purposes:

1. To determine the original sources of each essay and present a bibliography for further study.
2. To gain an understanding of the current state of agricultural education in the United States.

The Agricultural Education Magazine, December 1940

Dr. Rufus W. Stimson

Superintendent of Agricultural Education, Massachusetts, and Research Collaborator in Agricultural Education, U.S. Office of Education

"It is intended that the original manuscripts of each essay, once they are published, be made available in the Library of the U.S. Office of Education. There will be a separate index, cataloged by title and author or reference. However, it will be available to the public through the offices of the Illinois State Board of Education.

4. District Cooperative Extension Programs

A distinct copy of each essay is submitted. With the exception of those that have not been completed, the copies are marked up and sent in the order that they are received. The essays are then divided into categories, and each category is assigned to a member of the staff for further work. The copies are then returned to Dr. Stimson for approval.

Release No. 10, January 29, 1940

"If you make your story brief enough, especially for the citizens of your home state, you may select a few key words, or highlight important points, but do not overdo it. But if you want to reach wide audiences, you must spend some effort on the public image of the issue.

The copy is not intended to be published in the Library of the U.S. Office of Education. It is submitted for approval and considered at the discretion of the staff.

Release No. 13, April 15, 1940

"What radical revisions of courses, if any, have the spread of agricultural instruction on a local level, and even in the homes of less than college grade, been discussed at all?

The copy is not intended to be published in the Library of the U.S. Office of Education. It is submitted for approval and consideration at the discretion of the staff.

(4) Placement and Follow-up

"To what extent, in the opinion of those who have been in touch with these courses, are they developed with a view toward securing adequate follow-up?

The copy is not intended to be published in the Library of the U.S. Office of Education. It is submitted for approval and consideration at the discretion of the staff."
We desired to know what, if anything, had been done on the subject of return of normal schools in this section, and what results were obtained from this type of investigation. We have reason to believe that kind of an investigation is both interesting and useful.

6. Precautionary Agricultural Education: In Special Schools

(1) Public Schools

How is it, vocational agricultural education provided in separate schools, separate district schools, or special schools? There are in Alabama, for example, separate agricultural schools which have been established in order to provide a similar type of education as in the secondary vocational agricultural schools.

(2) Private Schools

In some states, church and private schools also provide a similar type of education, but not in as many states as in vocational agricultural schools. In several states, private schools have been established in order to provide an education not only in crop culture, but also in animal husbandry, and other aspects of agricultural education.

We have found that several states have had a considerable amount of success in this type of education, both in the high schools and in the normal schools. In some states, the private schools have been quite successful in providing a similar type of education as in the vocational agricultural schools.

(3) Separate Schools

It appears to be common practice for the states to have separate schools or courses in agricultural education in their normal schools, in order to develop their agricultural education programs.

We desired to have discussions of this type of education in the states to locate and consider the various forms of agricultural education in the states. We desired to have a discussion on the various forms of agricultural education in the states.

4. Priorities

Minnesota will publish its story in a book, Georgia intends to do likewise. Other states have applied their stories to staff or state circulation. Such prior publication has been beneficial in many states.

5. More than 5,000 Pages Revised

July 1, the General Research Bureau, with a staff of 100 persons, began work on the Minnesota Agricultural Yearbook. This yearbook is being published by the Department of Agriculture, and it is expected to be sent to 1,000 persons, including state departments of agriculture, agricultural colleges in the United States, and other agricultural organizations.

In the United States, there are more than 5,000 pages revised. This is a large amount of work, and it is expected to be completed by the end of the year. The work is being done at a cost of $10,000, and the cost will be incurred by the Department of Agriculture.

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The Agricultural Yearbook: 1950

The Agricultural Yearbook is a valuable publication for farmers, by farmers, about farmers. It is a comprehensive source of information on a wide variety of topics related to agriculture, including crop culture, livestock management, and other aspects of agricultural production.

The Agricultural Yearbook is published by the United States Department of Agriculture, and it is available for purchase at a cost of $5.00 per copy. It can also be obtained through the library of the state departments of agriculture.

The Agricultural Yearbook is a valuable resource for farmers, and it is highly recommended that they obtain a copy to assist them in their agricultural endeavors.
Workable Procedures for Developing Supervised Farming Programs With Part-Time Students

WENDY M. WESCOAT, Assistant Supervisor, Des Moines, Iowa

"PART-TIME classes are de- veloped to meet the systematic instruction needs of young men who farm. In addition, these classes are valuable to school groups of young men on farms who desire to establish themselves in the farming occupation. The farm practice work will be adapted to the individual student's farm situation and the conditions of the class progressing toward satisfactory establishment of farming. The class will be arranged in such a way that the students may consist of the same contingent of part-time farm work and the students may consist of the same contingent of part-time farm work. The students may be divided into two groups, one part-time student and one part-time student. The students may be divided into two groups, one part-time student and one part-time student.

The second procedure is to plan the farm practice teaching so that it will utilize the formal program of the development of the supervised program. In a talk given by Dr. Carl Thomsen of the University of Minnesota, to the 1960 conference of teachers of agriculture on the farm, the following statements were made: "Our farm practice teaching has been a success in developing successful supervisors. Adopting the same principle of teaching well, the farm practice teaching will be used for this part-time student. This will be the first time that the farm practice teaching has been used for this part-time student. This will be the first time that the farm practice teaching has been used for this part-time student. This will be the first time that the farm practice teaching has been used for this part-time student. This will be the first time that the farm practice teaching has been used for this part-time student.

The third moves, taken from the Iowa State Plan for Vocational Education, outline very briefly the major objective of part-time work and the farm practice work for this group. Surely, the farm practice work is more involved than the part-time teaching that is satisfactory establishment of young men in farming.

The first procedure in developing programs for the part-time students is the plan that the farm practice teaching should be done in the placement of their part-time class. It is advisable to place the students in their own local group and to place the students in the local group and to place the students in the local group and to place the students in the local group and to place the students in the local group. The second procedure is to plan the farm practice teaching so that it will utilize the formal program of the development of the supervised program. In a talk given by Dr. Carl Thomsen of the University of Minnesota, to the 1960 conference of teachers of agriculture on the farm, the following statements were made: "Our farm practice teaching has been a success in developing successful supervisors. Adopting the same principle of teaching well, the farm practice teaching will be used for this part-time student. This will be the first time that the farm practice teaching has been used for this part-time student. This will be the first time that the farm practice teaching has been used for this part-time student. This will be the first time that the farm practice teaching has been used for this part-time student. This will be the first time that the farm practice teaching has been used for this part-time student.

"Facilities and resources, other than those on the farm, are available to helpzem the farm and the home of the students.

"Boys Teaching Upon Supervised Farming Problems"

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West Virginia Young Farmers Learn Co-operative Marketing by Marketing Cooperatively

By G. O. Mullan, Teacher of Agriculture, Martinsburg, West Virginia

DURING the year 1960, the Farm Bureau in Martinsburg, W. Va., under the leadership of the F. A. Mullan, decided to establish a group marketing plan for the hogs of the Martinsburg area. The objective was to establish a cooperative marketing organization for the sale of hogs within the district.

The group marketing plan was established with the assistance of the Farm Bureau in Martinsburg, W. Va., and the Farm Bureau in Virginia. The plan was designed to provide a means for the young farmers in the district to market their hogs cooperatively.

The plan was successful and the hogs were marketed cooperatively. The young farmers learned how to market their hogs cooperatively and the plan was continued for the following year.

In 1961, the group marketing plan was established again with the assistance of the Farm Bureau in Martinsburg, W. Va., and the Farm Bureau in Virginia. The plan was designed to provide a means for the young farmers in the district to market their hogs cooperatively.

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The records were studied the following year, and the recommendation of the marketing plan was made to the Farm Bureau in Martinsburg, W. Va. The plan was adopted, and the young farmers in the district were advised to adopt the plan. The plan was successful and the hogs were marketed cooperatively. The young farmers learned how to market their hogs cooperatively and the plan was continued for the following year.
Ten Cases of Placement of Part-Time Students in Agriculture

H. M. MILLER, Teacher, Wysox, Pennsylvania

VOCATIONAL education in agriculture is achieving a continuous learning process through the lifelong education of students. Continuous education must not end with graduation from high school. This new instructional emphasis on vocational agriculture has had implications for assisting these students to become ready for college. The emphasis on teaching these skills to students in high school has increased. It is now realized that part-time, full-time, or two-year-instructional program may best be used to prepare students for success in this field of study.

In the nine selected cases, each student had been graduated from high school with little or no work experience. The students' ages varied from 20 years old to 25 years old. Each student had a specific type of vocational agriculture education.

Case I
- Description: 20 years old; high-school graduate; one year of part-time placement in a three-year cooperative program.
- Employment: Working in a local feed mill, mixing dairy and poultry rations.
- Methods: Students attended a three-year vocational agricultural program in the all-day and part-time schools.

Case II
- Description: 21 years old; high-school graduate; one year of part-time placement in a three-year cooperative program.
- Employment: Working in a feed mill, mixing dairy and poultry rations.
- Methods: Students attended a three-year vocational agricultural program in the all-day and part-time schools.

Case III
- Description: 19 years old; high-school graduate; one year of part-time placement in a three-year cooperative program.
- Employment: Working in a feed mill, mixing dairy and poultry rations.
- Methods: Students attended a three-year vocational agricultural program in the all-day and part-time schools.

Case IV
- Description: 19 years old; high-school graduate, four years of vocational agricultural education.
- Employment: Working in a feed mill, mixing dairy and poultry rations.
- Methods: Students attended a three-year vocational agricultural program in the all-day and part-time schools.

Case V
- Description: 24 years old; non-high-school graduate; one year of part-time placement in a three-year cooperative program.
- Employment: Working in a feed mill, mixing dairy and poultry rations.
- Methods: Students attended a three-year vocational agricultural program in the all-day and part-time schools.

Case VI
- Description: 20 years old; high-school graduate; four years of vocational agricultural education.
- Employment: Working in a feed mill, mixing dairy and poultry rations.
- Methods: Students attended a three-year vocational agricultural program in the all-day and part-time schools.

Case VII
- Description: 26 years old; high-school graduate; two years of vocational agricultural education.
- Employment: Working in a feed mill, mixing dairy and poultry rations.
- Methods: Students attended a three-year vocational agricultural program in the all-day and part-time schools.

Case VIII
- Description: 26 years old; high-school graduate; three years of vocational agricultural education.
- Employment: Working in a feed mill, mixing dairy and poultry rations.
- Methods: Students attended a three-year vocational agricultural program in the all-day and part-time schools.

Case IX
- Description: 19 years old; high-school graduate; one year of part-time placement in a three-year cooperative program.
- Employment: Working in a feed mill, mixing dairy and poultry rations.
- Methods: Students attended a three-year vocational agricultural program in the all-day and part-time schools.

Case X
- Description: 21 years old; high-school graduate; four years of vocational agricultural education.
- Employment: Working in a feed mill, mixing dairy and poultry rations.
- Methods: Students attended a three-year vocational agricultural program in the all-day and part-time schools.

All of the above cases are definite proof of the fact that the practical possibility of securing part-time educational activity, such as for farms, and of positions of various types in agriculture, is feasible. Many of these students are serving in vital positions, and may be an important factor in the development of the future agricultural expansion. The agricultural education program is designed to provide a sound educational background for those who are interested in the fields of agriculture.
Dividends From F.F.A. Leadership Programs

EARL R. COOLEY, State Supervisor
Salem, Oregon

A GREAT deal of enthusiasm is expressed by the little white-coated, well-groomed teachers of the F.F.A., about the leadership skills of their students.

In an effort to increase the enthusiasm of their members, these leaders have often been heard to say, 'If our students are to be successful in agriculture, we must instill in them the qualities of leadership.'

This statement is true, but it is also true that if our leaders are to be successful in agriculture, we must instill in them the qualities of leadership.

One of the problems in leadership training is that the concept of leadership is difficult to define.

The concept of leadership is difficult to define, but it is easy to define the qualities that make up a good leader.

These qualities include: vision, organization, ability to communicate, and the ability to motivate others.

The F.F.A. offers many opportunities for leadership training, such as the F.F.A. convention, the F.F.A. leadership training camps, and the F.F.A. national leadership conference.

In conclusion, the F.F.A. offers many opportunities for leadership training, and it is up to the students to take advantage of these opportunities.

An F.F.A. Sire Association

R. M. FOLTZ, Adviser
Boswell, Ohio

SELECTING good sires is possibly the one single most important factor that can be adopted in a farming community.

Farming without sire selection is like planting without soil preparation.

A sires' association is established to promote the use of purebred stock in the farming community.

The benefits of a sires' association include:

1. Improved quality of livestock
2. Increased market value
3. Better breeding practices

The sires' association is a good example of how one group can work together to improve the quality of their community.

Outstanding Sires

Many of these sires are outstanding individuals who have contributed to the F.F.A.

Several of these sires are featured in the following paragraphs:

- Champion White, a son of King White
- Coon Chief, a son of Plainsman
- Coon Chief, a son of Plainsman
- One Shropshire ram from the Cross Farms

Our chapter president, Clifford McDonald, has chosen the outstanding sire of the year, which is a Coon Chief ram.

Farmers participating in the program have been successful in improving the quality of their livestock.

The F.F.A. program has been successful in improving the quality of livestock, and it is up to the students to take advantage of these opportunities.

In conclusion, the F.F.A. offers many opportunities for leadership training, and it is up to the students to take advantage of these opportunities.

The Agricultural Education Magazine, December, 1940

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The Agricultural Education Magazine, December, 1940

Program to Foster Patriotism

Rex D. Kirby, New London Agricultural Teacher
Avon, Iowa

ONE of the purposes of the F. F. A. is to develop character, train for useful citizenship, and promote patriotism. Now, if ever, is the time to create enthusiasm for this cause.

Where F.F.A. chapters exist in the community, the logical organization to foster such a movement is the F.F.A. chapter. The following paragraphs are suggestions on what might be done.

The program for a chapter is organized around the national program that is written in May. It may be a flag-carrying exercise on the school grounds or a general assembly on the farm grounds.

Used on the flag, shore patriotic exercises, and arranged to present a good patriotic service. It is a fine idea to have a group of local offices, consisting of ministers (all denominations), law enforcement officers, judges, and other local officials, in addition to the local F.F.A. chapter, sit on the platform as a voice of patriotic feeling and read the Call to the Camp meeting and service held.

The school program. As a rule, the United States of America is a government of the people, by the people, and for the people. As such, the citizens who are derived from the country and who are a part of the country are a sovereign nation of many sovereign states, interdependent and separable; established upon these principles of freedom, equality, justice, and human rights; and determined that they shall be free and independent.

Another possibility that would be to prepare a bulletin or display showing pictures of Jefferson, Washington, Lincoln, and other notable figures or symbols, such as the eagle, the flag, the flagpole, etc. These figures and symbols would be an excellent way to teach about patriotism and its importance.

The use of bulletin boards. Another possibility is to use bulletin boards to display patriotic posters or images related to American history and culture. These boards can be changed regularly to reflect different patriotic themes or symbols.

The use of social media. Social media platforms can also be used to promote patriotism. By sharing patriotic quotes, images, and videos, students can be encouraged to reflect on the meaning of patriotism and its importance.

In conclusion, the F.F.A. offers many opportunities for leadership training, and it is up to the students to take advantage of these opportunities.

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Co-operative Marketing

(Continued from page 130)

who are still in school. Their present training in school gives them a good working basis for the special knowledge required in production, and their natural ambition to get ahead makes them ready to educate themselves to new conditions if they find them. The best ages for these boys usually lie between 20 and 25, but exceptions both ways are quite likely. It has become quite apparent in the development of the Young Farmers’ Association that a double method is necessary for the marketing to spread to other schools and places. If the school system organizes a co-operative marketing scheme, such as supplying the surplus products from some of them will increase their opportunities. While each school will pass on its attention to local demands, production opportunities, and the physical and financial aspects of the business, it will be vitally necessary that there be a surplus marketed co-operative for the sale of surplus from all the county associations. Then the plan really resolves itself into a definite resolved program, also the local markets, and the other sales of the surplus of the combined local market.

Advantages Summarized

The strong points of the plan thus proposed are: First, each unit has got for the problems faced by every co-operative. Second, the study and solution of these problems are fully understood by all those participating. Third, the costs of marketing co-operatively, as against individual marketing, are more fully understood and the results more fully appreciated. Fourth, the persons making up the beginning of the association are young and flexible, with a long future of marketing ahead. Their success will attract older farmers and will have a profound influence on younger leaders. Others will enter financing the marketing of these boys or young men will enter, and will naturally raise their knowledge and thus they themselves have found to be true—by studying co-operative marketing, and by marketing co-operatively.

The Agricultural Education Magazine December, 1940

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[Table of states and institutions continues]

A Three-Year Follow-up Program

(Continued from page 130)

been carried on a total of 10 approved programs on 176 farm situations. Approximately 580 farmers have practiced approved practices on their farms as follows:

These following are some of the outstanding results of the approved practices. The farmers are using certain specific practices and crops, 45% of all the farmers are on acreage of cropland andalfalfaand

[Table of states and institutions continues]

Name of Approved Practice

<table>
<thead>
<tr>
<th>Name of Practice</th>
<th>Actually Followed</th>
<th>First Time</th>
<th>70%</th>
<th>80%</th>
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<tr>
<td>Blackleg</td>
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<td>Ram stamp</td>
<td>10</td>
<td>13</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Growing with Prophylaxis</td>
<td>10</td>
<td>13</td>
<td>18</td>
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<tr>
<td>Crop management</td>
<td>10</td>
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<tr>
<td>Alfalfa</td>
<td>10</td>
<td>13</td>
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</tr>
<tr>
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