VOCATIONAL education in our public schools did not just happen. Nor was it ever more important than it is today, when men with skill and specialized training are the objects of a nationwide search.—Gov. John W. Bricker, Ohio
President of A. V. A. for 1941

A Message From President Humphreys

We Move in New Directions

A Diary of Professional Improvement

Agricultural Tour a Highlight of San Francisco A.V.A. Convention

What is a Co-operative Program?

The Conference Procedure in Agricultural Education

Objectives and Procedures in Supervising Farms

Incentives for Improved Farming

Using Problems Discussed in Supervising Farms Visits in Classroom Instruction

The Story of My Supervised Farming Program

Using Conference Procedure in Adult Classes in Agricultural Education

Comparison of State Farm and Non-State Farmers in Virginia

A Survey of Vocational Agricultural Needs in Part-Time Farming Areas of South Dakota

How Vocational Extension Units in a Guidance Program in a Small High School

Whither Community Service at the Local Chapter?

As Outstanding Activity Program in the Otoe

Co-operative Activities in an F. F. A. Chapter

Eight Points of Students Enrolled in Agriculture in One School

Book Reviews

The Agricultural Education Magazine

March, 1941

Editorial Comment

O ONE conclusion which might be drawn from the discussions in the Agricultural Section held at the Seventy-First Annual Convention is that more work needs to be done by those who are interested in agricultural education to bring about a better understanding of the real objectives of this work and its importance. It is not enough to have a good program if it is not properly understood and appreciated by those who are responsible for its support. We must do more to make people aware of the value of agricultural education and to convince them of its worth.

The Agricultural Education Magazine is the only periodical devoted to the field of agricultural education in the United States. It is published monthly except in July and August. Its primary purpose is to provide a forum for the exchange of ideas and information among educators in the field. The magazine features articles on a wide range of topics related to agricultural education, including curriculum development, teaching methods, student affairs, and the role of agriculture in society.

The Magazine is produced by the American Vocational Association of America (A.V.A.) and is distributed to its members. It is also available for subscription to non-members. The magazine is read by educators, students, and others interested in agricultural education. It is widely respected for its high quality and informative content.

The Agricultural Education Magazine is an important resource for anyone involved in agricultural education. It provides a valuable source of information and ideas, and it is an essential tool for anyone who wants to keep up-to-date with the latest developments in the field. Whether you are a teacher, a student, or a researcher, the magazine is a must-have for anyone interested in agricultural education.
A DIARY OF PROFESSIONAL IMPROVEMENT

Charles L. Park, Jr., Teacher.
Thetford Academy, Vermont

P R O F E S S I O N A L

What is a Co-operative Program?

G. S. DOVELL, Teacher, Cawd, Texas

The meaning of a co-operative program for vocational agriculture and vocational home economics departments in high schools apparently has not met the same thing to all. Perhaps it is because the program to determine our professional improvement, in such a way that we can continue to produce high-quality livestock or hogs, etc., in the same way to which we have been accustomed to do such work in the same way that we are accustomed to do such work. It is true that we have not been working in this way for as long as we are accustomed to do so, but we have not been accustomed to do so.

Agricultural Tour a Highlight of San Francisco A.V.A. Convention

Journey exceptionally well enjoyed and also a memorable week. Visited by visitors at the A.V.A. Conv. on December 15. In the all-day tour, originally planned for the Agricultural Tour, we visited many other places. Many visitors, including a group of about 50 from the University of California and a cross-section of types of farmers and personalities, were able to enjoy the week's activities. The Highlights of the week were the visit to the University of California and the cross-section of types of farming and personalities visited during the week.

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Among interested visitors on the A.V.A. Tour were some of their offsprings and their offspring. Pictures given to right are: Mr. L. H. Davie, Mrs. L. S. Smith, C. F. David, Mrs. L. H. Davie, Lucile Smith, and Mrs. L. H. Davie. The A.V.A. Convention was held in San Francisco, California.
The Conference Procedure in Agricultural Education

GEORGE P. DOYOS, Teacher-Educator, East Lansing, Michigan

"The tradition of discussion is an old tradition in the agricultural parts of the country, and one which has contributed much to sound decisions in the American democracy of the past." - D. S. A.

In Concluding a discussion, an adult and young-farmer group of men and women adults have appreciated opportunities to gain some insights into the conference procedure. With this background as a starting point, teachers are in a better position to suggest to others technique and approaches to problems and solutions which are likely to be effective. In this article, the authors suggest some ideas on how to organize a discussion.

The Conference Procedure is a method of group discussion, in which individuals learn to participate by analyzing their own experiences and by discussing the experiences of others. The procedure provides an opportunity for the participants to share their thoughts and ideas, and to arrive at decisions that are based on the collective wisdom of the group.

The Conference Procedure is often used in educational settings, where it helps students to develop critical thinking skills and to learn how to work effectively in a team. The procedure also helps to foster a sense of community and to build a supportive learning environment.

The Conference Procedure is a useful tool for educators, as it helps to develop students' ability to communicate and to work collaboratively. It also provides an opportunity for students to learn from each other and to gain a deeper understanding of the subject matter.

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Incentives for Improved Farming Programs
E. N. WRIGHT, Instructor, Missoula, Montana

FINANCING worthy projects was a problem in the development of the farm system, but the cooperation of the local federation, management, and teachers was essential for the development of improvement projects and supplementary programs. The school superintendent is the key person in the development of improvement programs and supplementary programs. He is responsible for the development of the project and the overall management of the project. He must be aware of the needs and desires of the students and the community. This can only be achieved through the cooperation of the superintendent, the instructor, and the community. The financial support of the superintendent is essential for the success of the project.

A number of incentive programs have been developed to encourage cooperation. Some of these programs are:

1. High School Credit: Students who successfully complete a project can earn high school credit. This credit can be applied to graduation requirements.
2. Scholarship Program: Students who participate in the project and achieve high grades in related subjects can qualify for scholarships.
3. Field Day: Students who participate in the project can attend field days, where they can learn more about the project and its benefits.
4.冬 method, it is important to note that...
Using Conference Procedure in Adult Classes in Agriculture at Pioneer

Harold T. Greenan, Instructor, MIss., Michigan

Evening-School work conducted at the present time is being built around the new and unique plan that it is necessary for a wholesome exchange of ideas based on the type of farming which is typical of our community. The conference procedure does not mean merely the exchange of ideas or pooling of experiences. It must mean the opportunity for the farmer to contribute his ideas to the group, for the material of the conference is derived from the agricultural life and from the library and from the knowledge of the persons who farm and take farms for their profession. The conference procedure is designed to encourage the general discussion and to develop a greater appreciation of experimental results and scientific data. This material not only will be useful to the source persons for the work, but the students will have an opportunity to learn from the ideas that they hear and the methods that are described.

In order to follow the procedure further, preparation of course materials is necessary in order to secure success in the class. The material may be written by a member of the class and will be distributed to the class members. The course material may be written by the instructor, but it may also be obtained from other sources of data. It should be written in a manner that is conducive to the discussion of the subject matter.

The course material should be made available to the students in advance of the class meeting, so that they may have an opportunity to study the material in advance. The course material may be written by the instructor, but it may also be obtained from other sources of data. It should be written in a manner that is conducive to the discussion of the subject matter.

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Comparison of State Farmers and Non-Farmers in Virginia

T. J. SHARITZ, Teasor, Staunton, Virginia

Since 1927 the Virginia Cooperative Extension Service has been conducting several programs and leadership workshops for individuals in the State, one of which is the Farmer's Leadership Workshop. This workshop is designed to assist young men and women in developing the skills necessary for leadership in their communities. The workshop is held on weekends throughout the state and includes lectures, discussions, and field trips. The participants are provided with materials and opportunities to apply what they have learned. After completing the workshop, participants are expected to engage in leadership activities in their communities, such as serving on boards of local organizations or running for elected positions. The workshop is designed to be a stepping stone for individuals who are interested in advancing to higher leadership roles. Participants are encouraged to share their experiences and ideas with each other, fostering a collaborative learning environment. The workshop is open to individuals of all backgrounds, and the organizers are committed to creating an inclusive and supportive space for everyone. The workshop is a valuable opportunity for individuals to develop their leadership skills and contribute to their communities.

T. J. Sharitz

The main body of the text discusses the comparison of State Farmers and Non-Farmers in Virginia. The text includes tables and figures to support the analysis.

Table 1: Years of Vocational Agriculture Completed by State Farmers Related to Occupations

<table>
<thead>
<tr>
<th>State Farmers</th>
<th>Occupations</th>
<th>Average Hours Worked</th>
<th>Average Hours Worked</th>
<th>Average Hours Worked</th>
<th>Average Hours Worked</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Farming</td>
<td>149</td>
<td>7.7</td>
<td>100</td>
<td>27.3</td>
</tr>
<tr>
<td></td>
<td>Allied to farming</td>
<td>37</td>
<td>12.4</td>
<td>15</td>
<td>1.9</td>
</tr>
<tr>
<td></td>
<td>NOT farming</td>
<td>14</td>
<td>3.5</td>
<td>7.2</td>
<td>2.6</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>9</td>
<td>2.8</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>160</td>
<td>7.0</td>
<td>100</td>
<td>27.3</td>
</tr>
</tbody>
</table>

Table 2: Occupations of State Farmers and Check Boys

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farming</td>
<td>149</td>
<td>77.3</td>
</tr>
<tr>
<td>Allied to farming</td>
<td>37</td>
<td>19.5</td>
</tr>
<tr>
<td>NOT farming</td>
<td>14</td>
<td>7.2</td>
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<tr>
<td>Unknown</td>
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How Vocational Guidance in a Small High School

R. W. KAESS, Teacher, Sinla, Nebraska

SINCLA is a town of 500 people in the Nebraska Panhandle of western Nebraska. It has a high school for the 10-year-old children, which is composed of the full-time instructors in the elementary school, regular students, and vocational students.

The guidance organization

1. Personal: The principal, who will direct the organization of the school and will be responsible for the general supervision of the school faculty.

2. The office: Located in the superintendent's office.

3. The personnel: Includes all full-time and part-time personnel.

4. The teacher: Responsible for the guidance program in the classroom.

5. The counselor: Advises and counsels students on vocational and educational matters.

6. The secretary: Keeps records of the guidance program.

7. The supervisor: Directs the guidance program and is responsible for the guidance team.

8. The parent: Participates in the guidance program and is responsible for the guidance team.

9. The community: Participates in the guidance program and is responsible for the guidance team.

10. The student: Participates in the guidance program and is responsible for the guidance team.

Press Demonstrates Interest In Out-of-School Youth Problems

Press and Associated Press release dealing with the findings that were released. Several months later these findings were published in a report to the nation's governors and principal of the national report on the status of education in the United States.

The following is the list of the organizations that participated in the program:

1. The Pennsylvania State College
2. The University of Illinois
3. The University of Wisconsin
4. The University of Michigan
5. The University of Minnesota
6. The University of Minnesota
7. The University of Minnesota
8. The University of Minnesota
9. The University of Minnesota
10. The University of Minnesota

First the month if the faculty agrees that the change is best for the students.

Choosing the Occupation of 258 Students From Part-Time Farms

Choice of Life Occupation of 258 Students From Part-Time Farms

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farming</td>
<td>53.5%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>15.3%</td>
</tr>
<tr>
<td>Business</td>
<td>13.8%</td>
</tr>
<tr>
<td>Education</td>
<td>4.7%</td>
</tr>
<tr>
<td>Government</td>
<td>3.9%</td>
</tr>
<tr>
<td>Arts and Entertainment</td>
<td>1.6%</td>
</tr>
<tr>
<td>Recreation</td>
<td>1.6%</td>
</tr>
<tr>
<td>Military</td>
<td>1.6%</td>
</tr>
<tr>
<td>Other</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

The Agricultural Education Magazine, March, 1941
Whither Community Service by the Local Chapter?

H. D. GARVER, Advisor, Shaway-Mission Chapter, Marion, Kansas

Receiving community service sometimes places the chapter "out of the spot," but this may be a decided advantage to the chapter. To do too little is to be forgotten; to do too much may mean — well, just too much. Just where to find a happy medium is a matter of chapter policy.

(especially, no two chapter programs of community service can be identical — not even in America where John Q. Public still has the right to openly express approval or disapproval of everyone from the president and his officers to the local P. F. A. advisor and the chapter. Expression of approval or disapproval still determines the success or failure of any organization, including the local chapter of Future Farmers of America. A good program of any organization has ever been able to satisfy everyone. There will be get stepped on and displeasure will be affronted. Yet, like the old Civil War general whose stated method of winning battles was "to git there first with the mostest," the best local chapter must do likewise and not be stepped by a few casualties when they occur.

Guiding Principles

The guiding principles for policies governing the community service program of the Shaway-Mission chapter located at Burrton, a suburb of greater Kansas City, are illustrated by the following activities:

Establishing a new lawn on the school grounds

1. Services should be confined to civic groups as much as possible, rather than to individuals with whom the chapter has little or no contact with the local floral club, built

2. Services for individuals are to be rendered to exchange for something enjoyable. This is for psychological reasons as well as materials gain, since the best way to make a friend is to get him to do a favor for you. Such an exchange of services may vary from a pan of cookies after a meeting of the chapter to a flight in a glider. Americans don't like to be "behindhand" and we're all Americans.

3. Chapter service should not compete with or duplicate services of persons or agencies already engaged in furnishing similar services. Sometimes, a local chapter can fill in the void left by the local community restaurant organization. Help is given in the national office at the annual convention held in Kansas City. This consists of earning for

a rock garden in a nearby park. At another time, an outdoor stage was built for the local historical society pageant. Livestock pens were built, and the creative management of the livestock and experimental work were expected to move the chapter until the fair was moved recently to another town. Each year, live animals newly hatched or bred are cared for all Christmas time, working thru the local community restaurant organization. Help is given in the national office at the annual convention held in Kansas City. This consists of earning for

4. A talk at chapter meetings, and throughout the year gives much free advice and help to the farmer.
The Agricultural Education Directory, 1980

OFFICE OF EDUCATION, WASHINGTON, D. C.

Agricultural Education Directory

State Supervisors - Teacher-Trainees

STATE SUPERVISORS - TEACHER-TRAINERS

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WEST VIRGINIA

WISCONSIN

WYOMING

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The Agricultural Education Directory, March 1981

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For information about how to advertise in the Agricultural Education Directory, please contact the Agricultural Education Division of the National Agricultural Education Association, 1400 Wilson Boulevard, Suite 100, Arlington, Virginia 22209.