To provide a more adequate program of youth education will require that we relinquish some of our stereotypes concerning the bookish nature of the educational process: Education is properly concerned quite as much with the development of useful skills as it is with the transmission of esoteric knowledge.—J.W. Studebaker
In Appreciation

Since my appointment as chief of the Agricultural Education Service in the Department of Agriculture, I have received an unending stream of complimentary letters from persons in the field of vocational education throughout the country. Very naturally, I have been greatly pleased and deeply impressed with their spontaneous expressions of confidence and goodwill. Their letters have been a source of constant encouragement and aid to me in the great work in which we are all engaged. However, it has been physically impossible for me to take the time to write back personally to each of the individuals who have sent me letters of regard. I hope that this situation will not be interpreted by anyone as a lack of appreciation on my part.

In accepting appointment to this position during the current period of national and international economic and social unrest, I fully recognize that much propaganda administrative problem, failure, and responsibility with which I shall be confronted. Without the assistance of the cooperating agencies in support of the work in vocational education through the country such as we have already received, I would be very foolish indeed to assume these responsibilities. It is, therefore, in a spirit of humility and good will, that I accept the position and will welcome at all times the constructive criticisms and suggestions of all following letters.

Before closing I want to say that no man could have been more fortunate than I in having as my co-workers on my immediate staff a fine, loyal, hard-working, unselfish group of men. Each and every one of them has devoted his life to the cause of vocational education in agriculture. With this kind of supporting staff, with the splendid record for honesty and fair play which the Agricultural Education Service has already achieved for itself under the guidance of my friends and predecessors, C. E. Linn and L. A. Linke, and with the pledges of loyalty and support already received from the Secretary of Agriculture, I am confident that our national program of vocational education in agriculture will continue to go forward during the years to come.—W. T. Spanton, Chief, Agricultural Education Service.

More than One Way

More than once the point of view has been expressed in these columns that preparation of older youth and adults for farming should be the chief concern of instructors of vocational agriculture. It is appropriate, therefore, that this subject is presented at the present time. Because of the various approaches to farmer training are described which should be of interest to those who perhaps could not find their way for training farmers. It is true, some ways of organizing out-of-school year by year in terms of their own needs, and as they have been organized, these ways of providing instruction can be applied to local needs in a farming community, that they have been organized by several trained teachers generally. This would not, however, preclude the possibility of experimenting with new ideas when this is justified by the practical test. Two particularly good systems for providing training for young farmers will be described in this article. Both of these systems are geared to the extent of examining new ways, or variations of old ways of providing such training, and of experimenting with them.

In the current issue Mr. Rogers describes how young men have been provided with training for farming by an industrial organization. The fact that some teachers of agriculture have been operated with his organization and that the young men have shared in the training of the program to completion in part, evidence of the effectiveness of the approach made by this organization.

What Shall the Future Be?

Thousands of mid-school young farmers have been enrolled this past winter in defense courses taught by practical experimenters, mechanics, and technicians, under the supervision of instructors of vocational agriculture, with results both in interest and understanding for beyond the expectation of those who had been responsible for local, state, or national development of this program.

Now we are on this way with a continuation of that program for at least another year. If the work this year is as successful as it has been during the past six months (and it should be even more so), the probability is that more practical farm-mechanic work will be included in the program. The number of vocational agriculture courses. Furthermore, the following are, it seems to me, some possible developments in the development of this program so far as vocational education in agriculture is concerned:

1. If skilled mechanics without training in teaching methods are successfully trained in agriculture, the demand for such men may meet the need for farm laborers. An examination of the demand for farm laborers both in towns and on the farms may be met by skilled laborers, with some help in organization on the part of the curriculum, agriculture, or the need for farm laborers, there should be some additional training of the practical farm-management teacher. Experience to supplement the experience of the instructors in agriculture has been widely discussed. What is the answer to this question?

2. Perhaps young farmers would be just as much interested in practical farming courses as they are in learning the technical skills in farming.

3. Perhaps young farmers would be just as interested in practical farming courses as they are in learning the technical skills in farming. This assumption has been rather well demonstrated.

4. Perhaps the program of training young farmers who have entered upon the occupation of the farm shall be soon recognized as one of the vocational agricultural programs instead of considering this program as being supplementary to the all-day program for those who are more or less definitely preparing for farming.—L. M. Sisson, Wisconsin.
Professional

A. K. GETMAN

Pennsylvania Grange Encampment Builds for Better Rural Life

WILLIAM A. BROYLES, Teacher Education, State College, Pennsylvania

A UNIQUE institution of rural life is the Grange, and its headquarters are at Centre Hall, Pa. Here are combined social, educational, and social, educational information and aid that has been growing stronger with each passing year.

The setting of the encampment is re-
markable and one that is not usually
found at the Grange. The Grange was held at the foot of Mount Susquehanna and the fertile Susquehanna Valley. The first encampment held here was in 1872 on the top of the moun-
tain in the woods. The farmers of that day crowded in their wagons and trucks and camped in the woods. The Grange is now held on a beautifully landscaped and equipped campus, with a large tented camp and lakes and ponds. The entire campus is surrounded by woods and fields.

The Grange is a social and educational organization that has been in existence for over 100 years. It is a voluntary organization that provides a community for people who are interested in the development of rural life.

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Establishment in Farming

JAS. L. ROBINSON, Extension Economist, Farm Credit Administration, Washington, D. C.

A BOY with feed and a well-planned program has sufficient security for a secure and prosperous future. By the time his barn reaches $100 the farmer for whom he has worked for four years, the boy will have saved $50.

The problem of the young boy is to find his way to a larger and more important position in life. A vocational education at a college, a technical school, or a vocational institute will give him the qualifications necessary for this position.

The vocational institute is the place for the boy who wants to become a farmer. In this institute he will learn the principles of agriculture, the methods of farming, and the management of the farm. He will also learn how to keep accounts, how to calculate feed, and how to make budgets.

A SUMMARY of the program made by the nine students shows that their first year under Mr. Quigley shows that Arthur learned a lot of new things. The students have given a total of $64 worth of livestock and equipment.

The credit to the boy in the school or still working on the farm under his father or mother can be a great help. The boy should have a chance to start his own business and should learn how to manage his own affairs.

The student should be taught to think and to plan for his future. He should be taught to keep accounts, how to calculate feed, and how to make budgets.

The student should also be taught how to keep in touch with the outside world. He should be taught how to read newspapers, how to write letters, and how to make speeches.

The student should be taught how to manage his own affairs. He should be taught how to keep accounts, how to calculate feed, and how to make budgets.

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Why Concern Ourselves With Part-Time and Evening Classes?

H. M. HAMLIN, Teacher Education, Urbana, Illinois

EVIN the conclusion that the schools can be used for part-time and evening education, administrators and laymen have been discussing, debating, and planning for years. But what of the present day? What is happening? Why don't we do anything about it? Why bother? We can't do anything about it. We just can't do anything about it. We have not had enough time, money, or public opinion behind even the secondary education reform efforts. Before such a program is set up, considerable thought and planning are necessary. The following should be taken into account.

1. Should a community really want an educational system that would cut into teacher education and the school system? Who will pay for it? Is there a need for such a system? What are the advantages and disadvantages? Are the people who are in favor of part-time and evening education willing to pay for it? How? Will the state pay? Will the tax payer pay? Will the student pay? Will the school system pay? Will the businesses in the community pay? Will the local communities pay?

2. How can the school system be used for part-time and evening education? What are the advantages and disadvantages of using the school system? What are the advantages and disadvantages of using the school system for part-time and evening education? What are the advantages and disadvantages of using the school system for education in general? What are the advantages and disadvantages of using the school system for education in general for all students? What are the advantages and disadvantages of using the school system for education in general for all students in the community?

3. What is the best way to use the school system for part-time and evening education? What are the advantages and disadvantages of using the school system for part-time and evening education? What are the advantages and disadvantages of using the school system for education in general? What are the advantages and disadvantages of using the school system for education in general for all students? What are the advantages and disadvantages of using the school system for education in general for all students in the community?

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Industry's Contribution Toward Solving the Farm Problem Thru Vocational Education
C. F. ROGERS, Assistant Director, National Farm Youth Foundation, Dowling, Michigan

IN SPITE of the great advances made by manufacturing, farming is still America's greatest industry. Industry is drawing men and women upon the land for it will remain a source of employment and prosperity, management, equipment, and technology will need the new generation. Much has been accomplished for the agricultural industry by Federal and State agencies and through the National Farm Youth Foundation. Leaders in educational, professional, and government agencies have worked tirelessly to bring about these changes. Regardless of all this, thousands of potentially good young farmers are leaving the farm each year. Farmers who take full advantage of the knowledge that has been gained. Much has been accomplished for the agricultural industry by Federal and State agencies and through the National Farm Youth Foundation. Leaders in educational, professional, and government agencies have worked tirelessly to bring about these changes. Regardless of all this, thousands of potentially good young farmers are leaving the farm each year. Farmers who take full advantage of the knowledge that has been gained. Much has been accomplished for the agricultural industry by Federal and State agencies and through the National Farm Youth Foundation. Leaders in educational, professional, and government agencies have worked tirelessly to bring about these changes. Regardless of all this, thousands of potentially good young farmers are leaving the farm each year. Farmers who take full advantage of the knowledge that has been gained. Much has been accomplished for the agricultural industry by Federal and State agencies and through the National Farm Youth Foundation. Leaders in educational, professional, and government agencies have worked tirelessly to bring about these changes. Regardless of all this, thousands of potentially good young farmers are leaving the farm each year. Farmers who take full advantage of the knowledge that has been gained.

Farming Can Be More Attractive
Agriculture is more than ever America's first line of defense. Our farms must produce not only food for the country but also for the world. Unfortunately, our nation is facing a critical shortage of farm youth. This is a critical problem, but it can be solved with proper planning and education. The following are some steps that can be taken to improve the situation:

1. Educating and training farm youth so that they are prepared to make good in the occupations they choose.
2. Finding adequately qualified and experienced teachers for farm schools.
3. Making available financial assistance to help students continue their farm education.
4. Encouraging manufacturing establishments to become more attractive to farm people.

"The great majority of the members will remain on the farm where they are as desperately needed as at this time."

The Agricultural Education Magazine September, 1941

Mr. and Mrs. R. B. Houston and son Stephen of Clayton, Virginia, register approval at the training opportunity which came to Stephen.

NYF group at Walden, New York on a tour sponsored by local sponsors, J. C. Clark preparation for farm ownership and for operation management. By this opportunity they feel they would be better able to prevent a break in the family circle; that no longer would they feel the need to seek work opportunity in crowded industrial centers.

Excellence—Sought—Taught
During its first year, the Foundation had approximately 100 training centers established during the ages of 15 and 20 at which farm students, me and 25 as many active members. Many of these students traveled from 15 to 20 miles per week to attend these weekly discussions. All members of the Foundation receive an extension course in Farm Engineering and Management. This extension course is especially prepared for them by some of our most outstanding agricultural engineers. At the regular, weekly classes held in the local communities, advanced students, as well as the extension assignments, are used. This course in Farm Engineering and Management is coordinated by the following subjects:

1. The Business of Farming
2. Managing the Farm Plant and Equipment
3. Soil and Crop Management
4. Profitable Management of Farm Operations
5. Handling Labor in the Farm
6. Profitable Use of Modern Farm Machinery
7. Farm Power and Tractor Farming
8. Managing the Money Problem
9. Farm Records as Aids to Profitable Management
10. Profitable Marketing of Farm Produce
11. Local and Economic Factors in Farm Management
12. Salesmanship and Personnel Success

Within the next nine months, about 5,000 students successfully completed the extension course in Farm Engineering and Management.

"You are already certain as a great success for the farm youth. Another, approximately 1,000 young men are now enrolled in the experimental work and 800 are enrolled in the program for 1,000 Foundation members will remain. The success of this program is due to the fact that many farmers have been willing to provide the necessary funds at this time.

The following membership statistics are interesting:

- Total working on parents' farms - 6,993
- Total working on farms owned by others - 1,253
- Total working on own farms - 169

This training and experience is very important to these 10,000 young men, and they are doing well.

The program is expected to increase the number of young men active in agriculture to over 50,000 students, which will provide an opportunity to help them in the farm communities.

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A Farm Practice Program With Short-Course Students at Michigan State College
H. S. WILT and D. H. SHEPARD, Instructors, Michigan State College, East Lansing, Michigan

The fact that Michigan State College is the oldest agricultural college in the United States, and one of the oldest to offer practical short-course to farmers, is evidence of her interest in the youth of the state and nation. The college has for years been conducting practical agronomy and animal husbandry short courses to young farmers. Short courses were encouraged by the college. The present program, with Michigan State College at Lansing on the Board of Vocational Education, has been going on for about two years, but already is showing very encouraging results. Short-course work at Michigan State College was first offered in 1904, and since that time over 20,000 students have taken the various courses. This number of students returning to farms and other agricultural occupations has been growing, and will continue to do so. Very remarkable results are being shown in these agricultural occupations. Short courses are to benefit those who are actively engaged in these occupations.

Nature and Purpose of the Course

Forty-nine years have brought about many changes in short courses as offered at Michigan State College, but the original objective of offering a practical course to train farmers in the better job of farming is still a major objective. The courses as offered today range from eight weeks to 52 weeks in length. The courses are given in specialized phases of agriculture as well as work of interest to those who desire more general information in the field of agriculture. At present 19 different courses are being offered. Eight of these are of a specialized nature and two are in the field of general agriculture. Short courses offered are as follows: General Agriculture, Biology, Weed Control, Pest Control, Animal Husbandry, Veterinary Medicine, Agronomy, and Ground and Water Supply. Courses in Agronomy, Weed Control, Pest Control, Animal Husbandry, Veterinary Medicine, Agronomy, and Ground and Water Supply are offered. These courses are to benefit those who are actively engaged in these occupations.

The short courses are offered by the Short Course Department of the Division of Agriculture. The staff consists of 60 directors, assistants, and instructors, of which W. R. Tung, Director of Short Courses, has been with the college for over 15 years. The college offers short courses in the different divisions of the college to do the work of 75 different instructors, representing all divisions, and 25 of the 44 departments in the college, were engaged in teaching short-course classes.

Additional Instructors Employed

With so many instructors doing the teaching, and Director Tung tied up with administrative duties, it was rather difficult to carry on a well-organized short-course program with students, even though all the instructors appreciated the value of such a program. The employment of a number of instructors on a full-time basis to help with the work of teaching, to set aside a definite time to familiarize students with farm practices, and give them the opportunity to work on farm practices, was the purpose of this course to assist the student in obtaining the training in agricultural practices needed to be a solution to the problem. A new program in which to keep a record of his farm business. Many other practical farming management practices are put into use as the farmer and stock owner learn as being essential to the successful operation of the farm. Students are encouraged by the supervising instructor to keep in close touch with the agricultural college, to the county, state, and national levels, the local leaders of agricultural organizations. Most farmers are glad to do this, not only because of the information they receive, but also because it puts them in touch with other farmers and leaders of the state. In the college area, where a large number of students' homes are fairly close together, meetings with the young men are held in each county. Topics for discussion come from problems and experiences of the group of students, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men, usually young farm men.
Apprenticeships in Agriculture

HARRIS H. CARR, Supervisor of Publications, Michigan State Board of Vocational Education, Lansing, Michigan

Agriculture will always be a basic industry. The farm is a part of the nation's economy, and its success is dependent upon a skilled labor force. The demand for skilled farmers is increasing as the farm industry grows and as new techniques are developed. Apprenticeships in Agriculture provide young people with the opportunity to gain practical experience and skills in the field of agriculture.

The apprenticeships in Agriculture program is designed to provide young people with the knowledge and skills necessary to become successful farmers. The program includes a combination of classroom instruction and on-the-job training. Participants in the program work closely with experienced farmers to learn the skills needed to operate a successful farm.

Teacher Load

In computing teacher load, it is suggested that the amount of time needed for each teacher's duties be equal to a full-time equivalent (FTE). This is based on the assumption that the teacher's duties are equivalent to a full-time job.

Co-operative Lamb Shipping as a Result of Adult Classes

R. W. WALL, Teacher, Michigan State Board of Vocational Education

Co-operative Lamb Shipping is the process of selling lambs to a company that will transport them to market. This method of selling lambs can help farmers to get a better price for their lambs and can be a valuable tool in improving the profitability of the farm.

Eligibility Requirements

To be eligible for the apprenticeships, a young person must meet the following requirements:

- Be at least 16 years old
- Have completed at least a high school diploma
- Demonstrate a strong interest in agriculture
- Be willing to work on a farm

Apprenticeships in Agriculture

Apprenticeships in Agriculture are available in Michigan. For more information, contact the Michigan State Board of Vocational Education.

Selling Lambs and Sheep

The sale of lambs and sheep can be a significant source of income for farmers. The Michigan State Board of Vocational Education offers classes on how to sell lambs and sheep effectively. These classes provide farmers with the knowledge and skills needed to market their livestock for the best possible price.

The Michigan State Board of Vocational Education offers a wide range of programs and services to help farmers succeed. For more information, contact the board's office.

The Agricultural Education Association, 2001 Northfield Rd., Suite 100, Ann Arbor, MI 48105-1325. Phone: 734-995-8888. Fax: 734-995-8889. Email: info@agriculturaleducation.org. Website: www.agriculturaleducation.org
Training chapter officers might be considered equal to teaching. When the FFA advisor ...  
organized for schools on a normal basis in the late 1930's. All too often, consists of a last-minute series of States for discussion helping the President elect before a meeting. The president may know few, if any, of the details regarding these items. The members ... instead of an officer-directed discussion.

The members of the California Agri-
culture Teachers Association have been conducting officer-training schools in an effort to assist the FFA movement in solving this problem. The teachers of the redwood region, comprised of the eight counties north of San Francisco along the coast, have conducted these schools since 1939.

Organization of Training

The training school is scheduled for a Saturday evening in the fall semester at the State Teachers College at the point of the region. All chapter officers are invited to attend. The average attendance has been about 100 people.

Generally speaking, the key individual developing an effective and efficient chapter of Future Farmers of America is the President. The President must not only be a boy, but also a good leader. He must have the ability to get along with other members present, understanding the purpose and meeting the national, understanding a functioning group.

For the most part, the officers ... to work in close cooperation with the local FFA advisor.

Responsibility of the Advisor

What then, is the work of an advisor? A teacher of agriculture, to be a good advisor, must know thoroughly all that he expects the boys in the chapter to know. The advisor must have met the FFA benefit... and he should be able to discuss them from his point of view.

responsibility is to prepare them for the job for which his advisor should be able to prepare them for the job for which he has been selected. Together they must be informed of the work of each other; must have common knowledge of the other advisor's work. Together, they must be able to discuss each other's work, discussing the organization to which each belongs.

The Admisor, the Key Man

L. R. Humphries, Teacher Education, Logan, Utah

must know how to put the boys to work in their chapters, must know how to prepare the boys for leadership, must not lose a job by working with the advisor.

1. The advisor should be in charge of the FFA organization, must know what he expects the boys in the chapter to know. The advisor must have met the FFA benefit... and he should be able to discuss them from his point of view.

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Areas of Guidance in Vocational Agriculture

If teaching in agriculture is to be truly vocational, we must have at least a minimum of a three-fold curriculum in order to adequately cover the major aspects of the subject. Our students must be able to go out and engage in practical agriculture immediately. They must have the opportunity to do so. This will enable them to realize the true value of their education.

In Grayville the all-day classes in agriculture enroll approximately 80 percent of the boys in the high school of about 100 students. The boys have all the time and effort that can be given to this subject in the classes for at least one year. We have one of the better farming communities because of the agriculture classes.

Changes in Position

Mr. J. W. Living, former State Supervisor of Vocational Education in Minnesotta, has been named by the State Board of Agriculture to be the new Associate Professor of Education at the State Teachers College at Pittsburg, Missouri.

Mr. E. H. Reed, former State Supervisor of Vocational Education in Kentucky, has been appointed to the position of Associate Professor of Education at the State Teachers College at Berea, Kentucky.

The adviser at Wartburg College, Mr. J. P. Martin, has been appointed to the position of Associate Professor of Education at the State Teachers College at Berea, Kentucky.

Mr. W. B. Brown, former State Supervisor of Vocational Education in Florida, has been appointed to the position of Associate Professor of Education at the State Teachers College at Berea, Kentucky.

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