"THE school must help to develop in each individual a sense of responsibility for, and a willingness to contribute to the welfare of the group."
The American Vocational Education Association at the Toledo meeting in December elected Fred Alford Smith, Director of Vocational Education for Arkansas, as its president and leader for 1943. Mr. Smith succeeds Mr. John S. Heath of Baltimore in this office.

Fred Smith brings to the position of leadership in the A.V.A. many years of experience in the field of vocational education. He first came into prominence as the Director of Vocational Education in Arkansas in 1927. As a result of his outstanding work as a teacher of agriculture he was brought into the Arkansas Office of Education as district supervisor. In 1939 he was made director of vocational education for his state.

Perhaps no man in agricultural education has rendered a greater service in acquainting legislative leaders with the needs for a strong vocational education program in this country. Working in cooperation with Mr. H. H. Donna and the Executive Committee of the American Vocational Association, he has gained many months in Washington in the interest of legislation for education.

Mr. Smith served on the Executive Committee of the A.V.A. for several years and has been the vice-president, representing agriculture since 1939. He has also been a member of the Public Relations Committee, the Membership Committee, and the Legislative Committee for the association.

Not only is Mr. Smith one of the outstanding leaders in the vocational education field, but he is also one of the largest and most progressive farmers in Arkansas. He maintains a farm of 150 registered Jersey, 100 registered Hereford, and 75 registered Shorthorn cattle.

Mr. Smith will give to the A.V.A. wise leadership during this year, when unity of purpose and action is vital and necessary.
The History of Agricultural Education in the United States

F. W. LATHROP, Specialist in Agricultural Educatin, Washington, D.C.

This is the first article of a series which will appear in the Agricultural Education Magazine, dealing with the history of agricultural education in the United States. Dr. RUFUS W. STIMSON attended the first meeting of the Vocationa1 Association of his period to his retirement in the supervision of Agricultural Education in Massachusetts. He had the idea of utilizing his services in preparing a book on the subject of agricultural education. He was convinced that the success of the school is most apparent at the present time. The results of these efforts have been reflected in the teaching of agriculture in several states. However, the subject is too large to cover in this article. It will be discussed in succeeding articles.

Georgia

Two meetings sponsored by the General Education Board were held in the state, one in 1899 and another in 1902, to assist in the development of agricultural education in the state. These meetings were attended by representatives from several states, including Georgia, and the reports of these meetings have been published in the Journal of Agricultural Education.

Georgia

Several of these agricultural high schools have been established in the last few years, notably in Georgia and South Carolina, and a bill has been introduced to establish a one-year course in agricultural education at the state universities in the country, and city high schools that serve agricultural students.

The other method proposes not one system of secondary schools for the country as a whole, but rather two systems, one for agricultural and one for non-agricultural students. It is suggested that the experience with the school in the non-agricultural field be based on the principle that the more the educational opportunities of the school, the more the educational opportunities of the student should be.

The two meetings have been held in order to provide a joint forum for the teaching of agricultural education and the university, and to set a new direction for the development of training for prospective teachers.

Connecticut

Vocational Education in a Regional High School

The following excerpts are from The Connecticut Educational Directory of Regional High Schools, by Lucile M. Woodbury, published by the State Department of Education, Hartford, Connecticut.

On the morning of September 25, 1919, a new school opened its doors to 383 students from six towns in the vicinity. The school had been opened in order to provide educational opportunities for students of the town, and many of the students had been interested in attending a high school.

Mr. RUFUS W. STIMSON attended the first meeting of the Vocational Association of his period, and was convinced that the success of the school is most apparent at the present time. The results of these efforts have been reflected in the teaching of agriculture in several states. However, the subject is too large to cover in this article. It will be discussed in succeeding articles.
The California Plan for the Training of Emergency Farm Labor

JULIAN A. McPHEE, State Supervisor, Son Le Beach, California

Methods

G. P. Dreyer

In NO other state of the nation is the farm labor problem so acute as in California. The shortage of farm workers is such that it is a major issue in the state's economy. Farmers not only have a hard time getting workers, but they also often have to pay much higher wages than in other states. This is because California is a major agricultural state, and the demand for labor is high.

Japanese Have Moved From Farm

Further complicating the war problem situation, California had a population of 8,000,000, of whom nearly 500,000 were Japanese. Many of these workers were employed in the canneries and other industries that required large numbers of laborers.

The California State Board of Agriculture Education, which administers the program for training emergency farm laborers, reported that 500,000 workers were needed in California by May 1, 1942. Of these, 300,000 were to be available in the state, and 200,000 were to be recruited from other parts of the country.

The Board recommends that schools be established to train workers for the farms, and that these schools be provided with adequate facilities and equipment. The Board also suggests that farm owners be given financial assistance to help them establish these schools.

In the meantime, the Board has been working closely with the United States Office of Education to ensure that the training program is effective and meets the needs of the farmers. The Board has also been in close contact with the United States Department of Agriculture to ensure that the training program meets the requirements of the government.

The Board believes that the training program will be successful if it is well planned and executed. It hopes that the program will help to alleviate the shortage of farm workers in California and that it will also help to improve the quality of the farm labor force.
The Place of Goals and Standards of Production in Developing Programs of Supervised Farming

GEORGE P. DEVOE, Teacher Educator, Michigan State College

EFFICIENCY in producing farm commodities has always been an important economic consideration, especially significant at the present time. In developing programs for the future, the teacher must encourage each student to formulate goals of attainment which are consistent with productive efficiency for each of the components of the farm program. Such goals are vital in the following sense:

1. Appropriate goals of attainment of the type indicated each student should achieve on progressively higher levels.
2. A procedure for formulating goals with an awareness of the current Food-for-Preference Program, with quantitative goals of production for certain essential food products, increased production per unit (as in milk, eggs, etc.) as a result of the student's efforts in achieving the desired increases.
3. In formulating goals of production for products often regarded as for given enterprises (under the conditions on a given farm), it is intended to stimulate the interest of the student in attaining the highest levels of efficiency and of acceptable levels of attainment in those conditions.

Too often, he has a limited concept of what he should achieve under his conditions and with the facilities available.

In the context of goals of this type lends itself logically to such a question as “What do I need to be able to do, within the limits of the facilities available, to reach these goals?” In considering this question, the teacher should pose such questions as: “What would I need to know how to take better care of my saw at forestselling time?” “What would I need to know in planning and planting a program in a functional unit?”

3. Setting goals of the type under consideration should not be left to the student to plan and keep accurate and useful records. Records should also show his actual accomplishments and deter-
Will We Keep Pace With Adult Education? W. A. SMITH, Teacher Education, Cornell University

ADULT education as a recognized phase of educational endeavor in American education may be considered to have reached a mid-adulthood stage. This is suggested by the year 1936 when student enrollment in adult education hit a peak, marking in birth year terms the age at which many have claimed the organized program of education begins. But in addition to the facts that it is some 16 years of age, there is other evidence of advancing characteristics. It is undergoing "growin-" and encountering new problems, the solution of which promises to have considerable bearing upon its future. This seems especially true in vocational education.

New Empahsis

This picture of the development of adult education in vocational education varies in state and probably in reality in different sections of the country. For many of our communities, adult education is still at an embryonic stage, and too often it is a reality. Their adults are too often uncertain of the worth of adult education, and too often too eager to participate in the program. The present situation provides us with an opportunity to establish a program for the future.

Teacher Needs Help

Teacher preparation has lagged in its efforts to prepare teachers for adult education. Teachers have been expected to "grow into the spirit of the program." While one or two adults are interested in classes, the teacher usually does not have the time to become acquainted with the needs and interests of his adult students. The common situation is to have the teacher submit to this type of procedure. Adult education should focus on the needs and interests of the student, not on the teacher's need to become acquainted with the program. The teacher must be prepared to meet the needs and interests of the adult student.

History of Agricultural Education

(from page 194)

Research in Agricultural Education, Section Committee, Agricultural Education, Section, American Vocational Association.

Early in 1939 a research committee was organized by the agricultural section of the American Vocational Association. The research specialist in agricultural education, H. W. Martin, was named chairman of the committee, with responsibility for coordinating its work. The committee's purpose was to study the history of agricultural education in the United States.
Teaching Women to Maintain and Operate Farm Machinery

ALLEN C. WEBER, Teacher, Marshall, Minnesota

The two most important present-day farm problems are to increase the efficiency of labor and to keep women in the farm machinery in serviceable condition. OSVYA courses are a step toward the solution of farm machinery problems. Since it is necessary for many men to replace men as farmers, it was decided to devote one rural machinery course during the summer to teaching women the care and operation of farm machinery. The experience gained during the past two years has been used to develop the philosophy of this course and to set up the program for this year.

In the program, the major emphasis is on the teaching of principles of machine operation and maintenance. The practical application is approached through the use of small manuals, classroom discussions, and the actual operation of machines. The students are taught to think in terms of machine operation and maintenance, rather than just in terms of operation. The course is designed to give the students a basic understanding of the principles of machine operation and maintenance, as well as a practical knowledge of the operation of specific machines.

The Place of Goals and Standards

The use of goals and standards in the teaching of machinery has been very successful. The goals are set for each student at the beginning of the course, and these goals are reviewed and adjusted at the end of the course. The students are also encouraged to set their own goals, and these goals are used as a basis for evaluating the student's performance.

Outlines of Course

The course was outlined at the first meeting of the students. The outline included an introduction to machinery, a review of basic machine principles, and an introduction to specific machines. The course was designed to give the students a basic understanding of the principles of machine operation and maintenance, as well as a practical knowledge of the operation of specific machines.

The women were given lessons in operating tractors

The women enrolled in the course, and 14 of them completed the full 36 hours of instruction. Most of the students were farm girls, but a few town girls were also enrolled. The course was taught in the field for the first 8 weeks, and then the students were taken to various areas to observe and participate in the operation of farm machinery.

The instructors included local farmers who had experience in the operation of farm machinery. The instructors were also encouraged to set their own goals, and these goals were used as a basis for evaluating the student's performance.

TABLE II

Data for Successive Years of Testing in Junior D.H.A., Oshkosh, Wisconsin

<table>
<thead>
<tr>
<th>Year of Continuous Testing</th>
<th>Lowest</th>
<th>Average</th>
<th>Best Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>One year (testing 20 girls)</td>
<td>153.0 lbs</td>
<td>242.0 lbs</td>
<td>311.5 lbs</td>
</tr>
<tr>
<td>Two years (testing 30 girls)</td>
<td>275.5 lbs</td>
<td>330.0 lbs</td>
<td>358.0 lbs</td>
</tr>
<tr>
<td>Three or more years (43 girls)</td>
<td>307.0 lbs</td>
<td>309.5 lbs</td>
<td>358.0 lbs</td>
</tr>
</tbody>
</table>

TABLE III

An Example of Goal Setting, Together With Laminating Records for 1941 and 1942 at Williamsport, Michigan

<table>
<thead>
<tr>
<th>Name</th>
<th>1941</th>
<th>1942</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilson A</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Greer J</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Bill H</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>C. M.</td>
<td>50</td>
<td>11</td>
</tr>
<tr>
<td>Duvall T</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Bernard S</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>Bold C</td>
<td>60</td>
<td>160</td>
</tr>
<tr>
<td>Rook M</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Irvin O</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>Grant P</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>Maurine F</td>
<td>50</td>
<td>43</td>
</tr>
</tbody>
</table>

Totals 387 396 100 % 125 %

TABLE IV

Breadth Production in Dairy Heifers in Successive Years at Various Levels of Productivity

<table>
<thead>
<tr>
<th>Level of production (in pounds)</th>
<th>1941</th>
<th>1942</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>220</td>
<td>240</td>
</tr>
<tr>
<td>250</td>
<td>260</td>
<td>280</td>
</tr>
<tr>
<td>300</td>
<td>320</td>
<td>340</td>
</tr>
<tr>
<td>350</td>
<td>370</td>
<td>390</td>
</tr>
<tr>
<td>400</td>
<td>420</td>
<td>440</td>
</tr>
</tbody>
</table>

Note: 
* Based on average of 20 girls for the 1941 crop.

Evidence of Growth From Using Standards and Goals

As mentioned at the first part of this article, achievements on progressively higher levels in terms of productivity, are one measure of growth in certain farming abilities on the part of persons. Who concern about these improvements. The writer has observed that where emphasis is placed on progressive productivity and goal setting, as discussed in this article, improvements in this type of area are more likely to occur. Furthermore, persons whose achievements are observed and whose accomplishments are recognized are more likely to develop the skills and abilities that are necessary for the success of farming. Therefore, it is necessary for farmers to set goals and to measure their progress toward those goals. By doing so, they can identify areas where improvements are needed and can work to develop the skills and abilities necessary for success in farming.
The Teaching of Rural Law by Vocational Teachers in Pennsylvania

SAMUEL F. SIMMONS, Teacher, Maytown, Pennsylvania

A FAMOUS lawyer once said that all lawyers are as good as one. This is certainly true of com- mon sense. Every man should be able to appreciate the principles of law, which are essentially common sense. The people of the State of Pennsylvania have a right to expect that all their lawyers shall have a common sense of the law, and shall be able to apply it to the cases which come before them.

In order to disseminate the knowledge of the law among the people, it is necessary to teach them the principles of law. This can be done by the teaching of rural law by vocational teachers in the common schools of the State.

Rural law is a science of common sense. It is the science of the common law, and is taught in the schools of the State. It is the science of the common law, and is taught in the schools of the State. It is the science of the common law, and is taught in the schools of the State.

The teaching of rural law by vocational teachers in the common schools of the State is a great improvement in the education of the people of the State. It is a great improvement in the education of the people of the State. It is a great improvement in the education of the people of the State.

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Non-Farm Youth in Wartime Food Production

F. W. LATHROP, Specialist in Agricultural Education, Washington, D. C.

Volunteer group may be organized. 

Discarding Need

Early determination of the need for increased farm labor is essential to the successful conduct of a good training program. The eager participation of young farmers who have been reared on farms and who know as soon as possible (1) whether they will be employed and (2) whether they will be needed in the farm in the near future. Farming as it is practiced will be in need of these men by the time the September training program can be planned and executed. The group training program can be planned up to very definite objectives. That time is to determine the employment of farm work will be more effectively carried out. It is essential that previous plans for the group’s activities are announced and that these plans be carried out to make the Extension Service effective.

Two kinds of workers will need training: (1) those who are needed for specific short-term jobs, which are often recurring each season, and (2) those who are needed for general farm work.

A specialized job group is essential to wartime labor because its members supplement the efforts of producers to increase and maintain production to meet wartime needs. This group will often result in saving crops.

Need for Training

Many of these specialized jobs require little training. For example, the necessity to provide drinking water for crops and livestock is widespread. Water conservation is essential. This can be done by building dams and drains, and providing irrigation equipment. In some cases, it may be necessary to build reservoirs to provide a constant supply of water.

The teacher of agricultural education in each local school will be responsible to the local farmer for the success of this program. The local farmer will be responsible to the local schools. The local school will be responsible to the local community. The local community will be responsible to the state council of vocational education. The state council of vocational education will be responsible to the state department of education. The state department of education will be responsible to the state board of agriculture. The state board of agriculture will be responsible to the federal government. The federal government will be responsible to the people of the United States.

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Editorial Comment
(Continued from page 133)

New Business Manager

At the Toledo meeting of the A. W. Stewart, Professor of Agricultural Education, Ohio State University, re- signed as business manager of the Agricultural Education Magazine, Mr. W. F. Stewart, son of Dr. Stewart, has been appointed to fill the position.

Dr. Stewart has given long and valuable service to the agricultural education movement. He is one of the founders of the A. W. Stewart's Industrial College and has been an active member of the organization since its inception. His many years of service have been recognized by his appointment to the position of business manager of the Agricultural Education Magazine.

Value of the pellets, and from where?

Would it be lawful for you to keep a dog without a license, assuming you kept him tied at all times?

If you saw a dog chasing a covey of quail, would it be legal for you to shoot the dog that the quail is killed?

If the farmer of East Bend Township has been suffering from a large amount of damage by dogs to his stock, what can he do to prevent this damage?

If the farmer of East Bend Township has been suffering from a large amount of damage by dogs to his stock, what can he do to prevent this damage?

F. W. Stewart

HILLIARD chapter of Future Farmers of America to raise $1,100 to be used for various projects.

Last spring when Secretary of Agriculture, Cuba, and Claude, said there was an increase in poultry production along with a corresponding increase in poultry feed, it was felt that there was an opportunity to help in the agricultural education movement by raising funds for a war bond.

The Hilliard chapter of Future Farmers of America is raising money to buy a war bond. The members are working hard to raise money to purchase a war bond. They plan to hold a chicken dinner to raise funds.

G. F. Elston

New Constitution

At the annual meeting of the A. V. A. in New York City, a new constitution was adopted to govern the Educational Board of Agriculture, as follows:

The new constitution will appear on the editorial page or in the professional section of the magazine next month.

Teaching Rural Law

(Continued from page 133)

ment to the public?

Is it within the law for a farmer to vaccinate his own poultry for free? What is the best condition of eggs on the market? Or is it a veterinarian's duty? What is the best condition of eggs on the market? Do eggs become stale after being laid for a week or more?

F. A. W. Activities

Enroll from letter by L. E. Davis, State Supervisor of Agricultural Education, Washington, D.C.

At this time many of our members are working on the farm, which may well be the war. Not only can we help with farm work, but we can also help in the machinery repair, but checking on the details of the activities and the dynamics of the many musical jobs in civil protection.

The operation of steam is most important. Bells, steam engines, and other equipment are vital to the war effort. The need for communication with the outside world is essential. The need for communication with the outside world is essential. The need for communication with the outside world is essential.

As a good citizen and future rural leader, I am asking you to join me in this effort. By enrolling in that list of relief and offer your services to those in need.