"LEARN to act with and for others while you learn to think and to judge for yourself."

—John Dewey
Editorial Comment

New Special Editors

Changes in special editors are announced as follows:

Dr. Henry S. Burner, Pennsylvania State College, State College, Pennsylvania, as Professional Editor; Dr. E. B. Knight, University of Tennessee, Knoxville, Tennessee, as Researcher; Dr. R. W. Cline, University of Arkansas, Foyse, and University of Kentucky, as Special Editors.

The acceptance by these members of the responsibilities of special editors is an indication of their willingness to give a part of their professional time to the magazine in order that it may continue to contribute to the advancement of our educational program. May their services be as valuable as those of their respective predecessors.

Contributors to the magazine are asked to submit their articles to the appropriate special editor and should be carefully edited according to the standards of magazine journalism before the writer forwards them. The deadline for articles submitted now is such that a median article carefully written will receive no reconsideration by the editors. May we, therefore, be from you timely articles carefully written and submitted in liberal numbers.

Henry S. Burner
E. B. Knight
R. W. Cline
W. A. Armstrong

his dissertation entitled, "The Organization of Techniques for Evaluating Programs of Vocational Education in Agriculture," which has been improved upon and supplemented with marked success by Dr. H. M. Hamilton of the University of Illinois. Perhaps other evaluating committees departments have been tried and are the experimental stage and ready for reporting. May we hear about any attempts toward the country to measure our work.

These suggestions include a few of the areas in which the needs of vocational education might be appropriately measured and discussed through the columns of the magazine. Other equally vital considerations may enter into our minds. Contributions discussing them or relating your experiences with them are requested.

The Modern Teacher

"A teacher is a person, usually a woman, who co-operates with every known federal, state, and county agency in directing boys and girls between the ages of six and 17. In vast many and local drives for the armed services, the national treasury, the Red Cross, and for the making of aircraft carriers, barges, junks, and junks, in sponsoring essays, posters and cartoon contest of every conceivable type; in registering every man, woman, and child in the United States several times a year; in supervising labor divisions of children for various purposes; and in teaching everything from reading, writing, arithmetic, science, history, English, and mathematics, all of this from an..."
The New Conception of the Responsibility of a Teacher of Vocational Agriculture to His School and Community

S. M. JACKSON, State Supervisor of Vocational Agriculture, Louisiana

WE ARE coming into a new era for conditions, nations, races, and for both sexes of the human race. But kind. Men are undergoing tremendous changes in every one of their habits, customs, and in every effort that stirs the imagination.

Wherever new developments are taking place which are reshaping the lives of individuals and re-creating our Nation. If we are able, to any degree, to aid this process and develop the rural people of the United States into something new, we must have a new conception of the responsibility of a teacher of vocational agriculture, to help our school and community, in order to fulfill the necessary leadership in the development of our rural areas. It is necessary to develop practical plans which we believe will enable our Nation.

All of America’s resources must be directed toward winning the war, and we must utilize that which is good in order to improve our standard of living. By occupational training in the postwar period, we can give not only some planning for our Nation. We can now in the future again confer with us. It is up to us to develop the resources now in our hands, and to make up the weakness that has been the result of the World War II. Under the same out of the field or else our efforts on the battlefield will be in vain.

The world will be a better place and one in which the rural community will have more transportation and communication systems. If our Nation is to grow in this new era, it must be strong. Remember that one of the most important things an individual can do is to help in the community.

The Teacher’s Responsibility

The purpose of schools is to prepare useful citizens and to teach people how to live in this world and in the changing world. It is difficult to justify a school program unless that person who is to implement this plan is charged with the responsibility of teaching people how to live in this world. The program of the schools is the only avenue by which the people of the community are developed to become the responsible citizens who are needed to develop the community.

The Post-war Plan for Vocational Agriculture

Professional

S. S. Sutherland

Henry S. Brunner

Written in the spring of 1945, the Post-war Plan for the Post-war Plan for Vocational Agriculture was based on the assumption that the post-war period would be a time of rebuilding and recovery. The plan was designed to help schools adapt to the new educational needs that would arise in the post-war era.

The plan emphasized the importance of providing technical training and practical experience to students in order to prepare them for employment in the post-war economy. It called for the development of new courses and programs that would meet the needs of local industries and communities.

The Post-war Plan for Vocational Agriculture was a significant contribution to the development of vocational education in the post-war era. It helped to shape the direction of vocational education and provided a framework for schools to adapt to the changing educational needs of the time.
Securing and Using Data for Diagnosis, Teaching, and Evaluation in Agri-cultural Education

H. M. HAMLIN, Teacher Education, University of Illinois

The Need for Data

Searing Farmers' Estimates. Forms in use in Illinois for securing farmers' estimates are constructed along the following lines:

1. They are very brief. The information required is limited to the essentials, usually 2 to 4" by 6" card.

2. They call for results, rather than for practices or opinions. It is believed that if the results are honestly given, they are equally known, it will be possible to determine the general worth of these results, and so to correct practices.

3. They deal with one enterprise at a time.

4. The questions are carefully worded so that the farmers can usually answer them and so that, when they are combined, the accuracy of the results which will be available from which to compute one or more estimates will be determined.

5. Little writing by the farmer is required. His work will be largely confined to making inferences or answers 'yes' or 'no'.

6. No data are called for which cannot be read off in a few minutes.

7. The method of construction of the cards from which they can be summarized is computerized in a simple form.

8. Surveys designed to determine the effect of a new practice or method are oriented in such a way that the results from several years should be obtained on the same farms and in such a way that the results would be obtained in other years, so that the opinions of the farmers could be obtained by comparing the results of the various years and by comparing the results of the various years.

9. No instructions are given on the cards which they might be capable of reading the cards in such a way that the results from several years should be obtained on the same farm, so that the opinions of the farmers could be obtained by comparing the results of the various years and by comparing the results of the various years.

10. The cards are so constructed that the farmers can write the data on the cards which can be summarized in a simple form.

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Farm Programs

C. L. ANGER

Unsupervised and Supervised Practice on a Farm

DON M. OSR, Teacher Education, Oklahoma College of Agriculture

It's possible that the persistent use of the term "farm" has helped to spur the development of programs of supervised farm practice for students in voca- tional agriculture. School superintendents and other educational leaders are beginning to think that the will of the legislature and the Smith-Hughes Act have long been working to make supervised farm practice a part of the curriculum of our secondary schools. However, the method by which the student gains experience is important. The plan of farm practice is not complete unless it includes an effective plan for the development of managerial ability on the part of the pupil and makes possible the keeping of accurate records and makes possible the development of sound economic principles. The pupil's progress is made easier by the availability of practical materials and the opportunity for the pupil to work in the shop under the guidance of a well-qualified teacher. The pupil must be trained in the use of machinery and the equipment in the shop and also in the care and feeding of the animals. The pupil must be trained in the use of the tools and equipment in the shop and also in the care and feeding of the animals. The pupil must be trained in the use of the tools and equipment in the shop and also in the care and feeding of the animals.

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Farmer Classes

FRANK A. MADASKEY, Teacher, Whitmore, Michigan

WATSON ARMSTRONG, Michigan, an incor-
porated city of 400 people, is the location of the
Burlington Township Rural School. Whitmore
High School, as it is locally known, is situated on
the edge of the cross, livestock, and forage produc-
ing area of Northeastern Michigan.

1942 Program

The usual labor supply, including
Mexicans, was greatly reduced due to
the demand for service in the armed
forces in World War II. Local farmers
were forced to appeal for assistance
from the public school. In spite of the
erm of the emergency, the principal
of the school was able to hire a part-
time assistant. This assistance was
valuable in teaching the pupils the
necessary farming practices.

Guided 1943 Program

At the 1943 harvest season, the
Burlington Township Rural School
was awarded a grant for the purpose
of drafting a workable labor policy
for their pupils. The program for the
next season was put into effect.

Employer Training Classes

FRANK A. MADASKEY, Teacher, Whitmore, Michigan

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Mexicans, was greatly reduced due to
the demand for service in the armed
forces in World War II. Local farmers
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of the school was able to hire a part-
time assistant. This assistance was
valuable in teaching the pupils the
necessary farming practices.

Good News from an Evening Class

ROBERT ZINN, Teacher, Varna, Illinois

The Winter Farmers’ Institute Program

The Winter Farmers’ Institute Program
will be conducted for the 1943-44 season in
February. The program will include lectures,
workshops, and demonstrations on various
farming topics. The classes will be held in the
evening and are open to all interested farmers.

Lawn Outline

The First Meeting:
1. The position of the school in the local pro-
gram
2. The position of the school in the local pro-
gram
3. The position of the school in the local pro-
gram
4. The position of the school in the local pro-
gram

Classroom: page 119

3. No child will be sent out unless defi-
fine arrangements have been made in
advance for transportation and from the
farm.
4. No child will be allowed to partic-
ipate in this program referred to the
school until the parents have written permission
with us allowing him to do so.
5. Superintendent of Schools

(6) This sign shall not be repren-
ted to the school administrators
the body of knowledge created.

Signed:

[Signature]

A. The council agreed that farmers
be offered an employer-training program.
B. The farmers agreed to attend Employer’s
Training Classes.
C. The farmer’s training was the
major, if not the only, factor in the
success of the program.
D. The farmer’s training was the
major, if not the only, factor in the
success of the program.
E. The farmer’s training was the
major, if not the only, factor in the
success of the program.

Once the labor program was under way,
there was no need for any additional train-
ing. The units of instruction were as fol-
looms.

1. Valley of meetings to me-
2. Valley of meetings to me-
3. Valley of meetings to me-
4. Valley of meetings to me-

II. Would you like to see another
school held next winter?

III. Have you heard of other
schools held recently?

IV. Do you get your seed
from the school?

V. Have you ever attended a
school held this year?

VI. Have you been to
another school?

VII. Do you have an acreage
that you need help for?

VIII. Do you have a
school held this year?

IX. Do you have an acreage
that you need help for?

X. Do you have a
school held this year?

XI. Do you have an acreage
that you need help for?

XII. Do you have a
school held this year?

XIII. Do you have an acreage
that you need help for?

XIV. Do you have a
school held this year?

XV. Do you have an acreage
that you need help for?

XVI. Do you have a
school held this year?
Some Objectives of Farm Mechanization in Schools of Vocational Agriculture

S. H. FOOTE, Teacher Education, Virginia Polytechnic Institute

The importance of farm mechanization has increased during the last two years, due to the impact of war conditions on demand for crops and the increased production in all lines. Faced with labor shortages, the farmer has been forced to mechanize to any extent of the fact that very few new machines are available for sale at prices that he can afford. As a result, he has been driven to mechanize what he already has, or to use what machines he has purchased in the past. He is also being encouraged to use those machines that are available, even if they are not those that he would have chosen for himself.

One of the most important aspects of farm mechanization is the extension of this type of machinery to the farmer's home. The extension of this type of machinery to the farmer's home is not only a matter of convenience, but it is also a matter of necessity. The farmer's home is the center of his family's life, and it is the center of his business operations. Therefore, it is essential that the farmer have the most efficient and effective machinery possible, in order to be able to carry on his business operations with the least amount of difficulty and at the lowest possible cost.

There are many different types of farm mechanization that can be used to help the farmer in his home. Some of these include:

- **Small Scale Mechanization**: Small-scale mechanization can be used to help the farmer with tasks such as feeding, watering, and cleaning the animals. This type of mechanization can be used for both large and small-scale farms.
- **Large Scale Mechanization**: Large-scale mechanization can be used to help the farmer with tasks such as building, moving, and maintaining the farm buildings. This type of mechanization can be used for both large and small-scale farms.
- **Total Farm Mechanization**: Total farm mechanization can be used to help the farmer with tasks such as feeding, watering, and cleaning the animals, as well as building, moving, and maintaining the farm buildings. This type of mechanization can be used for both large and small-scale farms.

These three types of farm mechanization can be used in combination or separately, depending on the needs of the farmer.

In conclusion, it is important for the farmer to understand the importance of farm mechanization in his home. The farmer should be encouraged to use the most efficient and effective machinery possible, in order to be able to carry on his business operations with the least amount of difficulty and at the lowest possible cost.

References

How Teachers Assist Young Farmers to Increase Their Net Worth

W. H. WOLF, Supervising Teacher, Ohio State University

One ambition of a farmer is to own his farm and have it equipped to produce food, feed, and income. Adequate planning and advancement in knowledge are primary requisites. For proper development of the farmer's abilities and progress, a financial statement is an essential tool. The farm is an investment, and the farmer and his family have an obligation to manage it properly to assure a return on their investment.

The following is a summary of some of the work that was done by the young men who were selected for this purpose.

1. They had been out of high school since the spring of 1939.
2. They had attended short course in agriculture at least one summer during the year.
3. They were not younger than 21 years of age.
4. They had been taken for their help by their teachers.
5. They were interested in the agriculture and farming business.

The following table shows the distribution of the young men's farms by the use of the various teachers.

<table>
<thead>
<tr>
<th>Teachers</th>
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Analysis of Help Received by Young Farmers

The net worth of the young farmers varied from $410.00 to $10,300.00 and was $7,900.00 at the end of the year. The average net worth was $5,050.00.

Table 1 shows the distribution of the young farmers by the use of the various teachers.

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Unfortunately, the young farmers did not receive as much help as they would have liked from their teachers. The average net worth of the young farmers was $5,050.00, which is far below the average net worth of the young farmers in the state as a whole.

Conclusions

The young farmers received a great deal of help from their teachers, but more help could have been given. The teachers should be encouraged to give more help to the young farmers in the future.

References


Future Farmers of America
A. W. TENNEY

Practices I like to Follow
Assembled by L. R. HUMPHREYS, Teacher Education,
Iowa State Agricultural College

Dr. Humphreys has assembled in this article some practices which may be of considerable interest to the FFA members. The practice of carefully examining individual records, especially those of his former officers, is a practice that is highly recommended for the success of the program. To develop any good public speaking practice, the teaching officer and the advisor must have a meeting two or three times during the year to check the program. The boys know exactly what is to be considered when the meeting comes.

Our officers have a gentleman's agreement that meetings must move along smoothly and that they are responsible for the success of the meetings. To avoid any poorly conducted meetings, the teaching officer and the advisor are expected to plan these meetings. Each meeting in the year that the boys are in high school is expected to last at least two hours. The boys know exactly what is to be considered when the meeting comes.

All members of the Arcadia Chapter follow practices which they consider as effective in their FFA activities. It has been our policy to spend approximately one week during the first month of the school year following freshmen with the F.F.A. organization, its purposes, membership, benefits, etc. Knowing what is at hand, they are forced to take the next step, becoming active and working to achieve success. If there is any member who does not have the opportunity to be a success during this period of the year.

When these young men meet, they discuss the program, the rules and by-laws, and in making decisions, they are able to select those that suit them best. They must be in a position to select what works best for them. The FFA is an organization which provides an opportunity to be a success during most of the activities of the year.

Office Files
The most important decision in Future Farmer activities is the selection of qualified officers. Without question the most important responsibilities of these officers is the administration of the program. In this respect the highest potential of each individual is revealed when performing these duties. The FFA is composed of a total of several members, each with his own ambitions and talents. The members of our chapter follow the policy of giving each member an opportunity to serve on at least one committee during the year and to be responsible for the success of his assignment.

Training Officers
I believe the success of a chapter comes upon the way well the officers are selected and trained. It is very important that the officers in our chapter is given the understanding that they are the leaders of the program. We have adopted the rule that if a chapter is not in line with the program, it is not to be considered a chapter. Officers must be in line with the program, and if they are not in line with the program, they are not considered a chapter. Officers must be in line with the program, and if they are not in line with the program, they are not considered a chapter. Officers must be in line with the program, and if they are not in line with the program, they are not considered a chapter.