“THE talent of success is nothing more than doing what you can do well, without a thought of fame.”
—Longfellow
Editorial Comment

Vocational Agriculture and General Education

Not only the educational journals but also the press in general for the past several months, have been carrying a considerable discussion about the mutual relationship of agricultural and the general studies. For this discussion we may call general education, including the humanities and all that may properly be included in the more modern interpretation of cultural education.

The importance of a broad base in general education for all students is generally recognized, and it seems to me that the teachers in vocational education should come to a somewhat common point of view on this question and co-operate in planning for the fullest realization of the purposes of general education. This view does not mean any danger to the uniqueness of vocational education or a loss of the opportunities of the vocational teacher in providing a fuller and richer educational experience for boys and girls, of whom the teacher, in the further education, will play an important role.

Responsibility for Education

It may be said that this phase of education is the responsibility of those in charge of the general education in the high school, and, of course, in the main is it. But the question may be raised as to whether vocational education may have a very definite and to a considerable extent exclusive contribution to make. It is a common knowledge that a very considerable number of boys and girls in agricultural schools want to make little progress in academic studies, and have very little interest in them in vocational agriculture. It is possible that further progress can be made in the training of so-called agricultural students by improvement of select subject matter and teaching procedures.

But there is another point of view from which this question of vocational education must be considered, and that is the view of the farmer and the industry. The farmer and the industry must be convinced that the educational program of the school is the same as his, in order to make the educational effort successful.

In the planning of instruction the "interpretive science" and "related information" should be used to enrich the values that give subject matter more meaning and significance in addition to a broader knowledge and a clearer related fact. For example, just in connection with food preservation every farmer and every home economist knows that scientific facts about home preservation and food preservation affects both heart and brain. Another illustration is the story of the Balcock trestle, how it was designed, how it was built, and monstrous and necessary it is to a farmer and a citizen.

In the years to come we are going to find more and more farmers with the information and the desire to make the educational effort successful.

Look Ahead

TO THE young who fill the mould while stamping on the journey, the wise man remarked, "Had you watched your steps, you would have been safe."

The ever repeating suggestion that we need a new kind of education, one that is more realistic and less theoretical, is the notion that we need to teach the youth how to think, not what to think. This is the new idea of the 20th century.

We must be prepared to adapt ourselves to the changing conditions. We must not only be prepared to meet the change, but we must be prepared to take the initiative and lead the way. We must be prepared to take the initiative and lead the way.

The agricultural education in agriculture to make these contributions.

Co-ordinating General and Vocational Education

The need to the construction of the center of study in New England provides for the realization of the broader objectives of rural education. A special unit has been organized as a joint project for the advancement of studies in this field. It includes health, food, recreation, handling the farm income, the family living, and the school community. Bringing together all the farm family groups, the care and wise use of nature's gifts, and several others. Here is an opportunity to build ideas and attitudes on such important topics of and on the importance in the family and on the meaning of a healthy and happy life in the community.

The provision in the course of study for occupational orientation and vocations of the courses for young men makes it possible to include many references of high significance to the aims of general education.

To encourage the in the care and handling of livestock in another opportunity for a farmer's capital to transfer to other situations, there is the opportunity to make a contribution to the students of the experimental animals. This idea of an appreciation of farm animals is well represented in the very suggestive little book, "Agricultural Arts," by Davenport and Nelson.

In the study of agriculture, there is the opportunity to get a very realistic view of geography in the planning of plant and livestock, the geographical distribution of farm products, the economic and population trends, and the future outlook for agricultural commodities, and those connections of things can be made in the principles of economics, the life of other peoples and our attitudes toward the interests and the ambitions of other people of the world.

In the planning of instruction the "interpretive science" and "related information" should be used to enrich the values that give subject matter more meaning and significance in addition to a broader knowledge and a clearer related fact. For example, just in connection with knowledge of farm animals and the practical use of the animal spirit of M. Robbick in teaching this discovery to the farmer and the industry is necessary for the future.

In the years to come we are going to find more and more farmers with the information and the desire to make the educational effort successful.

The agricultural education in agriculture to make these contributions.
Southern Community School Program

ROY W. ROBERTS, Professor of Agricultural Education, University of Arizona

The School has recognized its inability to conduct programs of public betei-
ning in achieving high rank in educati-
onal activities. This is particularly true in terms of expenditure of money. The fact is shown by the seasonal school and commu-
nity programs, where the money spent is almost $1,000,000-
ly the area without the use of large sums of money. This is a well-known fact that the school has only recognized that funds are limited and that the amount of human investment must be utilized to the fullest in all educational programs may be realized.

Outstanding Local Programs

One outstanding program that has attracted atten-
tion for more than a score of years is that of the Parker School in Greenville County, South Carolina. The Parker District accepts the philosophy that the school should educate for and contribute to the improvement of community life. This has been based on local community services such as health, recre-
ation, and better home programs.

The Holtville, Alabama, consolidated school has been for a number of years under the guidance of R. E. Flanders, who has given these programs a broader and more diversified purpose and the improvement of community living. Such school facilities as home canning plant, check incubation equip-
ment, weather station, and a motion picture theater are utilized for educational purposes and community services as well.

The flexible schools, pupil prog-
grams, cooperative teaching in plann-
ing, and pupil freedom in the selec-
tion of subjects, all contribute to the democratic development and the community betterment at Holtville.

The rural community school has been sponsored by Florence State Teachers College, and the Alabama State Teachers College at Huntsville for the training of the social workers.

State Wide Planning

The Arkansas community school prog-
gram is an example of state-wide plan-
ing through the cooperation of the State Board of Education and the Arkansas Department of Education. The program is an example of the way in which the community school can be developed in the state. The program is designed to educate the rural community for the state government and to give the rural community a voice in the planning of the educational programs.

The Oklahoma Community School Program, conducted jointly by the Oklahoma Department of Education, the State School Board, and the University of Oklahoma, is an excellent example of the way in which the community school can be developed in the state. The program is designed to educate the rural community for the state government and to give the rural community a voice in the planning of the educational programs.

The Whiteville, Tennessee, school system is one of the best examples of the way in which the community school can be developed in the state. The whiteville school system is well organized and well staffed with competent and well trained teachers. The Whiteville school system is one of the best examples of the way in which the community school can be developed in the state. The program is designed to educate the rural community for the state government and to give the rural community a voice in the planning of the educational programs.

The Mississippi community school and community health program is in which state, county, and local education officials cooperate with the state, county, and local health officials to develop a program of health and community health education. The program is designed to educate the rural community for the state government and to give the rural community a voice in the planning of the educational programs.

The Louisiana Normal and Industrial Institute rural teacher preparation pro-
gram is an example of the way in which the community school can be developed in the state. The program is designed to educate the rural community for the state government and to give the rural community a voice in the planning of the educational programs.

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Some Instructional Techniques for Conducting Dairy-Herd Improvement Projects

STUART C. MOSER, Student Teacher, Michigan State College

I. IMPROVEMENT projects of the type now being undertaken by the United States Dairy Herd Improvement Association are a result of the fact that many dairy farmers have had an outgrowth of classroom instruction, but have not had the opportunity to apply what they have learned in the dairy herd improvement field. The purpose of this extension project is to provide dairy farmers with the opportunity to apply what they have learned in the dairy herd improvement field.

II. Methods

A. Some of the problems studied the first year were:

1. Students are being instructed in the use of modern herd improvement techniques.
2. Students are being instructed in the use of modern herd improvement techniques.
3. Students are being instructed in the use of modern herd improvement techniques.

B. Some of the problems studied the second year were:

1. Students are being instructed in the use of modern herd improvement techniques.
2. Students are being instructed in the use of modern herd improvement techniques.
3. Students are being instructed in the use of modern herd improvement techniques.

C. Some of the problems studied the third year were:

1. Students are being instructed in the use of modern herd improvement techniques.
2. Students are being instructed in the use of modern herd improvement techniques.
3. Students are being instructed in the use of modern herd improvement techniques.

III. How should we balance the dairy ration?

A. How should we balance the dairy ration?

B. How should we balance the dairy ration?

C. How should we balance the dairy ration?

IV. High Level of Interest is Important

A. High Level of Interest is Important

B. High Level of Interest is Important

C. High Level of Interest is Important

V. Some Results of the Project

A. Some Results of the Project

B. Some Results of the Project

C. Some Results of the Project

VI. Major Objectives of Farm Mechanics in Vocational Secondary School

A. Major Objectives of Farm Mechanics in Vocational Secondary School

B. Major Objectives of Farm Mechanics in Vocational Secondary School

C. Major Objectives of Farm Mechanics in Vocational Secondary School
Supervisory Devices to Increase Quality and Quantity of Projects

HERBERT S. HILL, Teacher-Instructor and State Supervisor

Supervisory devices are being used to train the quality of our home project work and to increase the number and size of projects we are able to undertake. These are: (1) a Project Completion Certificate awarded to all projects (2) the Distribution of the required number of credits, (3) a rating and classification system for all the projects, (4) a system for determining the quality of the projects, and (5) a system for determining the quantity of the projects.

Projects

First, we have a rating system for individual projects. This involves the following conditions:
1. The project must be a good plan and this plan must provide something for satisfactory farm use.
2. The plan must be completed in time.
3. The plan must be carried out in time.
4. The plan must be carried out in time.
5. The plan must be carried out in time.
6. The plan must be carried out in time.
7. The plan must be carried out in time.
8. The plan must be carried out in time.
9. The plan must be carried out in time.
10. The plan must be carried out in time.

Second, we have a rating system for individual projects. This involves the following conditions:
1. The project must be a plan and the plan must provide something for satisfactory farm use.
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Fourth, we have a rating system for individual projects. This involves the following conditions:
1. The project must be a plan and the plan must provide something for satisfactory farm use.
2. The plan must be completed in time.
3. The plan must be carried out in time.
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5. The plan must be carried out in time.
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Fifth, we have a rating system for individual projects. This involves the following conditions:
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Co-operative Marketing Project: Developed Thru Adult Classes

L. V. HALLBROOK, Area Supervisor, Vocational Agriculture, College Station, Texas

It was harvest time in Grimes County, Texas, but become a cash crop for farmers who have organized themselves into a co-operative marketing association. The adult education programs that are taking the place of the old school system have had a foundation in a better understanding of the need for farm organization work.

The small-milling mills in the vicinity of Navarro which have been abandoned to the growing of cotton and other field crops made a cash grain return of $15 to $30 per acre planted to wheat in the fall of 1943.

Marketing Program

Several attempts were made in the past years for a farmers’ co-operative marketing association. The economic hard times and the various difficulties of the past few years have made it more difficult to form a marketing association. However, the new system is being tried in the area and is proving to be successful.

Preliminary agreement was made to open a marketing program in Navarro County. Motions were made and carried to open a marketing program in the county. The meetings were held on a weekly basis and were attended by all members of the association.

The meetings were held on a weekly basis and were attended by all members of the association. The meetings were held on a weekly basis and were attended by all members of the association. The meetings were held on a weekly basis and were attended by all members of the association.

A. V. Hallbrook

Conclusions

Success in the marketing of small grains is the result of the hard work and dedication of all members of the association. The success of the program is due to the cooperation and support of all members of the association.

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**Farm Mechanics**

L. B. Follom

**What Are the Major Long-Time Objectives of Farm Mechanics in Vocational Agriculture Schools?**

THOMAS G. BRAUGH, Teacher, Best Four School, Mississippi

We are in the process of designing and implementing a farm mechanics program in our school. The fundamental objective of this farm mechanics program is to provide students with the opportunity to learn the practical skills and knowledge necessary for successful farm management. This includes learning how to operate and maintain farm machinery, troubleshooting and repairing farm equipment, and managing the day-to-day operations of a farm.

**Programs Needed**

The programs needed for this farm mechanics program include:

1. **Expanding Our Present Farm Mechanics:**
   - PHILIP H. KARSHOFF, Teacher, West Virginia
   - CAN on not intelligently expand our present farm mechanics program, we will not be able to take advantage of the latest technology and equipment. The programs needed for this farm mechanics program include:
     - **1. Establish Farm Mechanics in the Science and Engineering Curriculum:**
     - **2. Establish a Home Farm Program:**

2. **Activities for Teachers**

   - J. L. BATES, Teacher, Georgia State, Texas
   - Differing in farm mechanics.
   - Economic matters will require a similar treatment since mistakes are likely to be utilized after the war.
   - There is another aspect to this that is very important to the farmer's resource and farmers' educational viewpoint. Those young men, from 18 to 25 years of age, who are at the dot of their farm management, should see the benefits of farm planning and marketing. Thus, the farm mechanics program should be a definite part of their education.

   - **Programs Needed:**
     - Food will win the war and write the

   - **Options:**
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   - **Conclusion:**
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**Editorial Comment**

(Continued from page 149)

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- **Options:**
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- **Conclusion:**
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**Differing in Farm Shop for Day Classes**

J. L. BATES, Teacher, Georgia State, Texas

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Studies and Investigations

OCCUPATIONAL STATUS OF FORMER STUDENTS OF VOCATIONAL AGRICULTURE IN VIRGINIA

Olive A. Salem, Research Associate, Virginia Polytechnic Institute

THE OCCUPATIONAL status of former students of vocational agriculture offers an opportunity to study the factors associated with the selection of a vocation. This study was undertaken to determine the proportion of former students of vocational agriculture still in farming, the proportion remaining in agriculture, and the proportion engaged in non-agricultural occupations.

The study was based on surveys conducted in 1943 and 1948. The samples were selected from the records of the Vocational Agriculture Office of the Virginia Department of Education, consisting of the names and addresses of students who had completed an agricultural program at any of the 22 high schools in the state.

The results showed that 52% of the students were still in farming, 38% were engaged in non-agricultural occupations, and 10% were not employed.

The study also indicated that the majority of former students who were still in farming were in the ten largest occupations, such as farming, forestry, and poultry farming.

The results of this study suggest that vocational agriculture should be emphasized as a career field in the educational curriculum of the state, as it offers a stable and rewarding occupation for the majority of students.

Activities for Teachers

(Collected from page 115)

The activities listed below are intended for use in the classroom and can be used to enhance the teaching of occupational agriculture. They are specifically designed for students in grades 7-12.

1. Monitoring the implementation of new policies: This activity involves the monitoring of the implementation of new policies related to agronomy and soil management, such as the implementation of new pest management techniques or the adoption of new crop varieties.

2. Setting up an experiment: Students can set up an experiment to test the effectiveness of a new farming technique or the impact of a new pesticide on crop yield.

3. Developing a curriculum: This activity involves the development of a curriculum that integrates the study of agriculture with other subjects, such as mathematics, science, and social studies.

4. Conducting a survey: Students can conduct a survey to gather information about the attitudes and beliefs of farmers regarding the importance of sustainable agriculture.

5. Participating in a panel discussion: Students can participate in a panel discussion on the impact of technology on agriculture and the role of technology in addressing environmental challenges.

The activities listed above are designed to enhance the teaching of occupational agriculture and can be used to engage students in meaningful learning experiences.
Preparing a F.P.A. Program of Work

T. O. PARKER, leader, Temple, Oklahoma

EMPLOYEES in rural Oklahom , and in its general farming areas, with its major crops of cotton, wheat, dairy, beef cattle, and poultry, have been working on their F.P.A. programs for months. The Temple school board and the county committee start to work early in the fall to see that each group is doing the work to the best advantage for their community. The committee report is then made back to the F.P.A. and it is approved or amended. The same men who have been responsible for making the program of work for the county are also employed to carry it out. We are fortunate that one person is in charge of the program, and he sees that it is done in that way. He is the team leader, and the committee is responsible for carrying it to completion. At the regular F.P.A. meetings the chairman of each committee reports on their activities and makes suggestions to the group so that the program of work may be strengthened.

Committee Activities

Each committee chairman makes a report to the group at a meeting each week. The report is then given to the F.P.A. and it is approved or amended. The same men who have been responsible for making the program of work for the county are also employed to carry it out. We are fortunate that one person is in charge of the program, and he sees that it is done in that way. He is the team leader, and the committee is responsible for carrying it to completion. At the regular F.P.A. meetings the chairman of each committee reports on their activities and makes suggestions to the group so that the program of work may be strengthened.

News from the Temple F.P.A.

Temple F.S.A. is located in the western part of Oklahoma. The school board and the county committee are working on their F.P.A. programs for months. The Temple school board and the county committee start to work early in the fall to see that each group is doing the work to the best advantage for their community. The committee report is then made back to the F.P.A. and it is approved or amended. The same men who have been responsible for making the program of work for the county are also employed to carry it out. We are fortunate that one person is in charge of the program, and he sees that it is done in that way. He is the team leader, and the committee is responsible for carrying it to completion. At the regular F.P.A. meetings the chairman of each committee reports on their activities and makes suggestions to the group so that the program of work may be strengthened.

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Co-operation and service were at the heart of the work of the FFA chapter in the community, with a focus on the conservation and improvement of the natural resources. The chapter worked to educate and engage youth in the importance of these efforts.

**California Boys Contribute to the Farm Effort**

The California Boys Express, a publication of the FFA chapter, highlighted the contributions of California boys to the farm effort. The chapter emphasized the role of youth in agriculture and the importance of their involvement in the conservation of natural resources.

**The Farm Yard Dog Again**

This section of the California Boys Express focused on the role of dogs in farm life. The chapter highlighted the importance of dogs in various agricultural tasks, such as herding, guarding, and providing companionship for farmers and their families.

**Oregon**

The Oregon section of the California Boys Express included articles on agricultural practices and community service projects. The chapter highlighted the importance of cooperation and the role of FFA members in improving the lives of their community.

**Rhode Island**

The Rhode Island section of the California Boys Express included articles on agricultural practices and community service projects. The chapter highlighted the importance of cooperation and the role of FFA members in improving the lives of their community.

**Tennessee**

The Tennessee section of the California Boys Express included articles on agricultural practices and community service projects. The chapter highlighted the importance of cooperation and the role of FFA members in improving the lives of their community.

**Texas**

The Texas section of the California Boys Express included articles on agricultural practices and community service projects. The chapter highlighted the importance of cooperation and the role of FFA members in improving the lives of their community.

**Utah**

The Utah section of the California Boys Express included articles on agricultural practices and community service projects. The chapter highlighted the importance of cooperation and the role of FFA members in improving the lives of their community.

**Washington**

The Washington section of the California Boys Express included articles on agricultural practices and community service projects. The chapter highlighted the importance of cooperation and the role of FFA members in improving the lives of their community.

**West Virginia**

The West Virginia section of the California Boys Express included articles on agricultural practices and community service projects. The chapter highlighted the importance of cooperation and the role of FFA members in improving the lives of their community.

**Wyoming**

The Wyoming section of the California Boys Express included articles on agricultural practices and community service projects. The chapter highlighted the importance of cooperation and the role of FFA members in improving the lives of their community.