"If you can see some good in everybody, almost everybody will see some good in you."
Are Future Farmers Taking Advantage of Their Opportunities?

FUTURE Farmers of Idaho, will you take time to review the specific purposes for which your organization was formed? Here are, as you remember:

1. To develop competitive, aggressive, rural and agricultural leadership.
2. To create and nurture a sense of community.
3. To strengthen the confidence of farm boys and young men in themselves and their work.
4. To increase your interest in the agricultural sciences, and contribute to the success of the organization.
5. To encourage members to improve the farm, home, and neighborhood.
6. To participate in worthwhile activities that benefit the surrounding community.
7. To develop character, preparation for service, and personal excellence.
8. To encourage participation in community activities.
9. To provide leadership opportunities.
10. To help us improve our education and scholarship.

Now will each one of you, individuals and as chapter organizations, consider each purpose and then evaluate your own and your organization to see how effectively these are observed and carried out. It seems that most of these are sadly neglected at the majority. However, there are a few boys in each chapter who are not of the number of students who are actively working on the farm and the importance of their contribution to the ongoing work. Without this type of leadership and the strong support of the organization, our chapters would probably not have a stake in the future or feel the weight of the responsibility.

The place of the organization in the number of students who are actively working on the farm is crucial. According to the constitution we are entitled to elect about 50 members each year, but only about 200 students there are a few more eligible than the all-time record in the last five years of 25. In other words, we are doing about 50 percent of the job.

Generally speaking, our number one, 2, 3, 4, 5, and 6, are neglected by most students. What percent of the members participate in public speaking and leadership? What percent take advantage of the opportunities offered in the high school? Why do a great many graduating seniors and juniors, instructors of agriculture, not participate? What percent hold a position? The answer is that they probably weren't enough leaders to apply what they learned in face of adversity conditions prevailing on the playgrounds and at home. A little more leadership might help to improve the situation.

A great many farm youth in high schools have definitely developed the skill necessary for the successful farm of the future, even though they don't have the opportunity to become established in that occupation. One contributing factor is that you don't have any alternative at present, but this condition prevailed before the present world conflict. Perhaps the time is ripe to strengthen the holdings of boys participating in the activities of farm and become farm leaders in the future.

Returns From Research

SINCE legislation made possible the use of funds for the employment of specialists in research, many specialists have been at work in a variety of projects. The expenditures of funds for research has totaled a significant amount. While the chief purpose of this service is what each state receives for its programs of vocational education in terms of its investment, nevertheless the total picture of accomplishments over the country might likewise be of general interest. Shall we researchers search their research and give us a box score and summary?

A Poor Sinner Needs Help

I HAVE been somewhat of a sinner in the teaching game and, after a 17-year period of "pedagogical" baaing, have resolved to teach in my own way. Kansas City, where I am, is just a good Methodist who has decided to give up his evil ways and try to live an upright life. But to me, the problem is not that simple. I am all mixed up in my perspective of my vocational job. These questions keep rising over and over in my mind and, as yet, I have not reached a clear-cut decision.

The Kansas philosophy seems to be to teach on a job basis, rather than a unit basis. I know that Mosaic and Indiana corn with Kansas Iowa, Tama, and New York look toward the main basis of teaching. Regional Supervisor Parsons feels that in adult work the unit basis of teaching brings the better results. Who is right? Who is wrong?

The Kansas philosophy seems to be that the adult group can be taken care of by the county agent and that the vocational supervisor should speed his time with the in-school and part-time group. Iowa and Illinois feel that a département with an adult program definitely needs a new instructor. Who is right? Who is wrong?

Two years ago I met with a group of veteran vocational teachers in Minnesota. As a group, they were not too much in sympathy with the new philosophy of rating a boy or a depart- Department by the number of dollars spent on the program. They felt that the state supervisor of the state would make a better instructor. Who is right? Who is wrong?

Many state supervisors of vocational teachers feel that a depart- Department without a good, active Future Farmer Chapter has acquired the boys. What is the problem? The Chapter needs a new instructor. I have observed that the fact that where groups of teachers of vocational agriculture meet, the Future Farmer executive officer of the school is absent from the group, there is a great diversity of opinion as to the amount of em- phasis to be placed on the Future Farmer work. Most teachers feel that the organization has a place in the scheme of general vocational education, which is the Future Farmer organization play in the efficient operation of a depart- Department?

This article is not written in the spirit of criticizing any state program or person. It is written solely for the purpose of informing the others of our group in the state of the way our Future Farmers who work at the Future Farmer Department of the State of Minnesota could perform so greater service for the teacher in the field than to develop a system of checking on the long-time efficiency of the Department. I am strong for an evaluation program—now based on a public- Department program or a survey of the effectiveness of the Future Farmer work. I think the Future Farmer organization has a part in the Future Farmer program. I believe D.C. Clinton and others in the Future Farmer have a part in the Future Farmer organization play in the efficient operation of a depart- Department?
Planning an Expanded Program of Vocational Education for Rural Areas

W. Howard Martin, State Superintendent, Burlington, Vermont

VOCATIONAL EDUCATION, a form of education that has been neglected in the past, is again on the rise in this country. There are several reasons for this. First, the demand for skilled workers in industry and agriculture has increased. Second, there is a growing recognition of the importance of vocational education in preparing young people for productive careers. Third, there is a trend towards more flexible school programs that allow students to pursue a combination of academic and vocational studies.

The problem of providing adequate opportunities in vocational training for all students is one of the great challenges facing educators and school administrators. It cannot be solved by increasing the number of vocational courses. The answer lies in providing more vocational education programs, especially at the high school level, and in involving more students in these programs.

One obvious solution is to increase the number of high schools offering vocational education. There is little doubt that a second high school is needed in many rural areas. For example, in one town of 5,000 population, 600 students enroll in the high school, but only 400 of them are enrolled in vocational courses. This situation is not unique. In many rural areas, the need for additional vocational education programs is evident.

In conclusion, the establishment of additional vocational education programs at the high school level is essential for the future of our nation. It will provide students with the skills they need to succeed in the world of work and will help to ensure a strong economy.

Informed Parents Necessary

C. Edwards, Daniel Superintendent, Stafford, Vermont

Many teachers of vocational education, on coming into a community, are often criticized by the fathers of the children who are not enrolled in vocational courses. It is evident that the fathers of these children are not interested in the programs that are being offered. Perhaps the schools should be more involved in the decision-making process.

The first step in this process is to involve the parents of the students in the decision-making process. This can be done by holding meetings with parents to discuss the vocational education programs available. The meetings should be held at the beginning of the school year to allow parents to make informed decisions about their children's education. It is important to involve the parents in the decision-making process.

The next step is to provide information about the vocational education programs available. This can be done by distributing brochures and flyers about the programs. The information should be clear and concise, and it should be easy for parents to understand. It is important to provide parents with the information they need to make informed decisions about their children's education.

In addition, it is important to involve the parents in the decision-making process. This can be done by holding meetings with parents to discuss the decision-making process.

Finally, it is important to involve the parents in the decision-making process. This can be done by holding meetings with parents to discuss the decision-making process.

In conclusion, involving the parents of the students in the decision-making process is essential for the success of the vocational education programs. It will ensure that the programs meet the needs of the students and that the students are prepared for the world of work.

Part-time vocatool education is a sort of "tap-the-people" program. You keep it going by virtue of one in a while a "D. R. Cookley."
Training Veterans in Vocational Agriculture

LOUIS M. SASMAN, State Supervisor, Madison, Wisconsin

Wisconsin is the state where the nation's first organized training for veterans is being carried on at the State Vocational Education Center, under the direction of the State Supervisors of Vocational Agriculture. This training is supervised by the Vocational Education Center, under the direction of Mr. O. W. Price, the National Vocational Education Director for the Wisconsin Vocational Education Association.

The plan for this training is that the courses will be offered in the spring of 1943 and continued through the summer months. The courses will be offered for the period from April 1st to August 31st. The courses will be one week in length and will be offered at the rate of one course per week. The courses will be conducted on the campus of the University of Wisconsin, with the cooperation of the Wisconsin Vocational Education Association.

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Soil conservation has been the special emphasis of the vocational agriculture in the Stanislaus, Stan, high school this year. One of the activities of the class was a demonstration of a plows and cultivator growing crops in a field near Stan. At the present time the class is studying erosion, organization of the cropping system, and the plows and cultivating equipment being used. The maps are from the soil conservation district. With the help of the students apply crop rotation and soil improvement practices which will help increase the fertility of the soil. Livestock arrangements are also included. Pasture improvement, timing, fertilization and pulling of weeds makes the small grains and grasses are on the schedule for this growing season and summer.

In summary, this is what the California State Teacher of Vocational Agriculture is supposed to have shown a few of the standards of the student to the matter of the standards of the program to the students and the general students with complete farm programs. (2) Have an average of 280 pupil labor hours per year; (3) have every boy with a complete, neat, and accurate set of farm accounts kept. What would your department score when using this "score card"?

(Continued from page 305)

Are We Forgetting

HELPING THE TEACHER INFORM THEM

WATSON ARMSTRONG, Teacher-Trainer, University of Kentucky

People in vocational agricultural education have become very critical of their work. Persons who in the past would have had ample opportunity to understand the aims and objectives of our program, now openly reveal that they do not really understand what vocational agriculture is, what it is attempting to do, and the relationship between it and agriculture in general. The present conditioned human problems and warming conditions and rural life.

Teaching the agricultural classroom curriculum has always had a full-time job. The job has become increasingly larger in years past. Since World War II many of the classes have been multiplied.

As the program has expanded and the duties have increased, the teacher has found less and less time to prepare guided instruction and to become the public of what he is attempting to do. It is realized that there are other than important, that the public should be informed of their program's objectives, its membership, and its activities.

What help can be given the teacher in this information program? Can the state offer the teacher the state agricultural congress give him assistance?

We are certain that many teachers do not have time to write newspaper articles, to prepare a survey, or to even learn what is happening in the agricultural classroom. The time, energy, money, and time cost is often consumed in maintaining the course.

Below is a mimeographed form used to save the time of the teacher in preparing an article for the local newspaper announcing the county program in soil and water conservation. It can be passed on for other programs as well.

LOCAL NEWS—Relate on Request

Farmers of (name of county in parenthesis) are making plans to attend a course for Farmers’ Conservation and Use, according to a recent survey. Teachers of vocational agriculture at the Greenhow High School, who will have general supervision of the courses, will make the Greenhow Board of Education in cooperation with the county Board of Education.

The course outline, as set up for the local leaders in handling the course, was prepared by a committee consisting of representatives from the Agricultural Education Service, the Soil Conservation Service, the soils and water conservation teachers, and the Vegetable Extension Service. The course is prepared in order to give the farmers an opportunity to study the conservation practices and the needs of the land.

Men and hours of meeting for the course are as follows:

Mr.

The courses are open to every farmer in the community who is interested in soil and water conservation. The courses are open to every farmer in the community who is interested in soil and water conservation.

C. Plowage by public with complete form.

A. Planting season

B. Mowing season

Stanton, love, boys build a barn under supervision, A. M. Kirkham, Instructor

As we forget our education, our community and its educational authorities still evaluate the teacher's success largely upon his work with high school agriculture. The demands of agriculture have changed and the teacher of agriculture finds himself in the classroom teaching students about new agricultural practices. The students who are taught are often those who have had little exposure to agriculture. The new agricultural system is changing rapidly and the teacher of agriculture must be able to adapt to these changes.

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The Place of Young Farmer Associations in the Postwar Period

GLENNE BRESSLER, Teacher, Hollidaysburg, Pennsylvania

This secretariat's report of the panel discussion which comprised the meetings of the section on "The Place of Young Farmer Associations in the Postwar Period." American Vocational Agriculture Teachers held in Philadelphia in September of 1945.

Young farmer associations have been a feature of the agricultural scene since 1922. Some of these organizations consist of 15 to 20 young men; some are beginning to occur on a national scale. They are also well on the way to being established on their own.

In organizing these groups, key men in the classes were contacted. With the encouragement of these leaders, groups were formed in many places. The leaders of these groups have sprung up throughout the United States.

These organizations help the young farmers find jobs and know the local conditions. They help them in their work and thus free exchange of their own experiences and ideas. They help them learn what the other groups are doing and help them to help others.

Such organizations are making up a small, but significant, part of the farm boys. In the future, as farm boys will become more numerous, these organizations will play an even greater role.

New types of farm machines will become popular after the war. Farm boys will have to learn how to operate and sell them. The more farm boys learn about farm machinery, the better.

These organizations are a part of the nationwide effort to bring farm boys up to date in the field of farm machinery. They are helping to bring about a new era of farm machinery.

The young farmer associations of the postwar period are a part of the nationwide effort to bring farm boys up to date in the field of farm machinery. They are helping to bring about a new era of farm machinery.

In conclusion, the young farmer associations are an important part of the postwar period. They are helping to bring about a new era of farm machinery.

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Studies and Investigations

E. R. KNIGHT

Selection Is Important

B. BURCHFIELD, Former Teacher, Mason, Michigan

What results may be expected in a community in which vocational education is seriously considered.

The first 20 years of a department may not achieve important results in the following 20 years since methods of selection, placement, and establishment in farming have remained constant. But the results of the last two decades, however, not only may help to explain the question of how to help in some way to substantiate some of the preceding papers.

Such a study has been completed of the former pupils of vocational agriculture in the high school at Mason, Michigan. Of the 153 pupils who enrolled at one time or another during this period, 208 were enrolled at one time or another during this period.

The Findings

The percentage of pupils connected in vocational agriculture who were farmers varied from 77.1 percent for the period 1920-26 to 86.9 percent in the succeeding period 1930-1939. This indicates a trend toward better selection of pupils applying agriculture.

For years these figures were classified as the relationship between the number of students in terms of grades and the number of students in terms of grades. This information will be found in Table 1.

Table 1. Relationship Between Years of Vocational Agriculture and Grade Students

<table>
<thead>
<tr>
<th>Years of Agriculture</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm-raised</td>
<td>15.9%</td>
<td>50.6%</td>
<td>52.6%</td>
</tr>
<tr>
<td>Nonfarm-raised</td>
<td>39.3%</td>
<td>38.2%</td>
<td>38.2%</td>
</tr>
</tbody>
</table>

The farm-raised pupils, as a group, studied agriculture for two or more years while the nonfarm-raised pupils studied agriculture in grade schools for only one year.

The percentage of these farm-raised pupils was the highest. The nonfarm-raised pupils had a lower percentage for the period 1920-26 to 86.9 percent in the succeeding period 1930-1939. This indicates a trend toward better selection of pupils applying agriculture.

In the period 1920-26, 71.5 percent of the farm group and 11.7 for the nonfarm group became regular established in agriculture. The nonfarm group became regular established in agriculture to indicate that the study of agriculture is not necessarily for the nonfarm pupil. Of those who had worked on farms, 11.5 percent became regular established in agriculture.

A Bit of History

Man of the older leaders might be interested in Vocational Association and its predecessors. They have followed the beginnings of vocational agriculture in Michigan. Teachers, however, not only may help to explain the question of how to help in some way to substantiate some of the preceding papers.

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The best letter to servicemen to come into the Editor's desk this week came from the Shawnee Mission Chapter, Merriam, Kansas. The writer is H. D. Garver. After these long periods of single-socket news, Mr. Garver concludes with this paragraph:

"Before I really close, just let me say a few words sincerely, my own, and when it is Mr. Garver and I. It has always been my concern about the others and constant interference to the war effort. Well, I'm not just as apprehensive as any of my fellow brothers (I shouldn't deliberately say 'Brother Amos'; the way they do it when I say their names is relatively few. Somehow they remind me of the dirtied scum, and other dead matter that rails down on a flooded river. As long as the flood is rising, this scum is out in the middle of the stream and it attracts quite a lot of attention. In normal times it lies along the banks of streams, partly embedded in mud, partly sticking out, but one dead always new. And even, under flooded conditions, it can run under a bridge and cause damage unless removed. After the flood this deadwood disappears—a little further down the stream and is again half submerged in muddy banks, but always useless and dangerous. Some of these people with more money than they have before in their lives, who try to lose it all over the dirtiest joint of the stream, as if there were a lot of dirtier (I mean, the dirtiest) joints, and are, Conspicuously speaking, they are few."

(Continued on page 216)

JUDSON A. GUTTETTA, State Supervisor in Washington, died in Van-

and his style cannot be detected in the documentation. Consequently, any assistance they can render to the Presidio and the Do- ing of better, more intelligent and dedicated soldiers and farm leaders is simply needed.

The Future Farmers of America Foundation, established, has been or- ganized in order to provide opportunities for young farmers and business concerns interested in helping farm boys who have returned. To help farmers return to their fields, agriculture-related colleges and activities. Such a plan should result in a better trained and prepared group in vocational agriculture than would be true if traditional projects, interests or activities were directed by Foundation donors.

The pooling of funds in the Future, most adequate awards can be made by the Foundation for administrative use and, in addition, each donor will re- ceive one bond of the amount.
More on "Blueprints"
E. J. STEVENS, Teacher, Mamo, Iowa

This teacher of vocational agriculture has on blueprint but alter a decade of teaching and "schooling" has finally reorganized the following classes:

1. Research for "Least-Maintenance" student who requests materials for their thesis and where to find the best materials.
2. AIC Club Leader
3. Farming clubs for which membership is based on membership in the school district.
4. Management of county open class livestock show
5. AIC of School Student
6. Coach of independent basketball teams
7. Football official
8. Peas and grapes and cooking classes
9. Doctor's house

The teacher recommends that, to many of his students, some of the above jobs can be "codified" to meet their needs. He also performs many tasks not all related to agriculture that to him are not obvious. He still has in mind the removal of the "demonstration" from his teachers and the keeping of the home’s home. To instill interest in the growing of better gardens, he imparts knowledge to the students and by his own demonstration, is informing the students.

Some of the teachers have been PLANING the conditions at home and maintaining the quality of the environment by the growing of better gardens and by imparts the knowledge to the students and by his own demonstration, is informing the students.

If you spill your coffee in your neighbor’s lap, instantly assure him that you shouldn’t care for coffee anyway.

If you get a spot on the tablecloth, immediately place a piece of cloth over it, butter side down. The butter will keep the bread from slipping off the spot.

If you use a napkin in the coffee, use it to swee the table.

Banquet Banter

Hosttree: Ladies and gentlemen, this year, as you know, we are giving special recognition to our mothers as a token of sincere appreciation of their interest in our farming programs. It is a privilege to ask all of our students to represent the mothers here tonight. I use the words of H. H. McClurk as I speak for each boy present.

STAR OF MY LIFE

If ever I am breathed of life,
Your prayers, like rays of heavenly light,
Shall never fail me to spread.

To point my way in ways bright.

Through childhood days of brightness
And mystery, strange pain and tears,

You led me ever from the depths
Of joyless, of sorrow.

Now, in my later years, I am

New interests with added years
Have come, but none that doth bring with greater love than your own love.

No, it is not the willow tree
That cloths that float from view
To guide, to comfort, to sustain.
At life’s unvisited threshold,

You are ever by my side.

E. J. STEVENS, Teacher, Mamo, Iowa