Saturate all your teaching with an "Of-course-you-are-going-to-do-it" attitude.
Blueprints Based on Facts

In the December issue of AGRICULTURAL EDUCATION MAGAZINE there will appear a short editorial entitled "Blueprints Wanted." I am including this article here, for it seems to me that the topic is one which is of interest to all educators who are interested in vocational agriculture. The December issue is devoted to the problem of how to make vocational agriculture more effective in the preparation of young people for the world of work.

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How the School Serves Our Community

W. W. EVANS, School Clerk, Halfway, Oregon

UNTIL recent years, schools were looked upon as institutions for the benefit of a few. They were a means of improving the minds of our youth and preparing them for the occupations of life. Now, however, we have discovered that education is the key to the success of our society. It has become clear that education is essential for the development of our children and for the prosperity of our community. We have learned that education is a fundamental right, and we must ensure that every child has access to quality education.

The Role of Schools in Our Community

Schools play a critical role in our community. They provide a safe and nurturing environment for children to learn and grow. Schools also help to prepare children for their future by teaching them the skills they need to succeed. In addition, schools provide a platform for community involvement, where families and community members can come together to support one another.

The Benefits of Education

Education has numerous benefits for individuals and society as a whole. It can improve health outcomes, increase income, reduce poverty, and promote social mobility. Education also helps to reduce crime and improve the overall quality of life. In addition, educated individuals are more likely to participate in civic activities, such as voting and volunteering.

The Importance of Education for Our Community

Our community benefits greatly from a well-educated population. Educated individuals are more likely to be successful in their careers, which can lead to economic growth and increased tax revenue. In addition, educated individuals are more likely to be involved in their community, which can lead to a stronger and more cohesive community.

The Future of Education

As technology continues to advance, the way we learn and teach will also change. We must be prepared to adapt to these changes in order to ensure that our children are prepared for the future. This may involve incorporating more technology into our classrooms, as well as focusing on developing critical thinking and problem-solving skills.

In conclusion, education is essential for the success of our society. We must continue to invest in education in order to ensure that our children have the opportunity to learn and grow. By doing so, we can create a brighter future for ourselves and our community.

Responsible of Vocational Education in the Postwar World

DUDLEY M. CLEMENTS, Regional Agent, U. S. Office of Education

As we emerge from the war, it is clear that our education system has been tested and transformed. The postwar era brings new challenges and opportunities for vocational education. We must be ready to adapt and innovate in order to meet these challenges.

The Importance of Vocational Education

Vocational education has played a crucial role in our nation's history. It has provided a pathway to success for countless individuals, particularly those who may not have had access to traditional academic education. In the postwar era, vocational education will continue to be essential for success in a rapidly changing economy.

The Future of Vocational Education

The future of vocational education will be shaped by a number of factors. These include the changing needs of the workforce, the evolving economy, and the changing values of society. We must be prepared to adapt our programs and curricula to meet these needs.

In conclusion, vocational education is essential for the success of our nation. We must continue to invest in this important area of education in order to ensure that our students are prepared for the challenges of the postwar world.

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Methods of Teaching

G. P. DEYO

Our Job—Teaching and Supervising

G. S. DOWELL, Teacher, Manor, Texas

IN ADDITION to the regular duties of being a teacher, I also have the special, but important, job of being a farm supervisor for my second-semester homeroom. This is well worth the extra work, and I feel that it is very important for the boys to see how the machinery works and how the farm is managed. The boys are taught to work hard and to be responsible for their actions.

The Farm

The farm is about an hour and a half away from the school. It is a small farm, but it is well run and the boys are taught to be good stewards.

The School

The school is a one-room schoolhouse with just one teacher. It is located in a rural area and the students come from farms all around.

The Students

The students are from all over the area and they come from diverse backgrounds. Some of them are from large families and others are from small families. They all have different interests and goals, but they all share a love for learning.

The Curriculum

The curriculum is based on the state's standards and includes subjects such as reading, writing, math, science, and social studies. There is also a strong focus on agriculture, which is the main source of income in the area.

The Teachers

The teachers are all dedicated and passionate about their work. They are always willing to help their students and go above and beyond to ensure that they succeed.

The Community

The community is very supportive of the school and the students. They come together for events and activities and it is a close-knit community.

In conclusion, being a farm supervisor for the second-semester homeroom is a rewarding experience. It is an important role and it helps to prepare the students for their future careers.

Some Additional Notes

- The farm is located on the outskirts of the school's campus.
- The school has a strong emphasis on agriculture and farming.
- The students are taught to be responsible and to work hard.
- The community is very supportive of the school.

G.P. Deyo, Teacher, Manor, Texas

Teaching Farming Program Elections

E. CLARK JENSEN, Teacher, Lone Star, Texas

SOMETIMES, a new teacher is faced with the challenge of planning an election to select the most popular teacher in the school. This can be a difficult task, as the students may have different opinions and preferences. However, with some planning and strategy, it is possible to organize an election that is fair and successful.

The Election Process

The election process begins with a nomination period, during which any student can submit a nomination for a teacher. The nominations are then reviewed by a committee of faculty members, and a short list of candidates is selected.

The students then have the opportunity to submit ballots, and the results are announced at a school assembly.

The Benefits of an Election

An election can serve as a positive way to introduce students to the democratic process. It can also help to build a sense of community and teamwork among the students.

The Election Rules

- Ballots must be submitted in writing and must be signed by the student.
- Only students in the school can vote.
- The election is open to all students in the school.

In conclusion, an election is a great opportunity for students to participate in the democratic process and to learn about the importance of civic engagement.

G. P. Deyo, Teacher, Manor, Texas

One-Day Training School

I selected instructors from among the club women who had already had some training and were leaders in their communities. In order to be sure that they were up-to-date on the extension methods of processing foods, I conducted a one-day training school where the elementary supervisor presented the administration of several courses to make sure that all members of the extension club men and women were well trained in the latest methods of processing foods and were able to pass this knowledge on to the members of their clubs.

The training school was held in the community center and was well attended. The instructors were skilled and knowledgeable, and the students were eager to learn. The club members were able to get a good deal of practical experience and were able to take back to their communities the knowledge and skills they had learned.

In conclusion, the one-day training school was a success and helped to improve the extension work in the community.

G. P. Deyo, Teacher, Manor, Texas

Good Supervision Is Needed

In the case of the production, conservation, and processing of foods, the training school procedures seem to depend more on the condition of the farm, the country in which the commodity is produced, and the method of operation. At Luckey, Texas, where the population is around 200, and there are 400 irrigated acres, the condition of the farm is very good, and the commodities are produced as a result of good supervision. On the other hand, at Lockney, Texas, where the population is around 1,000, and there are 5,000 irrigated acres, the condition of the farm is very poor, and the commodities are produced as a result of poor supervision.

The training school procedures were conducted at both locations. At Luckey, Texas, the procedures were conducted in a small class, with around 10 students, and the commodities were produced as a result of good supervision. At Lockney, Texas, the procedures were conducted in a large class, with around 20 students, and the commodities were produced as a result of poor supervision.

In conclusion, good supervision is needed in the production, conservation, and processing of foods. The training school procedures can be used to improve the condition of the farm and the commodities produced.

G. P. Deyo, Teacher, Manor, Texas

Of late a great deal of emphasis has been placed on teaching the children about the farms near and far. This is important to help them understand the work of farmers and the value of the land. However, this emphasis should not be at the expense of the history of agriculture and the people who have helped to shape the country.

In conclusion, teaching the children about agriculture is important, but it is also important to teach them about the history of agriculture and the people who have helped to shape the country.

G. P. Deyo, Teacher, Manor, Texas

3. Tell them something of his future plans in farming.

The modern farm may be used for a variety of purposes, such as a home, a business, a hobby, or a place to raise children. It is important for the new student to understand the possibilities and planning involved.

By this time the new student will begin to see the farm as a place to build his future on. He will begin to think about how he will make a living and how he will raise his family. He will also begin to think about how he will grow crops and how he will raise livestock.

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G. P. Deyo, Teacher, Manor, Texas

Planning Farming Programs for the Future

The following is an outline of the steps that a new student could follow to plan his farming program for the future.

Step One

Survey of Community Farming, Especially Successful Farms

By means of discussion and the giving of information, the following questions and answers are placed on the board before the farming group.

S. W. McFARLANE, Teacher, Lone Star, Texas

1. What are you taking vocational agriculture classes for?
2. Why do you want to specialize in farming?
3. What will you do with your farming program?
4. What are your plans for the future?

In conclusion, planning farming programs for the future is important. The new student should take the time to plan his farming program so that he can be successful in the future.

G. P. Deyo, Teacher, Manor, Texas

Mankus' Farming Program

Part I

Name: John Doe
Age: 20 years
Year: Senior
2. What were his parents' professions?
3. What other skills are available to him?

Part II

Write down your recommendations for a future farming program. Sign.

G. P. Deyo, Teacher, Manor, Texas

Part IV

What does he actually plan to do? Out on the farm the student shows and dates are listed. He plans to start his own farm and to become an agronomist. He plans to have a farm and to be able to plant and harvest crops. His goals are to be successful and to be able to help others.

In conclusion, planning farming programs for the future is important. The new student should take the time to plan his farming program so that he can be successful in the future.

G. P. Deyo, Teacher, Manor, Texas

The following series of field trips are designed to help students become familiar with the various aspects of farming.

1. A Future Farmer out of school several years—especially with a Young Farmer Club.
2. A Future Farmer who graduated last year.
3. A junior or senior agricultural student who is working on a farm.
4. A high school or college student who is working on a farm.

In conclusion, planning farming programs for the future is important. The new student should take the time to plan his farming program so that he can be successful in the future.

G. P. Deyo, Teacher, Manor, Texas

The new student may be given a map of the farm and he is asked to locate several places of interest.

In conclusion, planning farming programs for the future is important. The new student should take the time to plan his farming program so that he can be successful in the future.

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G. P. Deyo, Teacher, Manor, Texas
Agricultural Education on a Daring Basis

ELVIN DOWNS, Supervisor, Ephraim, Utah

The challenge has been issued: "Agricul- tural education is not a hobby, it is a way of life." Many rural youth have taken on the challenge, but until the majority of our youth have made it a way of life, then agriculture will never become the farm. In many rural sections of the state, this has already taken place, and the farm education is rich with opportunities for leadership. The best methods in farming and ranching are being taught to the younger generation. The result is a new generation of farmers and ranchers who are prepared to take on the challenges of the future. In this way, agriculture becomes a way of life for many rural youth.

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Farmers Profit From Co-Operation With Other Agencies

Paul M. Hodson, Supervisor, Dover, Delaware

One of the outstanding examples of improved agrarian relationships developed by the agencies, organizations, and programs of the state is the Farmers' Co-Operative in our state. It is an unusual and not uncommon phenomenon that a farmer becomes acquainted with and identifies himself with an agency which makes a valuable contribution to the success of an enterprise of which he has been the originator.

What? Why? How?

The meeting was called to order by a farmer chairman. All meetings were held in the state Capitol building, and in the classrooms for vocational agriculture. The first speaker was the Organizer of the Farmers' Co-Operative, who gave a background of the organization's history, the problems it had faced, and the strength it was building. He emphasized the need for increased savings and efficiency in the financial structure of the cooperative, and for increased public awareness of its objectives. The state controller presented a report on the financial status of the cooperative, and showed that it was in a strong position for future expansion.

The Farmers' Co-Operative

The Farmers' Co-Operative was established in 1943 as an agency of the state Department of Agriculture and Rural Education. It is a voluntary organization of farmers, established for the purpose of providing a means of meeting the needs of the farmer in the areas of education, training, and research. The cooperative is financed by contributions from its members, and from the state and federal governments. It is governed by a board of directors, elected by the members.

The Farmers' Co-Operative has three main programs:

1. Vocational education and training
2. Research and development
3. Extension and advisory services

The Farmers' Co-Operative is dedicated to providing educational and research opportunities for farmers, and to promoting the development of new and better farming practices. It is committed to helping farmers improve their farms, and to making the most of the natural resources available to them.

One of the outstanding examples of improved agrarian relationships developed by the agencies, organizations, and programs of the state is the Farmers' Co-Operative.
A BETTER standard of farm family living, which has become possible through education and self-development has always been the goal of Extension workers in education.

Household Mechanical Devices

GLEN L. WEAVER, Supervisor, Salem, Oregon

**Farm Mechanics**

R. W. CLINE

**Every Farmer a Teacher of Vocational Agriculture**

A. J. PAULUS, Agricultural Education, University of Tennessee, Knoxville

Since the passage of the Smith-Hughes Act in 1917 the scope of the agricultural teacher's job reflects many expansions within the original principle of preparing for and engaging in farming.

Teachers of vocational agriculture have grown more generally to emphasize problems in crop and livestock production of all-day boys, production and disposition problems of adult farmers, establishment problems of off-farm labor, and now to the whole problem of family living. Talking at once, however, the problem of how to raise the level, has had no such topic, whereas in 1949, 1950, and 1957, industry has been considered. It is not to say that the subject of soil has been neglected, but it is generally felt that soil is a problem that can be handled by the small farmer, who is better able to handle it than the big farmer.

The results of this study indicate that the big farmer is more interested in the subject of soil than the small farmer, who is better able to handle it than the big farmer.

Dr. Cyrus Vance Williams

Dr. Cyrus Vance Williams, 65, in charge of teacher-training in agricultural education at Kansas State College for 22 years, died at a hospital in Manhattan, Kansas, November 16, 1944. He had undergone a minor operation, was apparently making a satisfactory recovery, and expected to go home within a few days. The immediate cause of his death was pulmonary emphysema.

Dr. Williams was a native of Nebraska. He graduated from the Nebraska Teachers College in 1898 and received three degrees from the University of Nebraska—M. A. in 1910, B. S. in Agr. in 1919, and the Ph.D. degree in 1913. He married Mary Lansing Williams; their daughter, Joanne.

His father, a physician, was his first inspiration in the field of education. He served as principal of schools, a school superintendent, a college professor of botany, and from 1913 to 1918, he was superintendent of the Nebraska School of Agriculture.

In 1920 he was elected special agent in agricultural education for the Federal Board for Vocational Education, and as Director of Vocational Education in Kansas from 1918 to 1919. In 1920, Doctor Williams took charge of teacher-training in agricultural education at Kansas State College.

Doctor Williams belonged to many horticultural and professional organizations among which were the American Vocational Association, the Kansas Vocational Association.

A peeler mated in a shearing machine will eliminate a three-hour household task and speed up the peeling process in Oregon community colleges. Earl R. Cooley, State Supervisor
In the 1950's the war was ended and the veteran men were released from military service. In 1950's the number of men who were in military service at the end of the war was 20 million. These men were the first group of men who went back to civilian life. The transition was difficult, and many of these men found it hard to adjust to civilian life. Most of these men were in their twenties and had not had much experience in the civilian world. Many of them had trouble finding jobs and adjusting to the new lifestyle. The government and other organizations tried to help these veterans by providing jobs and training programs. However, the transition was not easy for everyone. But nevertheless, the veterans were able to adjust and become productive members of society.
The members of the American Society of Future Farmers of America realize one of the greatest advantages of being an American—to have the right to choose our own occupation and thus, to determine the maximum of educational value. We who have been in F.F.A. one or more years must assume responsibility for helping and teaching those who are becoming members for the first time, the fundamentals of F.F.A. and F.F.A. activities, in a way that will enable them to advance in the F.F.A. program.

What Boys Want to Do

In working with one another let us keep in mind the aim of this organization:

1. Do something worth while.
2. Earn at least a living wage.
3. Know how to do one thing well.
4. Have confidence in one's self.
5. Have social recognition.
6. Have a responsible position.
7. Have an education.
8. Learn how to help themselves.
9. Have an opportunity to participate in F.F.A. activities.
10. Learn, by making a progress through our standing service and achievements.

Among the most important items of activities to be included in our 1944-45 F.F.A. programs of work are:

1. Which will enable the boys to develop initiative and a feeling of responsibility in the community.
2. Which will give satisfying group activity.
3. Which provide for family living and farming on a more extensive scale.
4. Which provide opportunity for improving personal appearance and in the use of the English language.

Future Farmers of America, 1944-45

J. R. RUTLAND, State Advisor, Austin, Texas

New Jobs and New Ways and Means in Texas Association of F.F.A.

A. W. TENNEY

F.F.A. Officers Training School

Lavonvillie, Illinois, September 13, 1944


Activities of Various Chapters in Section

The chapter officers from each Chapter give a three-minute report on one of the following topics of Chapter Activity:

1. Inter-Chapter Activities—Mr. H. J. Rocker, Agr. Educ. Dept., University of Illinois
2. In the section, is in favor of Inter-Chapter Activities.

The Local Chapter members and chapter in the part of the State F.F.A. Program—Mr. J. B. Adams—State Ex. F.F.A. Sec., Springfield, Illinois

Interim Meeting in Plan Program of Work. What can we do in 1944-1945?

Each Chapter program will be taken for approval and then the program will be submitted to each of the following groups.

This meeting every Chapter will be in charge of one group that includes the program of each Chapter, the group will submit the program to the Secretary for approval.

To know the way to do one thing well, it is necessary to learn the way to do something worth while.

The Text Development

That is the text I wish to use in these few words to your Future Farmers of Idaho, and all in the State of Idaho. The opportunity is provided you in the development of the ability to be of service to your companions as leaders. The world too expects leaders to have a clear vision and a clear knowledge of the situation in which they are to help. These leaders will be given the opportunity to work in a great deal of leisure time on their hands.

This is a great opportunity to know how to spend this time profitably usually spent in the idle time.

Learn to utilize your time in such a way that you won't have to look back with regret over the time that was wasted.

Your Future Farming organization helps you to do this in that each stage of the day will be profitably spent. Do not mean there should be no relaxation or recreation, but you must utilize your time in such a way that you carefully and efficiently spend more pleasure, more time, and fewer mistakes.

Another aspect of the Future Farmers of America organization is the ability to go ahead and do things of importance. It is better to achieve your goal in many ways in detail than to do that same goal in detail in one way. It will repay you many times over when you go ahead and do things of importance.

There is some idea that it is hard for a fellow to keep his mind off of something, small when they are so many visual amusement taking place all over the world. But, until we are able to get up and become a part of that world's story-making events, we will be able to utilize these opportunities for opportunities at home, and so train ourself to use these F.F.A. programs to the full extent of our school, that we can take our place when the time is ripe and be a great advantage to our family, and others fortunate comrades "out of the darkness into the glorious light of brotherhood and cooperation.

F.F.A. member, Preston and Raymond Kindell of Checotah, Oklahoma, are owners of the young bull pictured above with Raymond holding the animal. Preston is now serving with the Marines on Saipan island.