Dare to do differently—with good reason; only from such action does progress come.
Agricultural Preparedness vs. Thru Education

A PLAN for future military preparedness of the United States is a live topic of discussion today in Congress, on radio programs, in the press, and in family conversations. Our high military officials have recommended that one year of military training be required of each young man. Whether a person is for or against such a proposal, he can easily see that the whole problem is one involving national policy for the future. War, as seen for the past six years, is not just a matter of military preparation. War today involves the total resources and practically the total population of any country. Modern warfare is a real test of our physical, moral, industrial, resources, agricultural resources, and the skills and technical knowledge of our people in both military and non-military services. In fact, military preparedness is useless without agricultural and industrial preparedness.

American, therefore, will obtain only partial preparedness if the country only the military aspect. A starving army and navy of several million men will require a tremendous food supply with no contribution toward its production; the nutrition, health, and morale of the civilian population who are bearing the war effort without production should receive more careful consideration in our postwar planning. Our entire national machinery should be ready to shift from a peacetime basis to a war basis within a short period of time.

If and when we return to peace and have full employment for all who may desire to work, we shall begin to realize how much we want if America can consume all of the products and services that will be available. Will the 150 (or more) million workers of tomorrow be needed in America? Will it be better to have controlled production in industry and agriculture, supplying only our domestic needs? Will the whole solution lie to give each person in agriculture, industry, and so forth, that full employment and expected surplus to the rest of the world? These and many other similar problems, as they are solved, will have a definite bearing on national preparedness.

Studies made by the National Commission for the Defense of Democracy, Free Enterprise, indicate that individual income and consumption go up or down according to the educational level of the people. Studies made by the National Commission for the Defense of Democracy, Free Enterprise, and by the National Association of Manufacturers show that high income and high educational level of people go together, and that low income goes with low educational levels. Education, therefore, plays a part in bringing about intelligent consumption in society.

The above insurance companies can furnish in order to have large quantities of food and agricultural supplies available in times of emergency is to provide the present programs in agriculture, food and food, farmers and can be used to grow all of the corn, oats, soybeans, beans, etc., which are the most important crops grown in the United States; and the programs are under the direction of the National Agronomy Commission. In addition to the work of the United States Department of Agriculture, there is the work of the American Field Service, the Food and Agricultural Organizations, and the Food and Agricultural Organization of the United Nations. The Food and Agricultural Organization of the United Nations is the United Nations' agency for the coordination of agricultural activities in the world. It is the world body that we typically think of when we think of agriculture.

The Agricultural Education Journal is the journal of the American Association of Agricultural Educators. It is the official journal of the Association, and is published six times a year. It is read by agricultural educators, students, and others interested in agricultural education. The Journal includes articles on various aspects of agricultural education, including curriculum development, teaching methods, and research. It also features news and announcements from the Association.

In this edition of the Journal, you will find articles on a variety of topics, including:

- Agricultural education and the economy
- Teaching methods in agricultural education
- Curriculum development in agricultural education
- Research in agricultural education
- News and announcements from the Association

This issue of the Journal is a valuable resource for anyone interested in agricultural education. The articles and information provided will help you stay up-to-date on the latest trends and developments in the field.

The Agricultural Education Journal is an important publication for those involved in agricultural education. It provides valuable insights and information that can help us better understand the complex issues facing agriculture and the role that education plays in addressing them.

In conclusion, the Agricultural Education Journal is a valuable resource for those interested in agricultural education. It provides insights and information that can help us better understand the complex issues facing agriculture and the role that education plays in addressing them. The Journal is available online and is published six times a year. Whether you are a student, teacher, or professional in the field of agricultural education, the Agricultural Education Journal is a must-read publication.
What Price Rural Education

LESTER A. KIRKENDALL, Head, Division of Educational Guidance, University of Oklahoma, Norman, Oklahoma

Editor's note: This discussion is presented here as "food for thought." It brings to light and builds up in front of us the situation, especially in poor rural communities, which is only further evidence of the need for vocational agriculture. Whether they are in the city, the country, or the valley, men and women must be provided with a feeling of community or whether they are even partially provided with a feeling of community or whether they are even partially provided with a feeling of community. It is a danger signal on the road to economic depression, a danger in our service. With the restoration of peace to the world, vocational agriculture will play a vital role in determining the success or failure of our rural communities and our national economy.

In the spring of 1937, I closed my office in the Agricultural Experiment Station office in the University High School at Oskaloosa, Kansas. The Kansas Agricultural Experiment Station is the oldest of such institutions in the country, having been established in 1863. The enrollment in the high school was 1,600, and the enrollment of the high school students was 800. At the time I left, a group of 20 young men who had been attending the high school for several years were leaving the school to enter college. I was asked to give a talk to this group, to discuss the opportunities that are available to them.

I gave a talk to this group on the opportunities that are available to them.

One of the students who attended this talk was a farmer's son. He was a very able student, and he decided to major in agricultural education. He graduated from the University of Illinois in 1940 with a degree in agricultural education.

I have since seen him grow from a young man to a mature adult, and his career has been marked by a dedication to the principles of vocational agriculture.

Boys Described

A brief description concerning certain rural boys and their need of guidance and a neces-

sary for the succeeding discussion. These boys are described as follows:


These boys are described as follows:


In addition to these boys, there are others like them with an education, which they cannot use. They have been forced to leave their homes and go to work in the cities. This is a serious problem for the communities in which they live.

Children of a farmer owning a half-interest in a farm only. Upon his death, the sons and daughters of his family were left with the farm. The farm would be sold by the foreman, who would then handle the sale. The sons and daughters of his family would then be left with the farm. The farm would be sold by the foreman, who would then handle the sale. The sons and daughters of his family would then be left with the farm. The farm would be sold by the foreman, who would then handle the sale.

One also wonders whether the conclusion of this study may not have a significant effect on the attitudes of the farmers and the educators who will be working with these rural communities in the future.

A.P. Davidson

12 chapters are devoted to problems that have to be solved before we can have effective vocational programs. While there may be a difference of opinion as to some of the solutions suggested, there is a general agreement that the problems exist and that something must be done to solve them. This book is an excellent guide for those who are involved in vocational agriculture.
Supervision

LANO BARRON

Standards for Departmental Organization

H. H. BURLINGTON, Regional Supervisor, Ohio, California

California is one of the few states which has been unrewarding for the study of the department of vocational agriculture to the community. The standards for the department as evidenced by tangible and intangible conditions have been met and the department as a whole is evidence of not being "kicked" out of existence. The result is a base for the department of vocational agriculture as it stands today.

One of the factors in such a situation is the quality of the teacher. Too many states supervise their own program and in doing so neglect the quality of their teachers. The quality of the teacher is the most important factor in the department of vocational agriculture, and it is a factor that is often neglected.

The major factors accounted for in departmental organization are teaching facilities, school and class schedules, selection of teachers, and organization of instruction. Teaching facilities include classrooms and equipment, shop and equipment, office rooms and secretarial help, storage, transportation for field trips and other class events, and a departmental budget. Perfect in the first two is good for 50 points each, in the last four 10 points each for a total of 100 points. A written budget approved by the administration is worth 10 points.

School and class schedules are given 25 points. Points considered are whether the double period is provided for, field trips, whether provision can be made for Future Farmer meetings, and whether the department has a way to control events.

Selection and Enrollment

There are three divisions under selection and enrollment, with a total of 95 points. The first is that of the farm boys in high school who are enrolled for vocational agriculture courses (25 points). The second is that of the farm boys in high school who are enrolled in vocational agriculture courses (25 points). The last is that of the farm boys in high school who are enrolled in vocational agriculture courses (25 points).

A point for each 50 percent is given for the maximum of 20 points for 50 percent accuracy.

Conference Needs Thru the Department of Vocational Agriculture

S. P. FUGATE, Teacher, Swainsboro, Georgia

The department of vocational agriculture in the State of Ohio is endeavoring to meet the needs of the entire community. We have recently received this new $5,000 vocational building fund appropriated to provide adequate facilities to carry on a program as the community needs demand. This building is built from funds contributed by the community and the County Board of Education. It includes classrooms for vocational agriculture, vocational home economics, a farm shop, and a canning plant.

We have been doing work in farm shop and machine repair work for some time. The facilities available with the equipment placed in our shop was purchased the way that the war training program, we are able to make some good progress and can train the future needed workers. The future is now able to make the vocational agriculture courses available to all schools.

The rating scale for the departmental organization is attached.

Division of Instruction—(60)

1. Written four-year teaching plan...1 point for each 50 percent of the plan completed.
2. Written plan for major teaching units.

Total

4 points for each year of service.

A view of the Swainsboro, Georgia vocational building in which is being carried on an extended program in home economics including a canning kitchen and agriculture farming machines.

The standards for the department of vocational agriculture was formulated by the Department of Education, T. G. Nelson, the state supervisor.

Meeting Conference Needs Thru the Department of Vocational Agriculture

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The rating scale for the departmental organization is attached.

Departmental Organization—(100 points)

A. Teaching Facilities—(100)

1. Classrooms and equipment.
2. Shop and equipment.
3. Office equipment-secretarial help.
4. Storage.
5. Transportation (class).
6. Departmental budget.

B. School and Class Schedules—(25)

2. Conflicting courses required for graduation or college entrance.

C. Selection and Enrollment—(95)

1. Percent of farm boys in high school who are enrolled in vocational agriculture courses (25 points).

2. Percent of vocational agriculture enrollment made up of farm boys (50 points).

3. Percent of last year's enrollment who are enrolled in vocational agriculture courses (25 points).

4. Number of residents who are enrolled in vocational agriculture courses last year who are now being enrolled in high school.

D. Tenure of Teachers—(20)

1. Average tenure— all teachers of vocational agriculture.

E. Organization of Instruction—(60)

1. Written four-year teaching program.
2. Written plan for major teaching units.

Total

4 points for each year of service.

A view of the Swainsboro, Georgia vocational building in which is being carried on an extended program in home economics including a canning kitchen and agriculture farming machines.

The standards for the department of vocational agriculture was formulated by the Department of Education, T. G. Nelson, the state supervisor.

A view of the Swainsboro, Georgia vocational building in which is being carried on an extended program in home economics including a canning kitchen and agriculture farming machines.
Teaching Timber Preservation

R. D. ANDERSON, District Supervisor, Waldo, South Carolina

The quantity of wood used on the farms in the South and exposed to decay varies from about 75 million to 100 million tons per year, an amount equal to the total annual used. However, it understated the large amount of lumber used internally and the fact that the annual requirement is exceeded. This wood is used in the form of small posts, tie plates, building foundations, railings, telephone poles, meals, sinks, and building timber. The need for it is great, and its importance cannot be overemphasized. Some woods resist decay better than others, and the life expectancy of these woods varies from years, with only one or more years under the same conditions. They have been used for various kinds of boards, the quality of wood of the same species under differ- ent conditions.

In the South, durable woods are con- tinually growing in value, and a price is paid for it. It is a cost that has become necessary to use the less durable woods. Since many of the non-durable woods in their present condition would last only two or three years in situations favoring decay, it was seen that any reasonably cheap method of increasing their life will save money for the user.

For the same reasons, teachers of vocational agriculture in South Carolina have realized the need for a definite teaching program on the preservation of wood. Softwood posts, bridge timbers, and other farm implements and structures have arrived in even more need of being protected. Very few have been treated. These figures represent only a small portion of what will be treated when the posts and timbers are already in the community have become sufficiently dry to treat.

Since the plant was installed at Providence, similar plants have been established at Rowan and Holy Hill and are in operation. The necessity of having them installed and ready for operation at Camden, Gogntown, and Bethel. The Lodge High School has placed an order for a post and the St. John's High School in Florence ordered two. A building in the project, posts have been ordered at other institutions, and orders for this type of teaching equipment.

These two (early operation at Bethlem and Gogntown) were constructed in the school communities where they were needed. The work was done by the Future Farmers of America and by students of the project. The cost was covered by the county and state funds.

The new teachers' program is in beautifully the school-community teaching program in the same that the breeder is better than the breeder for the purpose of operating the teaching values. The value of the program varies from 16 to 20 years, depending on the type of post and the method of treatment.

After determining that it would cost $140 per carload, an agreement was reached, with the understanding that the farm would provide the labor, and the post and timber would be taken care of by the post and timber company. The agreement was made in the fall of the year, and the post and timber company was to take care of the post and timber company and the post and timber company and the post and timber company and the post and timber company and the post and timber company.

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Land Utilization in Farm Programs

JAMES H. ANGERSON

FARMING programs of all kinds offer students of voca-

tional agriculture present excellent opportunities to

recognize the many capabilities in land utilize-

ing in connection with students’ farming programs,

farmers, and related activities in the farm industry.

The plan should include the crops that will be grown and any special practices in

production, conservation, and improvement of

the soil. He should also add other fields or parcels

of land to the farm if it is planned that his farm

will be expanded in size. This information about

the farm, the land on which it is located, and the

farm’s operating practices will be necessary for

the inclusion in the farm program of land that

will be available to the student for production.

The student will need to plan for the efficient use

and conservation of the land on which he operates.

He should be familiar with the various cultivated

crops grown in his area and the special conditions

under which they can be grown successfully.

In the following paragraphs, specific information

about the soil and the crops grown on the farm

will be discussed. The soil should be divided into

specific areas and the crops grown on each area

should be determined.

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Why Teachers of Vocational Agriculture Leave the Profession

H. W. SANDERS and C. W. RICHARDS, Teacher-Trainer, Virginia Polytechnic Institute, Blacksburg, Virginia

The success of any program is largely dependent upon the ability, enthusiasm, and loyalty of the teachers for it. The teaching of vocational agriculture requires a high caliber of teachers to be successful. This high caliber is one of the chief requisites of any program for which it is desirable to secure teachers. It is the responsibility of the directors to secure the most capable teachers for their programs and to hold them to a high standard. The directors are responsible for securing the best teachers, retaining them, and training them in the methods of the school. The directors are also responsible for the success of the program, and it is important to secure teachers who are well qualified and who have the ability to sustain the program.

Plan of the Study

In order to determine why teachers of vocational agriculture leave the profession in Virginia and what it was that caused them to leave, information was requested from the different directors of the 31 vocational agriculture groups to be included in the study. The following questions were included:

1. Informal conversation with the teacher. The teacher had had the normal training for the job.
2. The teacher had been successful.
3. The teacher had been interested in teaching.
4. The teacher had been satisfied with the students.
5. The teacher had been satisfied with the parents.
6. The teacher had been successful in the school year with the students.
7. The teacher had been successful in the school year with the parents.
8. The teacher had been successful in the school year with the students.
9. The teacher had been satisfied with the administration.
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30. The teacher had been satisfied with the administration.
31. The teacher had been satisfied with the administration.

Question 2. What factors of the job of the teacher of vocational agriculture did you like?

The following are some of the factors that were mentioned by the teachers as being important:

1. The teacher had been successful.
2. The teacher had been satisfied with the students.
3. The teacher had been satisfied with the parents.
4. The teacher had been successful in the school year with the students.
5. The teacher had been successful in the school year with the parents.
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30. The teacher had been satisfied with the administration.
31. The teacher had been satisfied with the administration.

Table 1. Answers to Questions 1

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<tr>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1.</td>
<td>Helping boys get started in farming</td>
<td>78%</td>
</tr>
<tr>
<td>2.</td>
<td>Contact and work with farmers</td>
<td>72%</td>
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<tr>
<td>3.</td>
<td>Contact and work with farm boys</td>
<td>69%</td>
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<tr>
<td>4.</td>
<td>Opportunity for variety of work</td>
<td>65%</td>
</tr>
<tr>
<td>5.</td>
<td>Less salary and lack of opportunity for advancement</td>
<td>62%</td>
</tr>
<tr>
<td>6.</td>
<td>Less money to be made</td>
<td>60%</td>
</tr>
<tr>
<td>7.</td>
<td>Low or no pay</td>
<td>58%</td>
</tr>
<tr>
<td>8.</td>
<td>Unsatisfactory conditions</td>
<td>56%</td>
</tr>
<tr>
<td>9.</td>
<td>Oppression by superiors</td>
<td>54%</td>
</tr>
<tr>
<td>10.</td>
<td>Unfair treatment</td>
<td>52%</td>
</tr>
<tr>
<td>11.</td>
<td>Low pay</td>
<td>50%</td>
</tr>
<tr>
<td>12.</td>
<td>Lack of interest in teaching</td>
<td>48%</td>
</tr>
<tr>
<td>13.</td>
<td>Teaching in two or more places</td>
<td>46%</td>
</tr>
<tr>
<td>14.</td>
<td>Teaching in one place</td>
<td>44%</td>
</tr>
<tr>
<td>15.</td>
<td>Lack of help from superiors</td>
<td>42%</td>
</tr>
<tr>
<td>16.</td>
<td>Lack of help from superiors</td>
<td>40%</td>
</tr>
<tr>
<td>17.</td>
<td>Lack of help from superiors</td>
<td>38%</td>
</tr>
<tr>
<td>18.</td>
<td>Lack of help from superiors</td>
<td>36%</td>
</tr>
<tr>
<td>19.</td>
<td>Lack of help from superiors</td>
<td>34%</td>
</tr>
<tr>
<td>20.</td>
<td>Lack of help from superiors</td>
<td>32%</td>
</tr>
<tr>
<td>21.</td>
<td>Lack of help from superiors</td>
<td>30%</td>
</tr>
<tr>
<td>22.</td>
<td>Lack of help from superiors</td>
<td>28%</td>
</tr>
<tr>
<td>23.</td>
<td>Lack of help from superiors</td>
<td>26%</td>
</tr>
<tr>
<td>24.</td>
<td>Lack of help from superiors</td>
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</tr>
<tr>
<td>25.</td>
<td>Lack of help from superiors</td>
<td>22%</td>
</tr>
<tr>
<td>26.</td>
<td>Lack of help from superiors</td>
<td>20%</td>
</tr>
<tr>
<td>27.</td>
<td>Lack of help from superiors</td>
<td>18%</td>
</tr>
<tr>
<td>28.</td>
<td>Lack of help from superiors</td>
<td>16%</td>
</tr>
<tr>
<td>29.</td>
<td>Lack of help from superiors</td>
<td>14%</td>
</tr>
<tr>
<td>30.</td>
<td>Lack of help from superiors</td>
<td>12%</td>
</tr>
<tr>
<td>31.</td>
<td>Lack of help from superiors</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table 2. Answers to Questions 2

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reporting, time consuming</td>
<td>80%</td>
</tr>
<tr>
<td>2.</td>
<td>Game teaching</td>
<td>78%</td>
</tr>
<tr>
<td>3.</td>
<td>Poor attendance</td>
<td>76%</td>
</tr>
<tr>
<td>4.</td>
<td>Young boys</td>
<td>74%</td>
</tr>
<tr>
<td>5.</td>
<td>Boys who don't want to work</td>
<td>72%</td>
</tr>
<tr>
<td>6.</td>
<td>Poor boys</td>
<td>70%</td>
</tr>
<tr>
<td>7.</td>
<td>Poor boys</td>
<td>68%</td>
</tr>
<tr>
<td>8.</td>
<td>Poor boys</td>
<td>66%</td>
</tr>
<tr>
<td>9.</td>
<td>Poor boys</td>
<td>64%</td>
</tr>
<tr>
<td>10.</td>
<td>Poor boys</td>
<td>62%</td>
</tr>
<tr>
<td>11.</td>
<td>Poor boys</td>
<td>60%</td>
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<tr>
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<tr>
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<td>22%</td>
</tr>
<tr>
<td>31.</td>
<td>Poor boys</td>
<td>20%</td>
</tr>
</tbody>
</table>

Summary

1. Success as a teacher of vocational agriculture is an important factor in the decision of the teacher to leave the profession.
2. Teachers who have been successful in their work are more likely to stay in the profession.
3. Teachers who have been satisfied with their students and parents are more likely to stay in the profession.
4. Teachers who have been satisfied with their administration are more likely to stay in the profession.
5. Teachers who have been satisfied with their work are more likely to stay in the profession.
6. Teachers who have been satisfied with their compensation are more likely to stay in the profession.
7. Teachers who have been satisfied with their opportunities for advancement are more likely to stay in the profession.
8. Teachers who have been satisfied with their working conditions are more likely to stay in the profession.
9. Teachers who have been satisfied with their teaching conditions are more likely to stay in the profession.
10. Teachers who have been satisfied with their school conditions are more likely to stay in the profession.

The Agricultural Education Magazine, November, 1945
A Boy

After a busy day has graced our thinning orange groves, and harvest season is ended, few relations do not share the joy at the new crop of oranges. A boy's nature to adorn his head with a wreath of orange flowers is a joy forever, a periodic reminder of the problem with which he must grapple. He is a boy who knows that God is not his to give or take away. He is a boy who knows that God is not his to give or take away. He is a boy who knows that God is not his to give or take away.

Wisconsin F.F.A. Meetings

Ten sectional meetings of the Wisconsin Association of Future Farmers of America were held this year in place of the annual meeting. The meetings were held in various locations across the state, and each was attended by a large number of students and advisors. The meetings were followed by a tour of the nearby area, where the students had the opportunity to see the local agriculture and learn about the different crops and farming practices used in the area. The meetings were a great success, and the students learned a lot about the different aspects of agriculture.

A W. Tenney

Wisconsin F.F.A. degrees were conferred to the state advisor on 140 members from 60 chapters. Honorary Wisconsin F.F.A. degrees were conferred to 28 persons, including seven farmers, one state director, two state administrators, one teacher, five business leaders, and seven instructors in agriculture.

Seth, Rockford Foundation awards of $500 each were made to 29 members of Wisconsin Future Farmers of America for their work in 1942. The members were recognized for their outstanding contributions to the organization. The awards were presented in recognition of their hard work and dedication to the organization.

A Boy

A Boy

The national meetings of the Wisconsin Association of Future Farmers of America were held this year in place of the annual meeting. The meetings were held in various locations across the state, and each was attended by a large number of students and advisors. The meetings were followed by a tour of the nearby area, where the students had the opportunity to see the local agriculture and learn about the different crops and farming practices used in the area. The meetings were a great success, and the students learned a lot about the different aspects of agriculture.