Farming ranks high in the occupational employment of former students in Pennsylvania.

—Courtesy C. S. Anderson, Pennsylvania State College
Research in Agricultural Education

The Vocational Education Act of 1917 (the Smith-Hughes Act) states that there is a "fund provided for in Section 3 of the Act for the use of the Federal Board for Vocational Education for the administration of this Act and for the purpose of making studies, investigations, and reports to aid in the organization and conduct of vocational education." The Smith-Hughes Act provided funds for the Federal Board for Vocational Education and later the Office of Education to use for research. No funds were provided directly to the states for research, but workers within the states whose salaries were paid in part from federal funds were encouraged to engage in studies "tended in developing their vocational programs.

On page 24 of Bulletin 1, Statement of Policies for Administration of Vocational Education, in the following statement, "State supervisors and members of teacher-training staffs, including research workers, should be encouraged to undertake studies which are needed in developing their vocational programs and to make the results available to teachers throughout the country. The Office of Education, within the limits of the staff and funds available, may cooperate with the states in planning, coordinating, and carrying on such studies as are of national importance."

Policies Pertaining to Research

Question 28 on page 56 of Bulletin 1, Statement of Policies, Revised, February 1933, reads, "May federal funds allowed to a state be used for the purpose of making contracts with the states for research and investigations?

Answer: In order to carry out the purposes of the vocational education act, research and investigation in the fields of vocational education are necessary on the part of the Office of Education, the state boards, and the institutions that are charged with the responsibility of training the teachers. A state board will be expected to admit a plan setting forth the scope of the work contemplated and the qualifications to be required of the person to be employed.

"The scope of research work should be limited in such a manner that the results will function directly in the furtherance of the entire program of vocational education."

George-Barden Act

The Vocational Act of 1914 (the George-Barden Act) is explicit on the use of federal funds for research. Section 3 of this Act states that "the funds appropriated under authority of paragraph (a) to (f) inclusive of subsection (e) shall be used for making the several states and territories, for the purpose therein specified..." for securing necessary information relative to the development of programs of vocational education and vocational guidance.

George-Barden funds have been used for research, which cannot be used in state departments of education or in teacher-training institutions.

It may be pointed out that the policies which are accom-
pany the George-Barden Act are not yet formulated. However, it may be said that this section relating to research will be quite flexible.

Workers in agricultural education have made progress in research. There is abundant evidence of this progress. First, there are two publications giving summaries of studies made:

These are "Summaries of Studies in Agricultural Education," Bulletin No. 180, United States Office of Education, and another publication of the same title which supplements Bulletin 180 and was published by the Investigative Printers and Publish-

E. W. Luthrop

One More Spark

The teachers of vocational agriculture have, over the country, been one of the most unified groups of teachers. Being a relatively small group in any state, there has been for the most part, having been graduated from the same institution, a similarity in the training. Teachers of agriculture have been quick to appreciate and capitalize upon the advantages of their training as indicated by their close-knit and well-led state associations. By, perhaps, one should say that because of the following reasons, teachers of agriculture need to develop strong associations.

Regardless of the type of farm, in the cut and dry thinking of some minds, there is a degree of strength and individuality to secu-

W. H. Martin

The Agricultural Education Magazine

February, 1930
Studies and Investigation
E. B. KNIGHT

Trends in Cooperative Research
R. W. CLINE, Arizona, Member of Research Committee, Agricultural Section A.V.A.

Trends in cooperative research are related to the operations of the various extension services. These operations have changed rapidly in the past 10 or 20 years, with the emphasis and methods of research being entirely different from the methods and emphasis of the research of the past. The trend toward greater emphasis on problem-solving research has been evident for many years, but only recently has this trend become more pronounced.

Except for some evaluation of research and educational activities, the research aspects of the program are of great importance in agricultural research. The major part of the work of the program is centered in the area of research activities. Teachers and other workers, through their efforts to contribute to the progress of agriculture, will receive greater recognition and appreciation for their work in this area. The results of the research will be included in the annual reports of the program and will be made available to the public in a useable and practical form.

Principles and Practices
Successful cooperative research demands considerable group effort. The group may be organized in a number of ways, depending on the size of the project. The group may include Extension workers, technical specialists, and graduate students. The group may also include Extension workers, technical specialists, and graduate students. The group may also include Extension workers, technical specialists, and graduate students. The group may also include Extension workers, technical specialists, and graduate students. The group may also include Extension workers, technical specialists, and graduate students. The group may also include Extension workers, technical specialists, and graduate students.

Research
Since 1943, the division of educational research and extension work has increased in the area of agricultural research. The division of educational research and extension work has increased in the area of agricultural research. The division of educational research and extension work has increased in the area of agricultural research. The division of educational research and extension work has increased in the area of agricultural research. The division of educational research and extension work has increased in the area of agricultural research. The division of educational research and extension work has increased in the area of agricultural research. The division of educational research and extension work has increased in the area of agricultural research. The division of educational research and extension work has increased in the area of agricultural research. The division of educational research and extension work has increased in the area of agricultural research. The division of educational research and extension work has increased in the area of agricultural research.

3. The History of Agricultural Education and Cooperative Extension Work

4. The College of Agriculture Education and Extension

5. Evaluation of the Activities of Teachers of Agricultural Education

6. Procedures for Recruiting and Selecting Teachers of Agricultural Education

7. Development of a Use of the Natural Resources of the Region

8. Cooperative Extension and Extension Work in the Region

Research and Development

1. Cooperative extension work is a cooperative extension service for the advancement of agriculture. It is a cooperative extension service for the advancement of agriculture. It is a cooperative extension service for the advancement of agriculture. It is a cooperative extension service for the advancement of agriculture. It is a cooperative extension service for the advancement of agriculture.

Lacking Community Improvement

One of our former friends recently told me that "I'm a blind wife and find a few things to be a real problem. I'm not any good at knowing what I'm about, and I'm not very good at knowing what I'm not good at." I think this is true, and I've had to learn it, too. I've had to learn it, too. I've had to learn it, too. I've had to learn it, too. I've had to learn it, too.

The experience has been a valuable one, and I'm grateful for having learned it. It has been a valuable one, and I'm grateful for having learned it. It has been a valuable one, and I'm grateful for having learned it. It has been a valuable one, and I'm grateful for having learned it. It has been a valuable one, and I'm grateful for having learned it.

(Continued on page 143)

The Agricultural Education Magazine, February, 1947

(Continued on page 143)

The Agricultural Education Magazine, February, 1947
Young Men Ten Years After Leaving Rural High Schools in Pennsylvania

By O. L. Young, Teacher Education, Pennsylvania State College, State College, Pennsylvania

The data on which the findings of this study were based were collected during a 10-year period. Dr. C. S. Anderson, Assistant Professor of Agricultural Education, Pennsylvania State College, began the study in 1923 by recording the vocational and educational background of all the boys who entered high school in a single rural community of approximately 658 boys as they entered high school in the years 1923 and 1924. Of these boys, 41% graduated from high school, while 35% dropped out of school and never returned. The remaining 24% of the boys entered college, while 10% of the boys entered college and then dropped out. The study was continued for 10 years, and the data were published in 1933.

O. L. Young

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A Study of State Farmers in Michigan

L. C. McKim, Farmer Teacher at Agricultural, Sodusky, Michigan

The Study
To secure answers to these questions, the writer made a study in 1938 of the
259 young men who had reached
one group of farmers engaged in the
10-year period from 1920 to 1930.
These men were selected for the study
of the State Farmers Institute.
A group of farmers engaged in agriculture
by selecting those from the Michigan
was 18.7 percent.
Lehman Activeship

This study has brought out certain in-
spiring results regarding the State
Farmers in the middle area of the
state. The young men engaged in farming full time as their only occupation showed that they had the
average age of the farmers who were engaged in farming full time as their only occupation, while 20 percent of those farmers were engaged in part-time farming.
Correspondence received from these
farmers shows that several of them were engaged in some other occupation to help finance their farming operations. Two groups appeared to be about equal in the number of young men engaged in farming full time as their only occupation. One group consisted of those farmers whose
activities were confined to farming
full time, while the other group included farmers who were engaged in
other activities.
Occupational Status

Since this study was made under
wartime conditions, the number of
the young men who were in the armed forces
as a result of the draft was much lower than
in previous years. The number of those
who were engaged in farming full time as their only occupation was 25.2 percent. These farmers were the youngest group of those
who were engaged in farming full time
as their only occupation. The number of
those who were engaged in farming full
time was 20.4 percent. This group included farmers who were engaged in
other activities, while 14.8 percent of those farmers were engaged in part-time farming.

Objective Measurements of Farmers

How am I doing?” is a reply used by many
farmers who are asked to describe
their farm enterprises. “How do I
compare with my neighbors?” The
farmer asks himself if he is making
progress on his farm in terms of production and improvement.

Study Plan

The writer has gathered the necessary
information on the educational background and occupational status of
the young men who have been the
subject of this study and has compiled a
report outlining the results of the study.

Table I—Occupational Status in 1942 of State Farmers in Michigan

<table>
<thead>
<tr>
<th>Occupational Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farming full time</td>
<td>45.6</td>
<td></td>
</tr>
<tr>
<td>Farming part time with other work</td>
<td>20.5</td>
<td></td>
</tr>
<tr>
<td>Occupation related to farming</td>
<td>15.7</td>
<td></td>
</tr>
<tr>
<td>College student not in agriculture</td>
<td>6.8</td>
<td></td>
</tr>
<tr>
<td>Occupation not related to farming</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>Total reporting</td>
<td>148</td>
<td></td>
</tr>
</tbody>
</table>

Table II—Comparison of Two Departments in Different Types of Farm Areas

<table>
<thead>
<tr>
<th>Department A</th>
<th>Department B</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Production projects per student</td>
</tr>
<tr>
<td>2.55</td>
<td>1.70</td>
</tr>
<tr>
<td>2.49</td>
<td>1.52</td>
</tr>
<tr>
<td>2.39</td>
<td>1.37</td>
</tr>
<tr>
<td>2.32</td>
<td>1.22</td>
</tr>
<tr>
<td>2.31</td>
<td>1.15</td>
</tr>
</tbody>
</table>

Table III—Comparison of Farmers in Missouri on 14 Factors by Type of Farm Areas, 1944-45

<table>
<thead>
<tr>
<th>Year No.</th>
<th>Type of Farm Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1944-45</td>
<td></td>
</tr>
<tr>
<td>1945-46</td>
<td></td>
</tr>
<tr>
<td>1946-47</td>
<td></td>
</tr>
<tr>
<td>1947-48</td>
<td></td>
</tr>
<tr>
<td>1948-49</td>
<td></td>
</tr>
</tbody>
</table>

The Agricultural Education Magazine, February, 1907
Farming Programs
C. L. ANGER

The Test Tells the Tale
MARK NICHOLS, State Supervisor, Salt Lake City, Utah

BANCROFT tittered when the Utah Future Farmers elected him as their new president this year at their annual meeting in Logan. He thought he had made a good showing in the election and would have been more successful if his name had been put on the ballot. But the results showed that he was not the only one who wanted to be president. The other candidate, a state senator, was the one who won the election. However, Bancroft did not give up. He continued to work hard for the program and to represent the interests of the junior farmers in the state. His efforts were rewarded when he was appointed to the board of directors of the Future Farmers of America.

Farmers who do not have dairy production programs, conducted the testing and recording of the milk and the dairy heifer calves in the county. The results showed that the milk production of the heifers was higher than that of the cows. This was expected because the heifers were younger and had not yet reached their peak production. The same results were obtained in the cow herd. The milk production of the cows was lower than that of the heifers, but the difference was not significant. The milk production of the cows was not lower than that of the heifers, but the difference was not significant.

Milk Department Have Equipment
Each vocational agriculture department at a high school has a milk test section that tests milk from the dairy cows of the various farms in the county. The results of these tests are used by the Extension Service to determine the milk production of the various farms. The results are also used by the Extension Service to determine the need for additional milk production programs.

Courses and Schools

Evelyn Deems, Assistant State Supervisor, Lincoln, Nebraska

There is a need for more courses in agriculture at the high school level. The need is greatest in the northern part of the state where there are fewer dairy farms. The Extension Service is working with the state departments of education to develop more courses in agriculture. The state departments of education are also working with the high schools to develop more courses in agriculture.

Teaching Assistant

The students who work in the dairy programs are taught by teaching assistants. The teaching assistants are either future farmers, or they are students who have completed the courses required to become teaching assistants. The teaching assistants are supervised by the state supervisor of vocational agriculture.

The students who work in the dairy programs are taught by teaching assistants. The teaching assistants are either future farmers, or they are students who have completed the courses required to become teaching assistants. The teaching assistants are supervised by the state supervisor of vocational agriculture.

Enrollment

The enrollment in the dairy programs is increasing. The enrollment in the dairy programs is increasing. The enrollment in the dairy programs is increasing.

The enrollment in the dairy programs is increasing. The enrollment in the dairy programs is increasing.
Professional

B. C. LAWSON

Services to Illinois Teachers of Vocational Agriculture
From the University of Illinois

H. M. HAMLIN and MELVIN HENDERSON

1938 the University of Illinois estab-
lished Vocational Agriculture. In the early part of its existence, the cur-
riculum included courses leading to a Bachelor's degree in Agriculture. Since 1938, the field of vocational agriculture has grown at a rapid rate to meet the needs of the nation. The agricultural curricu-
ulum has expanded to include a wide range of courses. The theme is to provide an educational experience that is relevant to the needs of students and society. The following is a review of some of the key developments in vocational agriculture education in Illinois.

1. Vocational Agriculture Service

Vocational Agriculture Service

Vocational Agriculture Service has been a key component of the University's agricultural education program since 1938. The service provides a wide range of educational opportunities for students and teachers. The service offers courses in agriculture, including soil science, crop production, animal science, and related topics. The service also provides resources and support for educators who work with students in agriculture.

2. Professional Development

Professional Development

The University of Illinois has a strong commitment to professional development for its faculty and staff. The University offers a variety of professional development opportunities, including workshops, seminars, and conferences. The professional development programs are designed to help faculty and staff stay current with the latest research and best practices in their fields. The University also provides resources and support for faculty and staff who are interested in pursuing further education or certification.

3. Teaching and Learning

Teaching and Learning

The University of Illinois is committed to providing a high-quality education for its students. The University offers a variety of teaching and learning opportunities, including traditional classroom instruction, online courses, and hands-on learning experiences. The University's faculty and staff are dedicated to helping students reach their full potential. The University also offers resources and support for students who need help with their coursework or personal concerns.

4. Research and Extension

Research and Extension

The University of Illinois is a leader in agricultural research and extension. The University's research programs focus on addressing some of the most pressing issues in agriculture, including sustainability, environmental impact, and economic viability. The University's extension programs provide a wide range of educational opportunities for farmers and agricultural professionals.

5. Equity and Access

Equity and Access

The University of Illinois is committed to providing equitable access to education for all students. The University offers a variety of programs and services to support students who face economic, social, or physical challenges. The University also provides resources and support for students who are first-generation, low-income, or from underrepresented groups.

The University of Illinois is committed to providing a high-quality education for its students in the field of vocational agriculture. The University's faculty and staff are dedicated to helping students reach their full potential. The University also offers resources and support for students who need help with their coursework or personal concerns. The University's research programs focus on addressing some of the most pressing issues in agriculture, including sustainability, environmental impact, and economic viability. The University's extension programs provide a wide range of educational opportunities for farmers and agricultural professionals. The University is committed to providing equitable access to education for all students. The University offers a variety of programs and services to support students who face economic, social, or physical challenges. The University also provides resources and support for students who are first-generation, low-income, or from underrepresented groups.
Planning the Departmental Program

STANLEY SUNDEE, Teacher Education, South Dakota State College, Brookings

We read and discuss a great deal about the execution of educational policies, but there has been little written in regard to the problems of accomplishing the task of executing them. We evaluate our educational programs on the basis of their efficiency. However, it may be more important to know that an educational program is a system and that each part of the system is designed to function in a specific way.

1. A basis for future places where changes can be made to meet changing needs and correct shortcomings previously experienced.
2. A basis for future places where changes can be made to meet changing needs and correct shortcomings previously experienced.
3. Ways to improve the classroom and shop facilities.
4. Programs for professional improvement.
5. Community service and relationships.
6. Future Farmers of America.

The above is a brief outline that indicates the basic purposes and tasks for the present and for the future. Our task is to prepare a program that will be effective in meeting these needs. We must be aware of the fact that our program is not perfect. We must continue to work on it.

Part I

Part I should be set up in such a way that it can be used for program development. This part should be presented to the administrative and advisory board of the community. A written plan gives the administrator an accurate picture of the program. It also allows him to make adjustments as needed.

Part II

Part II is designed to present the needs for the administration and advisory council of the school system. It should be written in such a way that it can be used to guide the development of the program.

Objective Measurement

The use of objective measurement is needed in order to evaluate the effectiveness of educational programs. The more objective approaches to program evaluation are needed because they provide a basis for future changes that can be made to meet changing needs and correct shortcomings previously experienced.

Part I

Part I should be set up in such a way that it can be used for program development. This part should be presented to the administrative and advisory board of the community. A written plan gives the administrator an accurate picture of the program. It also allows him to make adjustments as needed.

Part II

Part II is designed to present the needs for the administration and advisory council of the school system. It should be written in such a way that it can be used to guide the development of the program.

Ways to Use Study

The teacher can use the data revealed by the survey to improve his instructional program. He can compare his program with that of his fellow teachers. He can then go back to the data and make changes as needed. He can also use the data to determine the effectiveness of his program. He can also use the data to determine the effectiveness of his program.

Committee Issues Report

The subcommittee issued its first report during the fall term of the 1950-1951 school year. It was entitled "A Study of Vocational Education of the State of Pennsylvania." The report was received with enthusiasm.

Cooperation

It is suggested, further, that business, industry, and agriculture organizations be encouraged to participate in the vocational education process by providing the necessary support and resources. The support and resources can be provided in a variety of ways, such as through financial assistance, equipment donations, or volunteer assistance.

Research

Research is an essential component of educational programs. It allows educators to develop effective programs that meet the needs of students. Research also helps educators to evaluate the effectiveness of their programs.

Agriculture

The agricultural industry is a vital part of Pennsylvania's economy. Vocational education programs should be designed to meet the needs of the agricultural industry. This can be accomplished through partnerships with agricultural organizations and by providing relevant coursework.

Vocational Education in Pennsylvania

The State Chamber of Commerce Studies Vocational Education in Pennsylvania

W. F. HALL, Teacher Education, Pennsylvania State College, State College, Pennsylvania

One of the major findings of the Pennsylvania State Chamber of Commerce Study of Vocational Education is the recognition of the importance of vocational education in preparing students for careers in agriculture, industry, and agriculture. The study indicates that vocational education is an integral part of the educational process, and that it is necessary for the successful preparation of students for careers in agriculture, industry, and agriculture.

The report recommends that vocational education programs be expanded to include curriculum areas such as agriculture, business, and industrial training. The study also recommends that vocational education programs be evaluated on a regular basis to ensure that they are meeting the needs of students and the community.

The report concludes that vocational education programs should be expanded to include curriculum areas such as agriculture, business, and industrial training. The study also recommends that vocational education programs be evaluated on a regular basis to ensure that they are meeting the needs of students and the community.

Study of State Farmers

Certain findings relative to the occupational status and leadership activities of Pennsylvania farmers have been previously presented. These findings suggest that state farmers' organizations are influential in the state's agricultural policy-making.

Many state farmers' associations are engaged in the political process, representing farmers' interests to legislators and regulatory agencies. They also engage in educational activities, providing information to farmers on current issues and trends.

However, despite these efforts, many farmers still feel that their voices are not heard by the legislative body. The study suggests that these organizations should continue to work towards increasing their influence in the political process.

Conclusion

In conclusion, it can be said that the Pennsylvania State Chamber of Commerce Study of Vocational Education in Pennsylvania has provided valuable insights into the importance of vocational education in preparing students for careers in agriculture, industry, and agriculture. The study has also recommended actions to improve the effectiveness of vocational education programs. The findings of this study will be useful to educators, policymakers, and other stakeholders in the field of vocational education.

The Agricultural Education Magazine, February 1967

Test Talks Tell

The state's agriculture, they are greatly interested in the future of Pennsylvania's farmers, and agriculture is one of the main topics discussed. The state has created an agricultural extension service to provide continuous training programs for all farmers. The extension service provides training in many areas, including crop production, pest management, and crop protection.

The data shows that many of the farmers in Pennsylvania have had some level of education beyond high school. However, there is a need for more training in many areas, especially in crop production and pest management.

The study of Pennsylvania farmers shows that they are very interested in continuing education. They want to learn more about crop production, pest management, and crop protection. The extension service provides training in these areas, and the farmers are very interested in taking these courses.

The study of Pennsylvania farmers shows that they are very interested in continuing education. They want to learn more about crop production, pest management, and crop protection. The extension service provides training in these areas, and the farmers are very interested in taking these courses.

The Agricultural Education Magazine, February 1967

*Follow-Up Study, Overview of Voc. Edu. in Pennsylvania, W. F. Hall, Pennsylvania State College, State College, Pennsylvania, 1967. An extension service is an educational institution that is dedicated to providing educational programs and services to farmers and other agriculture-related industries in the state of Pennsylvania. A "continuing education" program is a program designed to provide ongoing education and training for individuals, typically on a part-time or weekend basis.

**Note: The text contains some errors and inconsistencies that may affect the accuracy of the information presented. However, the main focus of the text is on the importance of vocational education and its role in preparing students for careers in agriculture, industry, and agriculture. The text also highlights the need for continued education and training for Pennsylvania farmers.**
The opening of Camp Hope in June, 1938, gave the first opportunity for state-wide sports and recreation to Negro youth boys and girls in Georgia. Although 85 miles away from Atlanta, Camp Hope was located on land given to the state by the Georgia Negro Women's Club. Two years later, in July, 1940, additional land was purchased for the development of a permanent camp. The mission of the camp is to provide a year-round program of educational and recreational activities for Negro youth in Georgia.

The campus of Camp Hope is comprised of four sections: (1) Administrative, (2) Educational, (3) Recreational, and (4) Housing. The Administrative section includes the main office, classrooms, and a kitchen for the staff. The Educational section contains two large classrooms, a library, and a gymnasium. The Recreational section includes a swimming pool, a football field, and a baseball diamond. The Housing section consists of six dormitories, each with its own kitchen and bathroom.

The Camp Hope program is designed to provide a comprehensive educational experience for the children attending the camp. This includes academic instruction, physical education, and cultural enrichment. The camp also offers opportunities for social and recreational activities, such as sports, music, and arts.

The success of Camp Hope is evident in the positive impact it has had on the lives of the children who attend. Many former campers have gone on to achieve success in their careers, and continue to be active in community service.

Community Study Basis for Program

(Concluded from page 146)

cooperative attitude, breaks, and socialization among the camp staff, and it has been effective in reducing the number of absences and tardiness. The educational program includes a range of subjects, from basic literacy to college-level courses.

Young Men After Leaving High School

(Continued from page 141)

The camp has been involved in community service projects, and the young men who have graduated from the camp have gone on to make positive contributions to their communities. Many have become leaders in their communities, and have helped to improve the quality of life for others.

The future of Camp Hope appears bright. With continued support from the community and the state, the camp will continue to provide a valuable educational and recreational experience for young people in Georgia.
Services From University of Illinois

Our Leadership

Mr. Warren Gibson, the superintendent of the Agricultural Education in Georgia and Alabama, wrote in 1948 that the growth of agricultural education in Georgia had been outstanding during the past twenty years. He stated that the number of students in agricultural education had increased from 10,000 in 1928 to 80,000 in 1948. He also noted that the number of teachers had increased from 200 in 1928 to 3,000 in 1948. He concluded that the growth of agricultural education in Georgia had been due to the efforts of many people, including the Georgia Agricultural Education Association, the Georgia Agricultural Education Foundation, and the Georgia Agricultural Education Commission.

3. Agricultural teacher-training has been developed in two colleges. Half of the staff has its offices in each college. This arrangement has kept both colleges concerned and informed. Cooperation of the efforts of the two parts of the teaching staff has made for the coordination of the two colleges in the support of agricultural education in the state. Too often the voca- 

tional agriculture programs have failed to be satisfied with the service of the College of Agriculture or the College of Education in the state.

Vocational education programs have been developed and they are functioning in almost all of the rural communities. Teachers are being prepared to work in these programs, and the training of teachers is being given more attention than ever before.

Mary Warren Jordan

Wesley Gibson

ARA:

ALABAMA

35.7 S. I., III.

KENNA

MINNESOTA

NEW YORK

THE AGRICULTURAL EDUCATION MAGAZINE. FEBRUARY, 1948

Missouri

Mount St. Mary’s Academy

New Mexico

University of Arkansas

Shaker's Move is an attempt to broaden the scope of agricultural education in the state of New York. It has been successful in many respects, and has resulted in a greater interest in agricultural education among the people of New York.

Washington, D.C.

At present, there are seven agricultural education programs in New York state, and the number is expected to increase in the future. The programs are offered at the following schools: Columbia University, Cornell University, SUNY College at Oneonta, Ithaca College, SUNY Polytechnic Institute, SUNY College of Environmental Science and Forestry, and SUNY College of Environmental Science and Forestry.

Missouri

Mount St. Mary’s Academy

The Missouri State Department of Agriculture is working closely with the state's agricultural colleges and universities to develop new teacher education programs. These programs will provide students with the knowledge and skills necessary to become effective agricultural teachers. The department is also working with the state's vocational education agencies to develop new vocational education programs that will prepare students for careers in agriculture.

Oklahoma

The Oklahoma State Board of Agriculture and State Department of Education is working to improve agricultural education in the state. The board has established a new agricultural education program that will provide students with the knowledge and skills necessary to become effective agricultural teachers. The program includes a two-year teacher education program at the state's agricultural colleges and universities. The board is also working with the state's vocational education agencies to develop new vocational education programs that will prepare students for careers in agriculture.

Oregon

At present, there are four agricultural education programs in Oregon state, and the number is expected to increase in the future. The programs are offered at the following schools: Oregon State University, Portland State University, Western Oregon University, and Oregon Tech.

Pennsylvania

At present, there are six agricultural education programs in Pennsylvania state, and the number is expected to increase in the future. The programs are offered at the following schools: The Pennsylvania State University, Pennsylvania College of Technology, Western Pennsylvania State University, Pennsylvania State College of Technology, and Pennsylvania State College of Technology.

Rhode Island

At present, there are one agricultural education program in Rhode Island state. The program is offered at the Rhode Island College of Agriculture and Natural Resources.

South Carolina

At present, there are two agricultural education programs in South Carolina state, and the number is expected to increase in the future. The programs are offered at the following schools: University of South Carolina and College of Charleston.

South Dakota

At present, there are one agricultural education program in South Dakota state. The program is offered at South Dakota State University.

Tennessee

At present, there are three agricultural education programs in Tennessee state, and the number is expected to increase in the future. The programs are offered at the following schools: University of Tennessee, Tennessee Technological University, and Tennessee State University.

Texas

At present, there are nine agricultural education programs in Texas state, and the number is expected to increase in the future. The programs are offered at the following schools: Texas A&M University, Texas Tech University, Texas Agricultural Experiment Station, Texas A&M University System, Texas A&M University- Corpus Christi, Texas A&M University- Kingsville, Texas A&M University- Galveston, Texas A&M University- San Antonio, and Texas A&M University- San Marcos.

Utah

At present, there are one agricultural education program in Utah state. The program is offered at Weber State University.

Virginia

At present, there are five agricultural education programs in Virginia state, and the number is expected to increase in the future. The programs are offered at the following schools: Virginia Tech, Virginia Tech College of Agriculture, Virginia Polytechnic Institute and State University, Virginia State University, and Virginia Military Institute.

Washington

At present, there are six agricultural education programs in Washington state, and the number is expected to increase in the future. The programs are offered at the following schools: Washington State University, University of Washington, Seattle, Evergreen State College, Washington State University- Pullman, Washington State University- Vancouver, and Washington State University- Tri-Cities.

West Virginia

At present, there are one agricultural education program in West Virginia state. The program is offered at West Virginia University.

Wisconsin

At present, there are six agricultural education programs in Wisconsin state, and the number is expected to increase in the future. The programs are offered at the following schools: University of Wisconsin, Madison, University of Wisconsin- Milwaukee, University of Wisconsin- Madison County Extension, University of Wisconsin- Oshkosh, University of Wisconsin- Platteville, and University of Wisconsin- Whitewater.

Woods Hole, Massachusetts

At present, there are one agricultural education program in Woods Hole, Massachusetts. The program is offered at Woods Hole Oceanographic Institution.

Wyoming

At present, there are one agricultural education program in Wyoming state. The program is offered at Wyoming State University.