Instructors of veterans have counseling responsibilities
G. K. Savage and trainee, Roudebush, North Carolina. Photo J. K. Cappel
Editorial Comment

Capitalize on curiosity

YOUTH is curious. It wants to wander down strange pathways to find something new or different. Youth likes to investigate, but largely on its own initiative, and under its own power.

Bowed down, the key to the occupa- tional aspect of guidance is primarily a matter of exploration on the part of the individuals concerned. The vocational area they examine, the skills they acquire, and the experiences they encounter all are significant. Properly directed, such influences smooth the way to worthy citizenship.

Teachers of vocational agriculture are in an especially favorable position to help students capitalize upon their native curiosity. The wealth of interests considered, and the wide variety of class activities inherent to vocational agriculture, offer many avenues favorable to youthful exploration. Abilities develop, weaknesses acquire, and major interests are strengthened. Curiosity increases, and points a more definite direction which undoubtedly may determine the youth's life-occupation.

Devices at hand are plentiful. For years they have been ex- tensively employed by alert instructors of agriculture. The realization, the shop, the laboratory and key-forming programs all reveal the student's interests and arouse his curiosity. Reliable occupational literature, present the requirements for various vocations and methods available at appropriate intervals, encourages the youth to explore actively. Then, too, the F.P.A. chapter program gives maximum opportunities for exploration in public speaking, contests, cooperative enterprises, and leadership training.

While the student is satisfying his curiosity and starting to find himself vocationally, the teacher of agriculture carefully observes, makes occasional notes, and maintains an interested attitude. Rather unsparingly he supervises the youth's explora- tory activities, dropping at times a casual suggestion while giving the curiosity direction.

After all is said and done, the primary purpose of schools is to prepare youths to be happy, successful, and useful citizens. The foundation of good citizenship is occupational competency. Therefore, it is capital to capitalize on the curiosity of our students as they explore their vocational-occupational future.

E. B. Knight, University of Tennessee.

WEDNESDAY—December 17—11:30 A. M. Trojan Riders, San Francisco Junior, at the points of agricultural interest.

Chairman: Arrangements—Byron J. Meacham, Chief, California Bureau of Agricultural Education, San Luis Obispo, California.

THURSDAY—December 18—9:00 A. M. Library Lecture Room Theme: Forerunners, Who They Are, Who They Do, and What They Intend to Do

Chairman: Stanley H. Richardson, State Supervisor of Agricultural Education, Boise, Idaho.

Secretary: J. R. Callison, State Director of Vocational Education, Phoenix, Arizona.

1. Symposium of Young Farmers from California and other western states, followed by discussion of Young Farmer Program.

2. Address—Agricultural Opportunities for American Youth—Dr. Raymond W. Miller, President, American Society of Cooperative Extension, Washington, D. C.

THURSDAY—December 18-11:15 A. M. Business Meeting.

THE AGRICULTURAL EDUCATION MAGAZINE, December, 1947

Meetings of agricultural education section of the A.V.A. convention, Los Angeles, December 16-19

President of Section: H. C. Pfeiffer, Vice President for Agricultural Education, Herrickon, Pennsylvania; Secretary: Louis M. Sable, State Supervisor of Agricultural Education, Michigan, Wisconsin.

Program Chairman: Mark Koehler, State Supervisor of Agricultural Education, Salt Lake City, Utah; Byrne J. McAdams, State Supervisor, Utah State College of Agriculture, Salt Lake City, Utah.

TUESDAY—December 16—9:00 A.M. St. Martin's Bldg., Room 200 Theme: The Look Ahead Chairman: Howard F. Chappell, Regional Supervisor Agricultural Education, Sacramento, California.

Secretary: R. H. Fracker, Assistant State Supervisor of Agricultural Education, Jackson, Minnesota.

Welcome: H. C. Pfeiffer, Vice-President, American Vocational Association.

Welcome to California: Millard J. Meeker, State Director of Vocational Education, San Luis Obispo, California.

A Look Ahead in Agricultural Education: Verdict Society, Superintendent of Schools.

New Development in Agriculture—Leonard Fletcher, President of the Air and Rubber Company, Los Angeles, California.

Trends in Agricultural Cooperation—Frank R. Wilson, Assistant General Manager, California Fruits Exchange, Los Angeles, California.


TUESDAY—December 16—10:00 F. M. Theme: Special Problems in Vocational Agriculture A. T. Miller, Chairman, Everett Walker, President of California Agricultural Teachers Association, Modesto, California.

Secretary: D. A. Hendrickson, President of Wisconsin Vocational Agriculture Teachers Association, Barrows, Wisconsin.

General discussion of problems pertaining to the teachers of vocational agriculture.

B. Teachers' Training Section Chairman: H. M. Byram, Professor of Agricultural Education, Michigan State College, Lansing, Michigan.

Secretary: H. H. Gibson, Professor of Agricultural Education, University of California, Berkeley, California.

Discussions of problems of the teachers-trainers in agricultural education.

C. State Supervisors Section Chairman: E. G. Waller, State Supervisor of Agricultural Education, Atlanta, Georgia.

Secretary: S. E. Barton, State Supervisor of Agricultural Education, Salt Lake City, Utah.

Symposium pertaining to the Division of Institutional On-

Wednesday—December 17—7:30 A. M. California State Teachers Association.

State Supervisors Breakfast.


Secretary: R. D. Dabney, Regional Supervisor Agricultural Education, Los Angeles, California.

1. Cooperative programs in the United States—A. W. Clarke, Secretary, California Walnut Growers Association, Los Angeles, California.

2. Teaching cooperation in Farmer Foremen their activities and other procedures.

Demonstration with a group of California Farmer Foremen, by A. J. Schermer, Secretary of California Walnut Growers and others followed by discussion. Discussion Leader: L. R. Humphreys, President of Agricultural Education, Utah State College of Agriculture, Logan, Utah.
Guidance function in pre-enrollment of all-day students

W. Howard Martin, Teacher Educator, University of Connecticut, Storrs

Several articles pertaining to guidance as related to the program of vocational agriculture are featured in this issue. These include the editorials by E. B. Knight and the contributors by W. H. Martin, J. D. Hiptolander, C. G. Andersons, and H. M. Degarmo.

The concept of emotional guidance is an important phase of the guidance program. The guidance counselor is involved in the counseling of students with emotional problems. This role is performed through a combination of personal contacts, conferences, and letters. The guidance counselor may serve as a confidant, a source of information, and a problem-solving aid.

There are many situations in which the guidance counselor may be called upon to provide emotional support. These situations may range from minor problems such as adjusting to a new school or home environment to more serious problems such as dealing with family conflicts or personal crises.

The guidance counselor should be aware of the various resources available to students in need of emotional support. These resources may include other professionals such as psychologists, social workers, or school psychologists. It is important for the guidance counselor to know when and how to refer students to these professionals.

The guidance counselor should also be aware of the limitations of their role. It is not possible for the guidance counselor to provide comprehensive treatment for all emotional problems. However, the guidance counselor can help students identify and seek appropriate resources for more intensive treatment.

The guidance counselor should also be aware of the ethical considerations associated with providing emotional support. It is important to maintain confidentiality and to respect the student's autonomy. The guidance counselor should also be aware of the potential for boundary issues and should work to establish clear boundaries with students.

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The place of vocational agriculture in the guidance service

S. C. Nohlander, Chief, Vocational Information and Guidance Division of Public Instruction, Harrisburg, Pennsylvania

Effective vocational education is essentially a personal service, designed to individualize in multiple ways personal, vocational, and social adjustments in education, training for a vocation, in making a vocation a success, and in the development of the individual through vocational training.

S. C. Nohlander

Making Personal and Social Adjustments

Desirable personal and social adjustments are prerequisites for successful vocational adjustment. An individual is a person in a relationship and his personality is the result of various environmental influences. Hence, responsibilities and opportunities for helping him are many. The guidance worker should be alert in this field and interested in the many vocational opportunities available.

Observation of Performance

Estimation of performance in the farm shop is another means for obtaining vocational data. The observations may be used in assessing the abilities and efficiency of the students. For example, the teacher may be interested in knowing the quality of work done by the students in the shop. The teacher may also be interested in knowing the extent to which the students are able to understand the instructions given by the teacher. The observations may also be used to evaluate the effectiveness of the teaching methods used in the shop.

Knowledge of Faming

According to the F.F.A. creed it is presumed that the student will have a basic knowledge of farming conditions when he joins the F.F.A. organization. This may be a valid assumption for some students. However, it is not always true. Many students may have little or no knowledge of farming conditions. It is therefore necessary for the teacher to provide guidance to help students acquire this knowledge.

Placement and Follow-up

Satisfactory placement is often considered to be one of the most important objectives in vocational agriculture. However, the success of this program depends on the success of the individual student. If the student does not understand the principles of farming, he is unlikely to be successful in his chosen field. Therefore, it is important to provide guidance to the students to help them understand the principles of farming.

Counseling

Counseling is the process of helping individuals make decisions about their future. Counseling may be conducted by a variety of professionals, including guidance counselors, psychologists, and social workers. Counseling can help individuals make informed decisions about their future, which can lead to better outcomes for them and society as a whole. Therefore, it is important for vocational agriculture programs to provide counseling services to their students.
Increasing the effectiveness of agricultural education through guidance of rural youth

H. M. Bynum, Teacher Education, Michigan State College, East Lansing

Teachers of vocational agriculture are increasingly aware of the complexity of the tasks incumbent upon them in the vocational guidance of farm youth. Recognizing the responsibilities of the guidance process, they understand that these responsibilities would not be justified if they were not based on a sound knowledge of the facts that wide dimensions of vocational education have been revealed in the viewpoints of teachers and leaders in agricultural education.

The principal of the conference on agricultural education set forth in his keynote address that the conference, among other things, the need was brought about for study of place- work experiences in agriculture and related occupations. Also, one of the most pointed out need for making a better job of giving vocational guidance and their needs of pupils living on farms or in rural areas, where the activities of the recognized leader vigorously practiced. He said, "I don't understand why the vocational education and the vocational education of our free time areas when we aren't aware of the need for new opportunities in the future, only the job we are supposed to be doing, namely, teaching farmers to get a good education in the course of the school for teaching the vocational agriculture to fulfill their responsibilities to the farm youth.

Teacher of Agriculture in Strategic Position to Provide Guidance

But the teacher of vocational agriculture is in a preferred position to provide vocational guidance for farm youth with an understanding of this responsibility. He spends more time in their homes and probably is better acquainted with the farm and his family than any other teacher. He is

sought by the farm family for counsel and advice. The final, and probably the most important reason for the importance of the guidance is the realization that placement and estabishment in farming is not automatic achievement for farm boys and girls entering the department. The techniques of placing and establishing young men and women in farming have received a great deal of attention in the past 10 years.

Several national surveys have shown a great deal of interest in, and many provisions for work experience for high-school students. This work experience, as provided, typically does not include farming or related occupations. Here is an area which should be met.

It should be more generally recognized that in a department of vocational agriculture complete training can be given in agriculture to a contracted family of occupations, namely farming occupations. There is usually only a small number of pupils in a local community working training, for example, for farm implement service, for farm implement service. As a result, for farm workers, for farm service opportunity, or for any other occupation related to farming. This fact, together with the implications of duplicating working conditions in the school system, or in the school, makes it imperative for the department of vocational agriculture to fully train persons for occupations related to farming.

The vocational agriculture teacher should be aware of the many related occupations, and the fact that he knows how to measure a young man's interest in a farming occupation as a measure of his interest in farming as a profession. Many are poorly organized and followed by adequate vocational guidance. Vocational guidance of the farm boy is not in a position to guide the education of part-time farmers. Neither the national vocational guidance teachers, nor any of the Interpreters of federal policy recognizes teachers' activities to full-time or "consultative" function.

An Example of Exploratory Courses in Other Fields

Industrial education, to a greater extent than any other field of vocational education, has an important part in the activities and other fields to industrial arts courses as the junior high-school level. These courses are intended, among other things, to aid in the guidance and selection of pupils for industrial and trade schools. The course should point out to the pupils the various opportunities available to them and the various industries in which they can earn a living.

Gasparro, retiring president of the Future Farmers of America, had his interests in farming formed as the result of his experiences in vocational agriculture. Photograph courtesy H. H. Monson, State Supervisor in vocational education, Virginia State College.

The Agriculturist Education Magazine, December, 1947
The field trip as an aid to instruction in vocational agriculture

Colin D. Wettstein, State Supervisor, Burlington, Vermont

The field trip is an effective device for reaching students who are interested and conducted. It is the farmer's responsibility to select the type of field trip and the time to take it which will effectively supplement the teaching unit. The main purpose is to provide an opportunity (1) to practice what they have been learning in the classroom, and (2) to gain new knowledge.

Good Planning Is Essential

The effectiveness of the trip will depend greatly upon the preparation which is made for it. Students must be conditioned to the extent that they are familiar with the type of field trip being conducted. They must know what they are going to see and why it is important. They must be given a thorough introduction to the area of agriculture and the land they will be exploring. They must be made aware of the importance of the trip and what they are going to learn.

Information on the trip is the most valuable tool to have. The information should be accurate and relevant. It should be presented in a clear and concise manner.

Many advantages are available in using private cars. The group travels together as far as the climate allows, the weather permitting. The group can be divided into smaller groups for more effective instruction. The instructor should be able to adapt to the needs of the group.

What is available for agricultural field trips? There are various types of field trips available, including tours of farms, visits to agricultural schools, and trips to agricultural fairs. Each type of field trip has its own advantages and disadvantages. Tours of farms are a great way to see how agriculture is being conducted in different parts of the country. Visits to agricultural schools can be very enlightening, as students can learn from the experts in the field. Trips to agricultural fairs are a great way to see new and innovative products and learn about the latest trends in agriculture.

Resources Should Be Surveyed

What is available for agricultural field trips? There are various types of field trips available, including tours of farms, visits to agricultural schools, and trips to agricultural fairs. Each type of field trip has its own advantages and disadvantages. Tours of farms are a great way to see how agriculture is being conducted in different parts of the country. Visits to agricultural schools can be very enlightening, as students can learn from the experts in the field. Trips to agricultural fairs are a great way to see new and innovative products and learn about the latest trends in agriculture.

Man is a steward. He is responsible for the stewardship of the resources we have been given. Man is responsible for the stewardship of the resources we have been given.

What you are doing about soil conservation?

Robert H. Manne, State Director Agricultural Education, Austin, Texas

The survey forms were mailed to the county agricultural agents and county fumeters in the 14 counties of the state as well as representatives of other agricultural agencies, such as the Soil Conservation Service, the Vermont Cooperative Extension, the Vermont Public Service Corporation, and the Green Mountain Power Corporation.

There was an excellent response to the questionnaire in that there was a 100 per cent return. About 650 forms were received. These formed the base list circulated to the agricultural agencies and fumeters. The form has been designed so that other agricultural agencies will be willing to cooperate with agricultural education if given an opportunity, and agriculture teachers have found this form to be invaluable in making their instruction plans for the year.

Several of the agricultural agencies operating in the area may be of interest to the instructor of this course.

In Vermont, because of its small state, a statewide survey was carried out. The results tabulated and distributed to the agricultural teachers for reference. It was decided that the material would be similar, especially if small differences existed, and the results would be applied to all the schools.

Survey forms were made to collect information on the following subject headings:

1. Bernes
   a. New construction
   b. Advanced design
   c. House heat
   d. Fuel storage
   e. Snow melting

2. Conservation (soil and water)
   a. Irrigation
   b. Mulch
   c. Conservation

3. Soils
   a. Soil type
   b. Soil texture
   c. Soil structure

4. Fertilizers
   a. Manure
   b. Fertilizer
   c. Lime

5. Irrigation
   a. Irrigation
   b. Drainage
   c. Water supply

6. Grazing
   a. Grazing
   b. Pasture
   c. Range management

7. Pasture
   a. Pasture
   b. Forage
   c. Forage utilization

8. Livestock
   a. Livestock
   b. Breeding
   c. Management

9. Market Animals
   a. Market animals
   b. Market prices
   c. Market trends

In conclusion, it is recommended that the form be used by the teachers of agriculture to collect information on the subject of soil conservation.
The role of pre-service teacher-education in vocational agriculture

Roy A. Olsey, Teacher Education, Cornell University, Ithaca, New York

At the time of the passage of the Smith-Hughes Act in 1917, it was recognized that teacher training was a vital factor for the growth and development of vocational education in the secondary school. The expansion and progress which has been made in the past 50 years is largely based on the training and professionalization of teachers. The demand for vocational agriculture as a part of the curriculum in rural high schools has been so great that the supply of teachers has never been fully met by the supply which is available in the schools.

At the present writing the supply of teachers in a number of cases is seriously affected due partly to the decline of teacher ranks during the war. The potential supply of teachers will be greatly increased, but the war seriously curtailed the same prior to the war. We now see a tendency to fill vacancies by increasing enrollments of prospective teachers in our institutions, who do not have the standard 4-year course in agriculture, but are taking a 3-year course in agriculture on the high school, or a similar course in the junior college.

Our basic requirement of the prospective teacher of agriculture should be that the teacher be enrolled on a successful operation or have had equivalent farming experience. During the emergency this qualification could not be fully enforced and still keep departments open. It needs to be re-emphasized and followed if we are to meet the present and future needs of vocational agriculture on the high school level and in the junior college.

The need for a teacher of vocational agriculture is so immediate that the training of the teacher must be based upon the content which is required for the teacher.

Recruiting and Guiding Prospective Teachers

In the recruiting and guiding prospective teachers, the main object should be to secure individuals who are interested in teaching and who are capable of giving adequate instruction to their students. The teacher should have a strong interest in agriculture and be familiar with the methods and principles of teaching. He should be able to communicate effectively with students and have a realistic attitude toward farming.

Guidance in Pre-enrollment

Guidance in pre-enrollment is essential to allow prospective teachers to make informed decisions about their career paths. Teachers should be encouraged to explore different fields of education and to consider the opportunities available in teaching. This will help them to develop a clear understanding of the responsibilities and rewards associated with the profession. Additionally, guidance in pre-enrollment can assist in the selection of appropriate courses and programs of study that align with their interests and goals.

The Agricultural Education Magazine, December, 1947
Apprentice teachers' activities in agricultural education at Louisiana State University, 1936-1940; 1946-1947

H. I. Bresd, Teacher Education, Louisiana State University, Baton Rouge

In order that the teachers may gain experience in agricultural education, the work of the teacher of vocational agriculture is placed in the hands of the student teachers, who spend their apprentice training under the supervision of the professor of vocational agriculture. The purpose and function of apprentice training should present a true situation normally occurred by the teachers in their work as teachers in a departmental equivalent to that of the better vocational departments of the state.

Development Centers

The department of agricultural education at the Louisiana State University selected development centers for this purpose after canvassing the state with the staff of the local school administration, who felt that this will not only increase the teaching of agriculture, but also the number of pupils得益 of the cooperation of the state superintendents of the state. A conference was held for the better supervision of the state agricultural education, and the subject of the conference being that the state superintendents are in much need of assistance and more work, the department has decided to develop these centers as a way to provide more opportunities for agricultural education.

The criteria applied to the selection of the development centers are that these centers are staffed by fully qualified, preferably with M.S. degree, teacher or college student with teaching experience in this field. This is highly desirable. He should be a full-time teacher of vocational agriculture and have had at least two years of teaching experience. He should have good knowledge of the local school administration, and the other teachers of the school. The development centers are to function as temporary complete programs in vocational agriculture, and, of course, he provided with a physical plant, equipment and adequate materials and facilities to meet the instruction needs of his program.

Table No. 1. Record of Apprentice Activities Engaged in by 24 Student Teachers, Session 1946-47.

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of Teachers Participating</th>
<th>No. of Each Teacher Participating</th>
<th>Average No. of Each Teacher Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observe all-drawer classes</td>
<td>24</td>
<td>724</td>
<td>30.16</td>
</tr>
<tr>
<td>2. Observe all-drawer classes</td>
<td>22</td>
<td>644</td>
<td>29.32</td>
</tr>
<tr>
<td>3. Observe all-drawer classes</td>
<td>21</td>
<td>597</td>
<td>28.86</td>
</tr>
<tr>
<td>4. Observe all-drawer classes</td>
<td>21</td>
<td>597</td>
<td>28.86</td>
</tr>
<tr>
<td>5. Teach all-drawer classes</td>
<td>20</td>
<td>597</td>
<td>29.85</td>
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<tr>
<td>6. Teach all-drawer classes</td>
<td>20</td>
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<tr>
<td>7. Teach all-drawer classes</td>
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<td>9. Teach all-drawer classes</td>
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<td>10. Teach all-drawer classes</td>
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<td>11. Teach all-drawer classes</td>
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The selection of student teaching centers

J. Bryant Kirkland, Teacher Education, University of Tennessee, Knoxville

Directed teaching has been practiced for many years, regarded as the heart of the professional preparation program for teachers of vocational agriculture, and the number of these programs is increasing in high schools. J. Bryant Kirkland in his book "Apprentice Teachers' Activities in Agriculture" has written that its success depends on the success of these programs.

A summary of the apprentice teaching program conducted during a six-year period and the school, 1946-47, might be given in terms of the purposes and function of apprentice training. Other school officials, students, and parents have demanded a spirit of cooperation conducive to a functional community program in vocational agriculture.

The type of farming practiced by the farmers of the community is representative of that practiced in the area, communities in which all agriculturists are interested in improving agriculture and rural life, to re-establish their efforts reportedly are advancing steadily.

Financial assistance during a 10-month period is provided each supervising teacher by the teacher-training institution, for which he is required to supervise the trainee's progress in his department. The purpose of the apprenticeship teaching program is to provide a foundation for the teacher-training program, and to establish an awareness of the responsibilities of the teacher of agriculture in the educational process. TheSoon after, Kirkland went on to discuss the impact of the new directed teaching program on the success of the teacher-training program.

The number of directed teaching centers decreased annually from 1946 to 1947 and reached a peak in 1949. The increase in enrollment and the expansion of agriculture education, however, during the past year has re-established the number of many directed teaching centers. A considerable number of new, directed teaching centers have now been established to meet the needs of students who are now enrolled in agricultural education. These centers continue to aid in selecting wisely in order to assure the maximum development of the teachers.

Criteria for Selection

The following criteria are suggested for selection of student teaching centers in agricultural education:

1. The population center of the state
2. The demand for agricultural teachers, which is based on the number of vocational agriculture programs
3. The number of students enrolled in the program
4. The quality of the programs

Table No. 2. Activities Engaged in by 24 Apprentice Teachers During A Six-Year Period 1936-1940; 1946-47

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<thead>
<tr>
<th>Activity</th>
<th>Percentage of Teachers Participating</th>
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<td>2. Observe all-drawer classes</td>
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<tr>
<td>3. Prepare study guides for all-drawer classes</td>
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A delegation of Future Farmers of America from Canada, recently observed the activities of the Montana Association of Future Farmers of America.

The Agricultural Education Magazine, December 1947
The development of a problem check list and a demonstration of its use in planning rural youth programs

Ralph E. Bedor, Teacher Education, The Ohio State University, Columbus

SUCCEEDING generations of youth show a tendency to follow the leadership of their elders. This is a fact of life which schools and the school system cannot change. The problem is to make it a better place for these succeeding generations of youth to live in.

The tenure of a rural teacher is usually three to five years, whereas a high school principal's is considerably longer. As a result, the teacher has little chance to develop the kind of rapport with the community that a principal can achieve. This is a serious challenge, yet a challenge that can be met and overcome by the principal who is truly interested in the community and its problems.

The principal can also serve as a role model for the youth by his own behavior. He can show them that education is not just a means of getting a job, but also a way of life. He can demonstrate this by attending school events and participating in community activities. By doing so, he can help to create a sense of community among the youth and make them feel that they are part of something bigger than themselves.

The principal can also work with the parents to improve the quality of education. He can encourage them to become involved in the school and to support its goals. By doing so, he can help to create a sense of partnership between the school and the community.

In conclusion, the principal plays a vital role in the development of successful rural youth programs. He can help to create a sense of community, encourage the participation of parents, and work with the community to improve the quality of education. By doing so, he can help to ensure that the rural youth of today will have a better future than their predecessors.

References


Harvesting sugar cane in Louisiana

C. A. Duplantis, Jr., superintend the harvesting of sugar cane in Louisiana. C. A. operaters cane farm, research and education. He was honored the American Farmer Degree in 1936 and was national, second vice president of the FFA in 1934-35.

Courtesy Louisiana Department of Education