Copy for our magazine

Your editor retiring editor pleads the privilege of reminiscing about his experiences in the magazine business. The editorial staff of the magazine has been a model of skill and dedication, and it is with a sense of loss that the magazine must say farewell to its long-time editor.

The magazine has been a cornerstone of the agricultural education community for many years, and its contributions to the field have been significant. The magazine has played a vital role in educating students and teachers, and in promoting the importance of agricultural education for the future of our nation.

Reminiscences of an Editor

The magazine has been a source of inspiration and motivation for many educators and students. It has provided a platform for sharing ideas and experiences, and for promoting innovative teaching methods and programs.

The magazine has served as a resource for those working in the field of agricultural education, providing information on new research, developments, and trends.

Appreciations

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PREPARING COPY FOR PUBLICATION

T. S. SPARKS, State Editor

Nashville, Tennessee

Publicity

TO TRULY INCREASE the value of the Tennessean, it is necessary to transform the "how to teach agriculture" in the same space and time as other professionals. Success in either requires specialized training and considerable experience. You can prepare for this job in three easy lessons.

You may not be a teacher of vocational agriculture, F.F.A., or other programs, but you are probably aware of the need for a more professional approach to these programs. The importance of the F.A.A. in our schools is recognized and the subject of educational programs is emphasized.

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The third meeting of our evening classes was the largest in the F.A.A. class. The meeting was held last night at the center. The meeting was held last night at the center.

Newspapers

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Farm Magazines

T. J. Salee, Columbus, Texas, F.F.A. member, reports a story to Miss Mary Bell, corresponding to a Tennessee Daily paper. He is the turn of getting his story in print as the correspondent has sent it to the F.A.A. and the Tennessee Daily paper.

The Agricultural Education Magazine, June, 1949


The Agricultural Education Magazine, June, 1949

Giving your F.F.A. chapter more publicity

EDWARD O. BARTON

Newbury, Vermont

The matter of giving your F.F.A. chapter more publicity is a big challenge for the Future Farmers of America. The chapter is still 20 years old, with a lot of work to be done. Frequently services are exchanged one way if we do not market the story. As most chapters do, we display a large F.F.A. chapter sign in the windows of local businesses. We find that some visitors get curious when they see this banner hanging in the window. We display a large F.F.A. chapter sign in the windows of local businesses. We find that some visitors get curious when they see this banner hanging in the window.

The Agricultural Education Magazine, June, 1949
Publicity through pictures

KENNETH L. RUSSELL, Graduate Assistant, Iowa State College of Agriculture and Mechanic Arts

TO ONE you looked at the pictures on this page before reading further than the headline. Next you read the outline under the pictures and finally, if sufficiently interested, you are reading these words.

Watch your students browse through a book or a magazine. Just as a row of types by selecting the right, black-ink, the key or blue-ink, by selecting the right objects, so are well illustrated articles and books the cheapest in terms of educational and publicity results.

Publicity and education are so closely interwoven we cannot separate the two. A picture of a group of freshmen boys cutting poultry will not only promote your department of vocational agriculture but will interest others in cutting their poultry flocks.

Good picture making has become a relatively simple thing. A good camera, a tripod, good film, and the ability to follow directions is all that is necessary. Most any camera shop can provide excellent books and pamphlets on how to make good pictures. Development of your own films and prints is a most fascinating hobby for you and your FFA members but quite unnecessary. Many commercial stores do an excellent job of developing, printing, and enlarging.

Pictures taken by you and the FFA members are quite satisfactory for most purposes. Satisfactory pictures for newspapers and magazine reprints, however, can seldom be made with a small camera. This is the job for the specialist, or for the teacher or student who has developed his own technique. The professional photographer can take a picture on a job and turn it out that looks like a magazine picture. If you have good story to sell, or a good publicity article for the local or district paper, the professional picture taken with a large camera is almost a necessity. If you need only a few pictures of this type during the year it is cheaper to hire the job done than to attempt to own the equipment yourself.

You must have your newspaper pictures made, write your story first, and then consult your editor and find out what kind of pictures he desires to illustrate your story. Sometimes he will pay for making the picture or will send his own photographer. Remember that he will want pictures of boys and parents doing something of interest in the community.

Local news is based upon what happens to the people of the community.

Magazine articles, however, may be as much on the pictures as on the content of the article. It is usually wise to submit pictures along with the articles. If the editor likes your pictures and the idea of the article, he may suggest a rewrite if the material is not quite up to his standards.

Much of the publicity and education to be derived through pictures is not involved with the reproduction of prints. The FFA scrapbook for instance is a most worthwhile tool. A good scrapbook developed by the members will promote the department in many ways.

Type of photograph not only "sells" boys attending the FFA camp at Kalmar, Missouri, but also improves the parents that safety first is enforced at the camp.

Publicity by radio

L. M. SASSMA, State Supervisor, Wisconsin

THE first FFA radio program in Wisconsin, given at the beginning of a series of educational talks conducted over the state station WIBA by representatives of the state vocational agriculture department, was held in June of 1933.

This series has continued almost without interruption although the time and place of the broadcasts have varied. At the beginning, it was a weekly 15 minute program.

Taking part in the first program were the state FFA president, Arth Stahler, now instructor in agriculture at Perry, Indiana; California and other members of the FFA radio staff, and F. T. Price, instructor in agriculture at Portage, and Louis M. Sassman, state supervisor of the Wisconsin FFA.

The program was a discussion of facets of participation by Wisconsin in the Jefferson Memorial Celebration at Madison. Most of the programs this year have been discussions of one chapter, chapter association, or national organization program.

Occasionally chapters have used open and closed competitions.

While it is true that the text printed cannot be made locally for the FFA members, many departments found it worthwhile to have their publications designed so that they can be received in a folder and sent out for distribution.

It is the fact that prints cannot be made locally for the FFA members that many departments find it worthwhile to have their publications designed so that they can be received in a folder and sent out for distribution.

The state program, which now is broadcast by the state station WIBA, is heard on WHO and recorded and released cost by several other stations, consists of Vocational Agriculture News and Views, a 7 minute program given every two weeks by the station supervisors. Until recently, we called this program the FFA Research Bulletin of the Air. This program is, however, for a small part of the radio activities of vocational agriculture in Wisconsin.

A weekly ten to twelve minute program has been given regularly for about the past five years over WIBA, a local station at Madison. Similar programs were being conducted at Rice Lake, Eau Claire, Shawano, Appleton, Antigo, and in other centers. In the case of the Madison broadcasts arrangements and schedules have been made by the state office but in all the other centers arrangements have been made with the local officers and the local member of the group of instructors with the stations.

We also have a weekly broadcast over the state station WLBX with Quinton Du Bois, head of the Radio Department at the State Teachers College at Stevens Point, acting as a coordinator on purely a voluntary basis. This year department heads of vocational educational homesteading are also participating in that program. A detailed discussion of vocational agriculture, planned in our opinion, may make up the broadcast. Articles of FFA members may at times serve as a guide to worthwhile farming practices that are being practiced by others. The primary purpose of the program is to teach. We think it should be to let the public know what students of vocational agriculture are doing. Even though students and leaders have to say about schools in agriculture.

A "Vocational School of the Air," which has been conducted in Wisconsin during the winter and summer, is planned for the year. This feature pictures the positive activities and accomplishments of vocational agricultural organizations in state and local schools.

The development of FM radio and television might possibly revolutionize this medium along the line in the years to come.
Educational mission in Korea

ROBERT A. MANIELLE, State
Superintendant, Austin, Texas

Did you ever think what you would do if you suddenly dropped down in a country where you had little knowledge of the language? In fact, was your time spent traveling the world in search of a new home? Did you ever consider the significance of your actions in shaping the future of a nation?

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Student teachers contribute to agricultural departments

BEN BRISTOL, Supervising Teacher, Rocky Ford, Colorado

One of the most exciting experiences that can come to a high school teacher is to supervise agricultural departments. This is because it helps the students become more involved in the topic of agriculture. The experience of supervising agricultural departments is beneficial for both the students and the teacher. The students learn new skills and gain experience, while the teacher gains a better understanding of the subject.

A group of Korean students studying agriculture at the educational department, sponsored by the United States Army. Army is from left to right.

Transfer of food from bull calf to "cubilac" to be carried over the mountain pass.

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Giving student teachers participating experiences

WALTER T. EBRAHIM, Graduate Assistant, University of Minnesota

Note. This is Part II of two articles on methods of training prospective teacher candidates. This article covers some plans for revising and evaluating the techniques of student teaching in the April issue. Harry III, Kita discussed the present program in Minnesota.

Every program, however perfect in its organization, must be in a constant state of revision to keep educators aware of both the current needs of society and the practice of student teaching in the universities. Consequently, students enrolled in educational programs need a full understanding of the purpose and functioning of the program of student teaching. Otherwise, the program will lose its meaning and effectiveness. Therefore, the purpose of this article is to present information that will enable reading teachers to recognize the importance of student teaching in a program of educational administration. The program should include a thorough understanding of the purpose and functions of student teaching in a program of educational administration.

XII. Evaluation of the Total Program

XIII. Professional Improvements

Information Concerning the Student Teachers

In order that the period of directed student teaching may be of maximum benefit to the trainee, the supervising teacher should have complete information about the trainee. In the form of this information to the improving teacher, there are a number of factors that influence teacher performance. All of these factors are considered essential to successful teaching of vocational agriculture. If the supervising teacher is competent in the field of teaching, he can shape the trainee's performance.

A. Check list for the Trainee

- Name of School
- Type of School
- Type of Class
- Type of Area

B. Check list for the Supervising Teacher

- Name of Teacher
- Type of School
- Type of Class
- Type of Area

C. Check list for the Administrator

- Name of School
- Type of School
- Type of Class
- Type of Area

D. Check list for the State Supervisor

- Name of School
- Type of School
- Type of Class
- Type of Area

E. Check list for the Home Economics Teacher

- Name of School
- Type of School
- Type of Class
- Type of Area

F. Check list for the Home Economics Supervisor

- Name of School
- Type of School
- Type of Class
- Type of Area

G. Check list for the Principal

- Name of School
- Type of School
- Type of Class
- Type of Area

H. Check list for the Director of Curriculum

- Name of School
- Type of School
- Type of Class
- Type of Area

I. Check list for the Superintendent

- Name of School
- Type of School
- Type of Class
- Type of Area

J. Check list for the State Superintendent

- Name of School
- Type of School
- Type of Class
- Type of Area

K. Check list for the National Superintendent

- Name of School
- Type of School
- Type of Class
- Type of Area

L. Check list for the National Governor

- Name of School
- Type of School
- Type of Class
- Type of Area

M. Check list for the National President

- Name of School
- Type of School
- Type of Class
- Type of Area

N. Check list for the National Executive Committee

- Name of School
- Type of School
- Type of Class
- Type of Area

O. Check list for the National Advisory Council

- Name of School
- Type of School
- Type of Class
- Type of Area

P. Check list for the National Board of Directors

- Name of School
- Type of School
- Type of Class
- Type of Area

Q. Check list for the National Secretary

- Name of School
- Type of School
- Type of Class
- Type of Area

R. Check list for the National Treasurer

- Name of School
- Type of School
- Type of Class
- Type of Area

S. Check list for the National Librarian

- Name of School
- Type of School
- Type of Class
- Type of Area

T. Check list for the National Publicity Director

- Name of School
- Type of School
- Type of Class
- Type of Area

U. Check list for the National Research Director

- Name of School
- Type of School
- Type of Class
- Type of Area

V. Check list for the National Training Director

- Name of School
- Type of School
- Type of Class
- Type of Area

W. Check list for the National Extension Director

- Name of School
- Type of School
- Type of Class
- Type of Area

X. Check list for the National Farm Management Director

- Name of School
- Type of School
- Type of Class
- Type of Area

Y. Check list for the National Home Economics Director

- Name of School
- Type of School
- Type of Class
- Type of Area

Z. Check list for the National Vocational Rehabilitation Director

- Name of School
- Type of School
- Type of Class
- Type of Area

Agricultural Education Association

The Agricultural Education Journal, June 1949

The Agricultural Education Journal, June 1949
Developing a Y.F.A. program: Needs and values

By RALPH E. BENDEK, Teacher, The Ohio State University

For the past year, the Ohio State University Extension Service has been working with farm youth to develop and conduct programs with them. The results have been quite promising.

The needs and values of this group of young people have been identified, and their participation is increasing.

Characteristics of Instructional Program

The primary aim of the organized-instructional program is to develop vocational competence, which implies that the student will need to be made aware of the value of his work and that he should value it.

A series of discontinuous meetings dealing with all kinds of agricultural problems in one course is in effect. Likewise, a program consisting of meetings with speakers or specialists will not meet the needs of the young people.

In Ohio, where young people are few years old, their school programs have been continuous for forty years, have been highly effective, and have been widely used. The problem is that the program is not effective. The problem is that the program is not effective.

Vocational competence is one of the most important problems confronting young farmers today.

The chief values of Young Farmers Associations are educational in nature. However, in case any member of the group has already attended any program, it may be of benefit to consider this program for an organization to operate with fewer meetings and more practical applications.

The idea of a youth-oriented program for young people is not new. There has been a movement in this direction for many years.

Veterans and their wives who now find themselves transformed into a model in the short space of twenty-four hours were impressed, but they realized that a farmer could afford such an excess of overextension of this program if he had to work it through his home and his home. The veteran committee of veterans groups has come up with a plan which is financially sound, the state level. There was very little interest in stagnating on a state-wide basis. The number of young farmers is on the increase; the young farmers show an increase in the number of young farmers who are not interested in the various projects.

During the last two years, new interest has been developed by a state-wide, youth-oriented program. The principal objective of the state-wide, youth-oriented program is to promote better understanding of the role of farm youth in the development of our country.

Many of the young farmers in the state-wide, youth-oriented program are highly motivated and well-coordinated. They are also very knowledgeable and well-prepared.

The veterans who were interviewed by P.A. Davidoff of the National Agricultural Library and by the author, were highly motivated and well-prepared.

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Present status of young and adult farmer programs

E. L. Naugher, U. S. Office of Education

their entitlement for training in the farm program. Up until November more veterans have been added to the list than the number of veterans who have been trained. Assuming that there have been the usual training and maintenance of enrollment and that the average period of enrollment for training was approximately two to three years, there will continue to be about 10,000 or more veterans whose training will terminate each month. The number of terminations of this nature and the situation which is likely to be the same for the next several months will determine the number of new enrollments in the program in the future.

The study made last year in regard to the methods of veterans to continue training in agriculture after their program ended indicates that 94.6 per cent of this group did not return for further training. A program that is as good as that one can be made, materially improves every one connected with agricultural education to wonder whether or not we are "sunk" to the situation. If we are to catch this opportu-

Table 2—Number of Vocational Agriculture Programs At Shown By Number of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940</td>
<td>2,250</td>
<td>1,500</td>
<td>750</td>
</tr>
<tr>
<td>1941</td>
<td>2,500</td>
<td>1,800</td>
<td>700</td>
</tr>
<tr>
<td>1942</td>
<td>2,750</td>
<td>1,900</td>
<td>850</td>
</tr>
<tr>
<td>1943</td>
<td>3,000</td>
<td>2,000</td>
<td>1,000</td>
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<tr>
<td>1944</td>
<td>3,250</td>
<td>2,200</td>
<td>1,050</td>
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<tr>
<td>1945</td>
<td>3,500</td>
<td>2,300</td>
<td>1,200</td>
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<tr>
<td>1946</td>
<td>3,750</td>
<td>2,400</td>
<td>1,350</td>
</tr>
<tr>
<td>1947</td>
<td>4,000</td>
<td>2,500</td>
<td>1,500</td>
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</tbody>
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Table 3 shows the number of farm operators and enrollment in youth farms and adult farm clubs selected for training in the central and southern regions. From the data of the past few years, there has been a gradual decline in youth farm operators in all states of the central region from 1940 to 1946. The same general situation prevails for the country as a whole. In 1940, 362,924 farm operators were reported for the entire country, while as late as 1945, 254,000 farms had 362,924 or a decrease of 30,924 for the year.

Table 3—Number of Farm Operators and Enrollment in Young and Adult Farmers

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<td>100</td>
</tr>
<tr>
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<td>1,500</td>
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Infants in young farmer and adult farmer programs is given for the years from 1947 to 1948. The table also shows the number of farms classified by location for the region in which the farms are located. In this year, 1947, there was a slight increase in the number of farms classified by location for the region. In 1948, the number of farms classified by location for the region in which the farms are located.

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The Agricultural Education Club at Iowa State College is sponsoring the preparation of educational and audio-visual aids for vocational agriculture.

Two Ford tractors and equipment are major items in the armored vehicle, which is used for training at the F.E.A. The total value of which is approximately $14,000.
Swine improvement day
JESSE MOTHERBAUGH, Teacher, Dexter, Missouri

The LOCAL swine enterprise seems to be in need of revision to keep pace with the changing trend in swine raising. With this in mind we undertook to review the basics of the swine enterprise with an eye to needed improvement, and to inaugurate the principles which would enable us to do this.

We are producing pork under a system which violated neither our standards, but will not meet the most rigid specifications for maximum production in terms of weights, feed conversions, and the need for quality. We are shattering the ancient myth that the best pigs are those which produce the most pork per acre; we are shattering the idea that it is the most expensive to produce and in the long run, the most valuable. Values of pastures for hogs are unimportant. Old wisdom and the wonder remedy for mange, bentonite-kaolinocrease (BTK), has not been widely accepted. Although most feeders have heard of it, the people involved are not utilizing the sprays which are the most profitable and productive.

After awaiting the results of the situation, it was evident that a special field in swine improvement is needed. Especially with the wide group meeting might possibly be the best means of reaching a conclusion. To do this would necessitate the cooperation of many, including the local extension agent. The need for this is great, because many people are interested in opening a business in the swine improvement field, and in order nothing can be gained by a group of local farmers working with departments of vocational guidance and agricultural education. The local farmers were furnished the brooding stock type samples to use in their demonstration. The local extension service sent an animal husband-

For the demonstration of laid yard systems to show the efficiency of the used in the yard, the group consisted of the swine was of small frame, and the heifers were of medium frame. The number of heifers at the entrance to the outdoor pen was three; the number of swine was six. The number of heifers at the entrance to the indoor pen was two; the number of swine was three. The number of heifers at the entrance to the indoor pen was three; the number of swine was two. The number of heifers at the entrance to the outdoor pen was one; the number of swine was one. The number of heifers at the entrance to the indoor pen was one; the number of swine was one.

The heifers were of medium frame, and the heifers of large frame. The heifers were fed on a diet of corn, fodder, and salt. The swine were fed on a diet of corn, fodder, and salt.

The type of demonstration, made possible by the very fine cooperation of a local packing company, was at a high light of the day. Until this time the letters and discussions had been at a theoretical basis. Now here we see the end product which affects the nation's diet and meat, two very pressing factors with which to deal.

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Arranging for visits

QUAN W. DALOGUS, Teacher,
Tabor Academy, Marion, Mass.

AMONG the several problems that face the vocational agriculture teacher of today is the difficulty in securing visits to their farms. Many schools have new programs started during the last ten or fifteen years. This has meant a rush of students who have been exposed to the farm in a very limited degree, if at all. In some cases, they have had no real contact with it. Hence, it is necessary to see the farm in a serious light of time and financial opportunity and have as much contact as possible. This can be done by programs to bring the students to the farm, to the community, or to the county. 

The Agronomy of the Farm

W. B. RYAN

Planning a visiting program

M. R. BRYANT, Teacher, Canton, South Dakota

What shall I do such visits during the summer? How long should such visits be? And, how often should I visit the boys? What shall I learn in the visits? How should I report them to the schools? The answers to these questions are important.
Bitter rivals become fast friends on summer tours  

CALVIN W. CANDL IT, Advisor, Farmers, Idaho

It was we advi.

ers and direc.

tors of the Future Farmers of America, Future Farmers of America, F.F.A. and the Nebraska high schools, that the Nebraska F.F.A. chapter was organized. They have been very active and have met with much success. In fact, they have been invited to speak at many other schools and have met with much success. In fact, they have been invited to speak at many other schools and have met with much success.

Members of the F.F.A. chapter are brought together through a camp called "Summer F.F.A. activities".

The camp is a three-week camp where the F.F.A. chapter is brought together through a camp called "Summer F.F.A. activities". The camp includes activities such as horseback riding, fishing, swimming, and other outdoor activities. The F.F.A. members learn about various aspects of agriculture and rural life, such as crop production, animal husbandry, and conservation.

The camp is not just for F.F.A. members but is open to all Nebraska high school students. It is a great opportunity for students to learn about agriculture and rural life while also having a fun and enjoyable time.

Camp Oswegatchie

HAROLD L. NOLAND, Director, New York State F.F.A. Leadership Training Camp

This summer’s F.F.A. activities were held at Oswegatchie Camp, New York State. The camp is a Leadership Training Camp for F.F.A. members from across the country. The camp is designed to help F.F.A. members develop leadership skills and prepare them for future leadership positions in their communities.

The camp includes a wide range of activities, including workshops on leadership, team building, and public speaking. F.F.A. members also have the opportunity to participate in outdoor activities such as hiking, tennis, and canoeing.

The F.F.A. members at Oswegatchie Camp had a great time learning about leadership and building their skills. They also had a great opportunity to meet and learn from other F.F.A. members from across the country.

Summer F.F.A. activities

Robert O. Curnow, Advertising Director, Nebraska City, Nebraska

If you are interested in joining Summer F.F.A. activities, please contact your local F.F.A. chapter. They can provide you with more information about the camp and how to get involved.
OUR LEADERSHIP

YOUR HAS BEEN a remarkable career, extending nearly half a century of service to both education and agriculture. As the executive secretary of the American Association of Agricultural College Directors and Coordinators, your leadership and guidance have been invaluable.

Your commitment to the advancement of agricultural education and research has been evident throughout your career. You have dedicated yourself to improving the quality of agricultural education and ensuring that students receive a well-rounded education.

Your contributions to the field of agriculture have been recognized both nationally and internationally. Your work has had a significant impact on the development of agricultural education programs and the preparation of future agricultural leaders.

As the executive secretary, you have demonstrated a deep understanding of the challenges facing agricultural education and have worked tirelessly to address these issues. Your leadership has inspired many to pursue careers in agriculture and has helped to shape the future of the field.

On behalf of the American Association of Agricultural College Directors and Coordinators, we extend our sincere gratitude for your tireless efforts and for the legacy you have left behind.

Sincerely,
The American Association of Agricultural College Directors and Coordinators