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### July, 1949 - June, 1950

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Local advisory committee, teachers, and school officials, Columbus, Georgia, inspect new building for Vocational Agriculture, which they helped to plan. [Story on page 6]
New Design
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Well Done
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The Demographic Way in Program Planning
Use Summaries to Improve Farming Programs
Visibility Is Not Enough
Problems of Individual Instruction
Fellowship Briefs
Organizing a Young Farmer Program
Adult Farmers Build Farming Crops
Volunteers Love to Learn Why
For What Or For Who?
National Conference on Research Related to Future Programs of Agricultural Education
Make It Yours
Planning R.P.A. Activities to Develop Leadership
Planned Summer Camping Trip
Book Reviews
California Young Farmers' State Convention

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New design
This is a new design, widely used in scope, which concerns us, one and all. The problem is many. To what extent shall planning be done for us by experts? To what extent shall planning be a cooperative venture in which those who are directly concerned participate? What role shall the expert play? How much freedom can be given to citizens groups? What type of planning holds the greatest values for our society?

We are seeking for answers to these questions on the problem of planning local programs in agricultural education. How far can the job be decentralized? What is the minimum work that should be required? Planning the local program will constitute a continuing challenge to teachers, presidents, and directors of agriculture.

The process of planning is important. In the article by W. B. Brown, considerable emphasis is given to the participation of community representatives. Making it possible for maximum participation of the participants is an essential factor in our country and, this principle merits recognition when we plan our programs for local areas. No one action with others is consistent with the philosophy and tested experience of modern education. As a result of utilizing the cooperative approach much support will be gained for carrying the program from planning board into reality.

The designs for our programs in agricultural education, 1943-45 model, can be shown in shape of a problem of freedom from classroom routine and a problem of becoming a small farmer. This is a problem of training for adult farmers. This comes in in the local county and the principles of cooperation in the community are to be considered by the members of the committee.

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Strength in established patterns
The matter of teacher emphasis was given considerable attention at the North Central Regional Conference. It was estimated that up to the Big Ten, Federal Funds for vocational agriculture were expanded in the All Day school, and that about half of the Federal Funds were spent for part time and adult classes. Some of the leaders enunciated an idea that we can shorten our day school instructional minutes to a bare minimum and justify our program largely upon our educational efforts with the older youth and adult farmer groups.

Many agricultural educational workers hold the opinion that vocational education in agriculture in our secondary schools will be stronger if we continue to give our major attention to the All Day school, and cooperate in the existing agricultural agencies in a planned educational program for out-of-school youth and adult farmers. Certainly we are not ready, but it can be moved out of the All Day school; or to reduce to a bare minimum.

Strength in established patterns
Well done (1946-1949)
George Erskine
George Erskine
Your service as Editor of this magazine was of the highest order. Very few articles read less than your best and you have in consequence contributed much to the development of Agricultural Education.

Never were you daunted, even by scarcity of copy or the hardest efforts at organization. Under your enlivening leadership the magazine was enlarged, the weekly habit was initiated, and new features added. Under your leadership, the magazine was pushed into the first rank. No one could have foreseen such a wonderful development.

Your friendship and facile penmanship has gained the sincere appreciation of your co-workers which may, in fact, be misunderstood.

Your friendship is in value.

Reference:
Strength in established patterns
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Estimating opportunities in farming

H. Paul Swany, Tastee, Education, Michigan State College, East Lansing

PROGRAMES of vocational agriculture should be planned in terms of the number of persons who are interested in entering agriculture. Each program should be planned to become engaged in farming. It should be a better index of the opportunities that the men then realize. It is difficult, though, to determine the magnitude of the problem of estimating an approximate number of farmers. An estimate which has been carefully determined and is generally accepted by agricultural economists is based on the assumption that in the next five years they used the estimates of farmers and the agricultural committees of the soil conservation program to verify the estimates based on the previous five years.

McClain[1] observed that estimates of the productive capacity of farmers had been used in estimating the number of opportunities to be developed. His estimates are that estimates of the number of farmers and the increase in numbers can be estimated on the assumption that the number of teachers in agriculture is about 500 per year.

Wool[2] estimated the number of opportunities available to farmers from cross data. The number of farm operators in the age of 30 or over was estimated to be 35,000 per year. The number of operators who were over 50 years of age was estimated to be 50,000 per year. The number of operators who were over 50 years of age was estimated to be 50,000 per year.

The studies of opportunities have limitations for local use. The studies such as these which have been reported have certain weaknesses which should be mentioned. McKeen[3] pointed out that the estimates of opportunities available to farmers for farm youth would be greater than the number of operators available in agriculture. Other studies have shown that the estimates of opportunities are higher in urban areas than those based on larger numbers of operators. Wool's method of computing the number of farm operators in the age interval of greatest frequency was the maximum number of that group. The maximum number of that group is estimated to be 35,000 per year.

Some of these weaknesses are:

- Bases of the studies include only the number of operators in agriculture.
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Table 1: The number of farm operators by age in Michigan

<table>
<thead>
<tr>
<th>Age</th>
<th>1910</th>
<th>1920</th>
<th>1930</th>
<th>1940</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>3,669</td>
<td>4,775</td>
<td>7,539</td>
<td>7,539</td>
</tr>
<tr>
<td>25-34</td>
<td>41,905</td>
<td>47,991</td>
<td>39,088</td>
<td>34,041</td>
</tr>
<tr>
<td>35-44</td>
<td>51,272</td>
<td>50,651</td>
<td>43,574</td>
<td>41,135</td>
</tr>
<tr>
<td>45-54</td>
<td>46,215</td>
<td>41,605</td>
<td>32,705</td>
<td>28,995</td>
</tr>
<tr>
<td>55-64</td>
<td>20,015</td>
<td>18,015</td>
<td>14,805</td>
<td>11,792</td>
</tr>
<tr>
<td>Total</td>
<td>250,308</td>
<td>228,028</td>
<td>187,836</td>
<td>172,545</td>
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</table>

The number of operators by age in the three-year period of 1910-1940.

Table 2: The net gain or loss in the number of farm operators in particular age groups as shows in the percent of the census years and the estimated deaths for age groups within decades.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Between 1910 and 1920</th>
<th>Between 1920 and 1930</th>
<th>Between 1930 and 1940</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>2,026</td>
<td>3,629</td>
<td>2,773</td>
<td>8,426</td>
</tr>
<tr>
<td>25-34</td>
<td>3,445</td>
<td>3,798</td>
<td>2,830</td>
<td>9,073</td>
</tr>
<tr>
<td>35-44</td>
<td>3,475</td>
<td>3,296</td>
<td>2,291</td>
<td>9,062</td>
</tr>
<tr>
<td>45-54</td>
<td>3,095</td>
<td>2,780</td>
<td>2,695</td>
<td>8,570</td>
</tr>
<tr>
<td>55-64</td>
<td>3,365</td>
<td>3,634</td>
<td>3,195</td>
<td>10,194</td>
</tr>
<tr>
<td>Total</td>
<td>10,930</td>
<td>13,096</td>
<td>11,112</td>
<td>35,138</td>
</tr>
</tbody>
</table>

The estimated number of farm operators leaving the farm per year as shown by the census years and the estimated deaths for age groups within decades for the three-year period of 1910-1940.

Table 3: The number of farm operators leaving farming per year between 1940 and 1949 inclusive.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Between 1940 and 1949</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>2,342</td>
</tr>
<tr>
<td>25-34</td>
<td>3,278</td>
</tr>
<tr>
<td>35-44</td>
<td>3,106</td>
</tr>
<tr>
<td>45-54</td>
<td>2,836</td>
</tr>
<tr>
<td>55-64</td>
<td>2,548</td>
</tr>
<tr>
<td>Total</td>
<td>10,978</td>
</tr>
</tbody>
</table>

The net loss or gain in the number of farm operators leaving farming per year between 1940 and 1949 inclusive.

Table 4: The estimated number of farm operators leaving farming per year as shown by the census years and the estimated deaths for age groups within decades for the three-year period of 1910-1940.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Between 1910 and 1920</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>2,000</td>
</tr>
<tr>
<td>25-34</td>
<td>3,000</td>
</tr>
<tr>
<td>35-44</td>
<td>3,000</td>
</tr>
<tr>
<td>45-54</td>
<td>2,500</td>
</tr>
<tr>
<td>55-64</td>
<td>2,200</td>
</tr>
<tr>
<td>Total</td>
<td>10,700</td>
</tr>
</tbody>
</table>

The net gain or loss in the number of farm operators leaving farming per year between 1940 and 1949 inclusive.

Table 5: The number of farm operators leaving farming per year between 1940 and 1949 inclusive.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Between 1940 and 1949</th>
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</tr>
<tr>
<td>55-64</td>
<td>2,200</td>
</tr>
<tr>
<td>Total</td>
<td>10,700</td>
</tr>
</tbody>
</table>
The democratic way in program planning

W. R. Brown, Teacher Education, University of Georgia

The writer would like to present the following five principles of educational planning:

1. All the people, both boys and professors, who are affected by the school program should have a part in planning.

2. Educational planning should be based upon problems discovered through the study of factual data, and a program should be accepted only after the best practices have been explored.

3. The planning process is important as the product of the planning.

4. Members of a planning group should work in terms of long range objectives. At the same time, each action should be taken on those parts of the programs that require immediate attention.

5. Policies should be made for the development of local leadership in order that educational planning may be continuous.

An example is at hand to substantiate the charge that program planning for agricultural education, as well as school programs in general, are still being planned and directed from above, in spite of the fact that state policies in many instances direct that such programs be locally planned.

Methods and Materials

W. A. Smith

Values for Teachers

In other instances teachers of agriculture for 20 years at Bania, Georgia, explained the assistance of a local committee in planning the program of work for each group and that he had heard of the term “advisory council” applied to such a planning group.

J. G. Byram, a teacher widely recognized for his outstanding work at Sherry, Georgia, is known as one of the outstanding leaders in his state, attributes much of the success of his program during the past several years to the assistance and support of his advisory council.

At Bradley-Union High School in Early County, Georgia, E. H. Cheek, a teacher who has led his F.F.A. chapter in state and national honors, has long organized an advisory council of nine experienced teachers.

This council represents each of the major divisions of the school district and meets twice each school year. The first meeting is devoted to the study of the community’s needs, such as agricultural education in the area, and the projection of the year’s program of work built around these needs. Goals and ways of attaining these goals are set up; adult classes for the year are designated for special shop courses, such as use and maintenance of farm machinery, etc., are set up; in-school class schedules are worked out; responsibilities of council members in meeting with the carrying out of the program is established.

The second meeting, near the end of the school year, is devoted to evaluating the program in light of objectives and accomplishments.

During his first year as teacher of agriculture at Sherry High School, Georgia, V. S. Williams, a teacher organized an advisory council of ten members. He led this council to (1) making a critical study of the human and agricultural resources of the county in which the school is located and (2) visiting other schools in order to determine the types and efficiencies of the programs in their departments of vocational agriculture. (5) evaluating the past program at Sherry High and (6) setting up a new program based upon the needs of the people, with goals and procedures to be followed in attaining these goals.

This council assists with the organization of adult classes, and helps in numerous ways in carrying out the program of work. It meets monthly.

Counseling planning is needed to initiate and carry out the many activities included in the Clathion Program. Top left, maintaining tools; top right, leadership building center; F.F.A. member and champion; lower left, active members of chapter and advisor; lower right, personal gifts for pig chairs.

Members serve in various staff positions on committees and councils and perform various tasks as necessary.

1. Attending, carrying out the work of the council.

2. Establishing policies concerning the use of facilities of the department.

3. Gaining the understanding and hearty support of school administrators.

4. Helping to gain the understanding and cooperation of the parents of all boys.

5. V. S. Williams, who has been teaching in Early County, Georgia, for 19 years, is known as one of the outstanding leaders in his state, attributes much of the success of his program during the past several years to the assistance and support of his advisory council.

6. J. G. Byram, a teacher widely recognized for his outstanding work at Sherry, Georgia, is known as one of the outstanding leaders in his state, attributes much of the success of his program during the past several years to the assistance and support of his advisory council.

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(Continued on Page 4)
Democratic planning

(Continued from Page 7)

basis, project worthwhile goals, and budget his time so as to be able to attend at least partially the demands being made upon him. But he began to see that the job was too big for one man alone. He began to work with the assistance of school officials, leading farmers, and former F.F.A. members in obtaining more adequate facilities and in projecting a program to meet the needs of the community.

In the late summer of 1947, the local principal, Mr. W. Patterson, the writer, and several members of the local farmers' club, formed a civic committee to prepare a three-year educational program for the community. This committee was composed of the local farmers' club, the school board, the civic club, and several prominent citizens of the town. It was hoped that by working with the school officials, the program would become a part of the school curriculum.

The committee met several times to discuss the various aspects of the proposed program. They agreed that the program should be based on the needs of the community and that it should be designed to meet the needs of the students as well. The committee also decided to include a survey of the school and the community to determine the needs of the students.

The survey was conducted by the writer, who met with the students and their teachers and asked them to fill out a questionnaire. The results of the survey were then used to design the program.

The program was presented to the school board and the community, and was approved by both. The program was then put into effect, and has since been revised several times to meet the changing needs of the community.

The success of the program has been noted by the community, and has led to the formation of similar programs in other communities.

The writer wishes to express his gratitude to the local farmers' club, the school board, and the civic club for their support and cooperation in the development of this program.

References


Use summaries to improve farming programs

ROY HETTICK, Teacher, Grangeville, Illinois

MANY boys have been disappointed because the cow they owned was the one that the judge selected as the grand champion. This is not as true as it was to have exhibited a list of bugs with a gain of 100 pounds for 50 pounds of feed consumed. One of our boys exhibited the grand champion bull at the state fair this year, and 43 were sold at a good price. No one asked, "How much feed and labor to put into raising weight?"

Not long ago some of my students and I were discussing as some girls project work. Some one made the statement that the feed was a lot of money. What does that mean? That he has bought the feed after the fair, all of the feed and labor was at the time of the fair. The breeder made the remark, "With this breed we are paying too much attention to cleanliness of the feed and the feed uniformity in the stall of the animals."

"What did you do that way?" we asked. "We mixed the feed and the potatoes with the calves in the stable."

I feel that we teachers of agriculture, can make the students, into more farmers, by using summaries of project work in such a way that it can be used to determine the gain or the profit per unit of production is brought in the actual gain of the student. As a farmer in the summary of a project is the main guide in the work. This is in addition to the financial summary as given in the Illinois Extension Bulletin 131.

Students Make Good Use of Summary

What made the difference in the project summary? The students. The students knew the amount of feed to be added year by year since this sheet can be used for four years. A summary of the summary is that each student should know the amount of feed that can be compared to the feed in the feed record in the department. Another word is that the students should be able to have read in a bulletin or magazine.

Visiting is not enough

H. E. EDWARDS, Assistant State Supervisor

It is a fact that some boys are earning good wages on the farm. Teacher asked his students to go to work and get a job, but the students are not earning wages. But the students are not earning wages. But the students are not earning wages.

The results of this promotion program is to be expected. Surveys of all students, young farmer and adult farmers show that such instruction is wasted. The Illinois On-farm Program frequently given high, 80% of the boys had average abilities in the classroom become top producers. The average abilities in the classroom become top producers. The average abilities in the classroom become top producers.

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It is not enough to have a promotion program, but the students are not earning wages. But the students are not earning wages. But the students are not earning wages. But the students are not earning wages.

Problems of individual instruction

ELVIN SCHULTZ, Supervising Teacher, Greeley, Nebraska

If considering problems of individual instruction during the summer period, we must consider the supervisory farm program as a whole. We cannot consider the farm program, such as the summer period and expect to solve all of the problems. We must consider the farm program, such as the summer period and expect to solve all of the problems.

We all learn by doing. I am of the opinion that too many of us are using the classroom instruction and are getting too far away from the students. Our best and most practical laboratory is to show the students the problems are there and we can more easily help them solve them. If many instructors are like us, we are as busy with our daily farm work,Normal farming programs, adult classes, and other regular school work, and can not find time enough to make the necessary visits to the classroom and help them. But if we plan our summer program carefully, we can use our time effectively in helping to solve the problems of the students.

There are no two boys alike, and therefore, we cannot hope to solve each one's individual problems. It is not possible to have the same individual problems. It is not possible to have the same individual problems. It is not possible to have the same individual problems. It is not possible to have the same individual problems. It is not possible to have the same individual problems. It is not possible to have the same individual problems. It is not possible to have the same individual problems. It is not possible to have the same individual problems. It is not possible to have the same individual problems. It is not possible to have the same individual problems. It is not possible to have the same individual problems.
FELLOWSHIP

EDITOR'S NOTE—We introduce a new section which will feature in brief form news and views of special interest to teachers. Send your contributions to the Editor or Special Editors.

From a Letter
Ralph J. Woodin,
Ohio State University

It seems to me that teachers of vocational agriculture are always interested in new ways of doing the job. It seems to me that many of these ways and means could be presented by means of photographs. For example, an Ohio teacher may have an original idea on filing systems while a man in California may have a novel decorative scheme for his Future Farmer banquet. The thought occurred to me that a section of the Magazine might be entitled, "Some Ways and Means For..."

On-farm visits
We teachers, in the Veteran Training classes have an opportunity that no other teachers have— that is on-farm teaching. There are probably as many approaches to this teaching as there are on-farm teachers, but in most cases discussion will go in one ear and out the other. They have to work on their minds and to have two hours of discussion may mean considerable loss of time to them. So when I say on-farm teaching I mean to go directly to the farm and talk. If I may use a metaphor, he will profit more by the knowledge of the kind of instruction that you give him at the end of a core rope than by two hours of discussion at the horse.

I go dressed for any kind of work and I carry in my tool kit anything that I might need, such as hand level, cross-strader, vacuuming needle, a good sharp knife, a bottle of hand soap. Also, I always carry a pair of farmer's gloves and the latest copy of the best farm magazines. For my lessons and children I try to have some literature that is interesting to them. I take my neighbors for all odd projects—even the scenic sections for some of the children who do not have much to look at. Do they appreciate these things? Just yes and go with me sometimes and see their children's eyes light up when they set out from the car with some suggestions for them. Also, the women are always just as much, if not more, interested. I believe that we have missed one good opportunity in not including the women in the classes, for they are just as interested to the men. In fact several of the women have told me that they wished there was some provision that they could get the same training.

Advisory councils meet
In a recent meeting, the advisory council of the National Agricultural Teachers Association was to meet for more convenient exchange of ideas. The national organization is now functioning. The next step is to get a plan for exchange ideas. To take one circuit for example, three or four teachers to a car might start from four regions of the country. Each group planning to visit the class of vocational agricultural teachers, farmers and pupils of interest on the way to a common meeting place of the four groups. These meetings could be held for exchanges of ideas for developing new ideas at home as well as that studied on the way. At the conclusion of the conference other visits could be made on the return trip.

Badger state plays host to summer session, American Institute of Cooperation

The A STRING around your finger, and don't take it off until you get to the summer session of the American Institute of Cooperation at the University of Wisconsin, Madison, held August 22-30, 1949. This event affords an unusual opportunity for all vocational agriculture workers, F.F.A. boys, young farmers, and vocational teachers to combine education and recreation in one summer trip. This season of the Institute the 22nd, was this year marked the 25th anniversary of the founding of the American Institute of Cooperation. With this background of experience, Dr. A. H. Hanson, University of Wisconsin Agricultural Economic and Chairman and Director of the American Institute of Cooperation, and a committee of the United States, are preparing the program which is intended to meet the needs of today's agriculture. The topics selected are pertinent problems in the field of farm cooperatives. It is estimated that this one-week conference will attract approximately 150 teachers and 50 students.

Visiting circuits
Mr. C. H. House, President N.V.A.T.A., Canvas, Arkansas

The CHAIRMAN of the committee for professional improvement of the National Vocational Agricultural Teachers Association is searching the field for ideas that will help bring about the establishment of the National Vocational Agricultural Teachers Association was made to make for more convenient exchange of ideas. The national organization is now functioning. The next step is to get a plan for exchange ideas. To take one circuit for example, three or four teachers to a car might start from four regions of the country. Each group planning to visit the class of vocational agricultural teachers, farmers and pupils of interest on the way to a common meeting place of the four groups. These meetings could be held for exchanges of ideas for developing new ideas at home as well as that studied on the way. At the conclusion of the conference other visits could be made on the return trip.

Five Farmers of Ft. Loramie, Ohio, own a pig breeder which is leased to chapter members during the following season. H. C. Hordman, teacher of vocational agriculture at Ft. Loramie, says that the Breeder has saved hundreds of pigs for chapter members during the past two years. As he increased it and used it as a breeder, he almost always builds one of his own. Mr. Hordman says: (submitted by Mr. Ralph Woodin).
Organizing a young farmer program

L. E. WILLEY, Teacher, Story City, Iowa

I N F R E E L I C E A place for a class in vocational agriculture among young farmers is a need which has a pro-
gressively larger group of interested school boys, a large enough group, and so on.

I was interested in supporting a group of students in vocational agriculture in Story City, Iowa. At first impression, it seemed that only a very few young farmers would be interested in further instruction in a subject like agriculture, but the response to the membership in the school for adult farmers was an indication of the interest in the group of young farmers.

A large number of graduates from the same school attended the high school in Story City. Among the students who are interested in the group of young farmers is the idea of organizing a group in their community. The number of students interested in the group varies from year to year, but the interest is definitely headed in the right direction.

I feel that the Young Farmers club of Story City will be the key young farmers club in the area. The club is interested in the group of young farmers, and the club is willing to give the club a place in the program of the school.

The program will extend beyond the monthly meetings to cover all aspects of the club's activities. The club will be interested in the group of young farmers, and the club will be willing to give the club a place in the program of the school.

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Veterans like to learn why

J. L. WEISS, Mark Nichols

I AM NOT a teacher by profession. Most of my life has been spent on a farm. I have not been a professional teacher, but I have been interested in teaching for many years. I have come to know that some of the farmers cannot grasp the "why" of things or even do it easier to interpret when the reason behind the facts and the reasoning behind the farmers is supplied to the students in the classroom. In other words, the students need help mostly on the "how" side and very little on the "why".

If I were teaching all day boys, I might be tempted to follow the JHAW school of thought and go for the "how" method, but when I am teaching grown men, I have experienced things, while in the service, that I will soon know about, and I do not have to try to set down a bunch of "hows" for them to follow.

Every farmer knows that to get at the WHY of the subject we are teaching is to know the "why" of the subject. The question then is how can we get a better way of doing this than by using the "why" method. The "why" method is a much kinder and better method for the student to learn the "why" of a subject. To explain the "why" of a subject in full walk, I think it is better to have a dry run through the subject and then look at it in detail.

Suppose we teach them how to do the work on the farm and to make the product, and they know that their work is better in less than five years from now some other way which is different and will be different. The only change that can be made is to teach the boys why the work is done, not to do it. I have not the time to explain to the student how to do the work, but I have the time to explain to him why the work is done.

With the help of these farmers, the community for corn stover still it considered one of the most excellent crops of oats and an excellent crop of grasses and grains. If the student is taught in August how to do the work, and if the student is taught why the work is done, he will be more efficient. If the student is taught why the work is done, he will be more efficient. If the student is taught why the work is done, he will be more efficient.

Value of new practices proved: corn on right yielded 111 bushels of corn on left, yielded 87 bushels.
For what? or for what?

HARRY K. KITTS, Teacher Education, University of Minnesota, St. Paul

That phrase of the Smith-Hungarian people, who have entered upon or are preparing to enter the farm, 'that's for what?' or 'that's for what reason?'

Have the objectives of the individual and the farm changed since the days when the phrase was coined? Is the emphasis of that phrase on the farm the same, or are the new objectives different? How is the thinking of the farmer, his wife, and his children different from that of their ancestors? If so, what are the changes? If not, why not?

These are the questions that have entered into the minds of sociologists, educators, and other persons seeking to understand the agriculture profession. What are the implications of these changes to the attitude of the individual in his role as a farmer? How does the individual in this role fit into his home environment? What is the role of the individual in this role for his children and their future? What implications does this have on the farm school and its future?
National conference on research
Related to future programs of agricultural education

Making it yours

FUTURE PROGRAMS of agricultural education were the subject of a recent conference held at the College of Agriculture, University of Illinois. The conference, which lasted two days, was sponsored by the National Agricultural Education Council, and was attended by representatives of various agricultural organizations from across the country.

The conference focused on the role of agricultural education in preparing students for future careers. The participants discussed the importance of integrating agricultural education into the existing educational system to ensure that students are well-prepared for the workforce.

One key theme that emerged from the conference was the need for agricultural education programs to be more closely aligned with industry needs. The participants highlighted the importance of providing students with hands-on experience and practical skills that can be applied in real-world situations.

Another important aspect discussed was the role of technology in agricultural education. The conference participants agreed that incorporating technology into the curriculum would be essential to prepare students for the evolving agricultural industry.

Overall, the conference provided valuable insights into the future of agricultural education and the steps needed to ensure that the field remains relevant and competitive in the coming years.
F. A. activities that develop leadership

JAMES W. HATCHER, Superintendent, Albany, New York

The third item in the list of F. A. activities which contribute to the development of leadership ability, is one of the most important, as well as the most difficult to carry out. It is one that is relatively new to this world of boys, and that is still in its infancy. It is the development of leadership ability through the implementation of a program specifically designed to develop leadership ability.

The third item in the list of F. A. activities that contribute to the development of leadership ability, is the development of leadership ability through the implementation of a program specifically designed to develop leadership ability. This program is aimed at developing leadership abilities among the boys, and is designed to provide opportunities for the boys to develop these abilities in a supportive and encouraging environment.

A representative committee should be selected to develop the plan for the program for each group of activities.

Each committee should be headed by a chairman, and the chairman should be selected from the group of boys who are responsible for organizing and carrying out the activities of the committee.

The membership of the committee shall include representatives of the various activities and programs within the chapter, and the chairman shall be selected from the group of boys who are responsible for organizing and carrying out the activities of the committee.

The committee recommendations shall be made in the form of a carefully organized, properly written report.

The committee shall be responsible for the execution of its recommendations, and the chairman shall be responsible for the implementation of the recommendations of the committee.

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A school of regular meetings should be incorporated in the program of chapter activities, at a time and place that is convenient for all members.

The agenda of the school meetings shall be planned in such a way that it will provide an opportunity for all members to participate in the discussion of the activities of the program.

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Estimating opportunities in farming

[Continued from Page 2]

If one thing is true, there will be no decrease in the amount of land in farms in Michigan, the estimated opportunities for farm operators per year in Michigan is conservative.

Determining the Opportunities in Farming in Counties and Townships

Many people who read this are interested in knowing the number of opportunities in the country. For this reason the number of opportunities are computed for each county and township. The data is based on the assumption that all farmers will engage in grain farming which is the most common occupation in all parts of the country.

The table shows the number of opportunities per year for each county and township. The data is based on a survey of farmers conducted by the Michigan Department of Agriculture. The data is corrected for the number of farms per township and the number of farmers per farm.

At present opportunities are not available in the counties. Opportunities are available in the following counties: Hillsdale, Berrien, Branch, Calhoun, Cass, Charlevoix, Clinton, Emmet, Gratiot, Ingham, Kalamazoo, Kent, Lake, Manistee, Marquette, Mecosta, Missaukee, Montcalm, Monroe, Muskegon, Newaygo, Oakland, Osceola, Oceana, Pere Marquette, St. Clair, Shiawassee, St. Joseph, St. Louis, St. Marys, St. Patrick, St. Clair, Sanilac, Saginaw, Tuscola, Van Buren, Washtenaw, Wayne, and Wexford.

E. M. Tiffany

Author of F.P.A. Creed

A recent article appeared in the January 1949 issue of the Agricultural Journal of Michigan concerning the work of Mr. Tiffany in his study of the Future Farmers of America. Mr. Tiffany's work has been widely publicized in various publications. His findings are based on a comprehensive study of the organization as it exists today and its future possibilities.

The Creed is a statement of principles that has been adopted by the F.P.A. The Creed is a good guide to the future of agriculture and the part it will play in the future of the world. The Creed is a part of the educational program of the F.P.A. and it is presented to the students in various ways in the classroom and in the home.

For what's or what for?

[Continued from Page 2]

Training in these fields is being given in various places. The American Society of Agronomy, for example, offers training in various fields of agriculture. The Society offers training in the following fields: Agronomy, Crop Science, Soil Science, Plant Pathology, Animal Science, and Environmental Science.

The program of agricultural instruction should be available to young men in all parts of the country. The program should be teaching the students the principles of agriculture and the methods of teaching them the principles. The program should be teaching the students the methods of agriculture and the methods of teaching them the principles.

California Young Farmers

State conventions

Youth activities

The California Young Farmers organization is one of the most successful youth organizations in the country. The organization has over 100,000 members and is active in all parts of the state.

The California Young Farmers are an excellent example of a youth organization. They have a strong local organization and a strong state organization. They have a strong national organization and a strong national leadership. They have a strong state convention and a strong national convention.

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California Young Farmers state conventions

JOHN D. LAWSON, Assistant State Adviser

The California Young Farmers Association proved to be the most successful that we have ever had, not because it was the largest in terms of attendance, but because the valuable exchange of ideas which are applied in local community programs was the result of this convention.

The program for the state convention was a roll call of chapters from each of the six regional presidents calling on our delegates from each of the chapters to give a two minute report of their 1948 program. Each chapter reported briefly outlined the most successful activity of the year and named its number one objectives for 1949. The topics each chapter would like discussed during the convention were also named and the state secretary listed them on a Blackboard. The list of good ideas for 1949 was very long. Many delegates scribbled notes when our ears caught a good idea.

After the agenda for the convention's business had been listed, our State President Harold H. Fries, announced his committee appointments, and the delegates broke up into eight committees to consider matters of great interest to them. Each committee had a chairman, plus several members. The chairman was to give an introductory speech to each committee and to lead the discussion. Each committee then met to discuss their topics of interest. They were successful, and their work was well received.

Strength in established patterns

[Continued from Page 3]

Our educational efforts will continue in the same direction in order to give our major educational emphasis to the established, established, and well established. We should not try to change anything. We should stick to the well established and well known. We should stick to the well established and well known.

A piece of research carried on in one of our states was frequently reported to us in the form of reports and meetings. This kind of information is valuable because it shows us what is working and what is not working in the field. We can then make better decisions about our work.

The California Young Farmers are an excellent example of a youth organization. They have a strong local organization and a strong state organization. They have a strong national organization and a strong national leadership. They have a strong state convention and a strong national convention.