# Directory

## Vocational Education in Agriculture

### Section I

**Directors, Supervisors, and Teacher Trainers**

**Key to Abbreviations Used**
- s – superintendents,超级督学
- c – county supervisors,县督学
- r – regional supervisors,区域督学
- t – teacher trainers,教师培训师
- r – research workers,研究工作者
- t – technical teachers,技术教师
- m – master teachers,大师教师
- e – extension educators,推广教育工作者

**State Abbreviations**
- ALABAMA
  - 4 – F. L. E. F. A., Montgomery
  - 5 – T. E. H. M. A., Tuscaloosa
  - 6 – E. A. D. F. A., Vestavia Hills
  - 7 – C. N. E. F. A., Mobile
  - 8 – N. E. D. F. A., Dothan
  - 9 – S. E. D. F. A., Dothan
  - 10 – S. W. D. F. A., Montgomery
  - 11 – N. W. D. F. A., Tuscaloosa

**DELWARE**
- 1 – T. E. P. B. A., Dover
  - 3 – T. E. H. M. A., Wilmington

**ARIZONA**
- 1 – J. B. Cullen, Phoenix
  - 2 – F. L. E. F. A.
  - 3 – T. E. H. M. A.

**ARKANSAS**
- 1 – W. H. Hunter, Little Rock
  - 2 – F. L. E. F. A., Little Rock
  - 3 – T. E. H. M. A., Little Rock
  - 4 – J. B. McKenzie, Jonesboro
  - 5 – J. B. Cook, Ashdown
  - 6 – J. B. Stafford, Defiance
  - 7 – J. B. Polk, Searcy
  - 8 – J. B. Atkins, Tyler
  - 9 – J. B. Hill, Tyler

**CALIFORNIA**
- 1 – W. B. Smith, Sacramento
  - 2 – F. L. E. F. A., Los Angeles
  - 3 – T. E. H. M. A., San Francisco
  - 4 – J. B. Johnson, San Francisco
  - 5 – J. B. Williams, San Diego
  - 6 – J. B. Cooper, San Diego
  - 7 – J. B. Williams, San Jose
  - 8 – J. B. Davis, San Jose
  - 9 – J. B. Martin, San Francisco
  - 10 – J. B. Lewis, San Francisco

**COLORADO**
- 1 – W. C. Cunha, Denver
  - 2 – F. L. E. F. A., Denver
  - 3 – T. E. H. M. A., Denver
  - 4 – J. B. Johnson, Denver
  - 5 – J. B. Cooper, Denver
  - 6 – J. B. Williams, Denver
  - 7 – J. B. Davis, Denver
  - 8 – J. B. Martin, Denver
  - 9 – J. B. Lewis, Denver

**CONNECTICUT**
- 1 – E. N. Hey, Danbury
  - 4 – J. B. Johnson, New Haven
  - 5 – J. B. Cooper, New Haven
  - 6 – J. B. Williams, New Haven
  - 7 – J. B. Davis, New Haven
  - 8 – J. B. Martin, New Haven
  - 9 – J. B. Lewis, New Haven

**INDIANA**
- 1 – E. H. Ball, Indiana
  - 2 – F. L. E. F. A., Indianapolis
  - 3 – T. E. H. M. A., Indianapolis
  - 4 – J. B. Johnson, Indianapolis
  - 5 – J. B. Cooper, Indianapolis
  - 6 – J. B. Williams, Indianapolis
  - 7 – J. B. Davis, Indianapolis
  - 8 – J. B. Martin, Indianapolis
  - 9 – J. B. Lewis, Indianapolis

**IOWA**
- 1 – H. T. Hul, Des Moines
  - 2 – F. L. E. F. A., Des Moines
  - 3 – T. E. H. M. A., Des Moines
  - 4 – J. B. Johnson, Des Moines
  - 5 – J. B. Cooper, Des Moines
  - 6 – J. B. Williams, Des Moines
  - 7 – J. B. Davis, Des Moines
  - 8 – J. B. Martin, Des Moines
  - 9 – J. B. Lewis, Des Moines

**KANSAS**
- 1 – F. L. E. F. A., Topeka
  - 2 – T. E. H. M. A., Kansas City
  - 3 – J. B. Johnson, Kansas City
  - 4 – J. B. Cooper, Kansas City
  - 5 – J. B. Williams, Kansas City
  - 6 – J. B. Davis, Kansas City
  - 7 – J. B. Martin, Kansas City
  - 8 – J. B. Lewis, Kansas City

**KENTUCKY**
- 1 – W. F. Armstrong, Frankfort
  - 2 – F. L. E. F. A., Louisville
  - 3 – T. E. H. M. A., Louisville
  - 4 – J. B. Johnson, Louisville
  - 5 – J. B. Cooper, Louisville
  - 6 – J. B. Williams, Louisville
  - 7 – J. B. Davis, Louisville
  - 8 – J. B. Martin, Louisville
  - 9 – J. B. Lewis, Louisville

**MARYLAND**
- 1 – J. F. W. Lee, Baltimore
  - 2 – F. L. E. F. A., Baltimore
  - 3 – T. E. H. M. A., Baltimore
  - 4 – J. B. Johnson, Baltimore
  - 5 – J. B. Cooper, Baltimore
  - 6 – J. B. Williams, Baltimore
  - 7 – J. B. Davis, Baltimore
  - 8 – J. B. Martin, Baltimore
  - 9 – J. B. Lewis, Baltimore

**MISSISSIPPI**
- 1 – J. B. Johnson, Biloxi
  - 2 – F. L. E. F. A., Biloxi
  - 3 – T. E. H. M. A., Biloxi
  - 4 – J. B. Johnson, Biloxi
  - 5 – J. B. Cooper, Biloxi
  - 6 – J. B. Williams, Biloxi
  - 7 – J. B. Davis, Biloxi
  - 8 – J. B. Martin, Biloxi
  - 9 – J. B. Lewis, Biloxi

**MINNESOTA**
- 1 – J. B. Johnson, St. Paul
  - 2 – F. L. E. F. A., St. Paul
  - 3 – T. E. H. M. A., St. Paul
  - 4 – J. B. Johnson, St. Paul
  - 5 – J. B. Cooper, St. Paul
  - 6 – J. B. Williams, St. Paul
  - 7 – J. B. Davis, St. Paul
  - 8 – J. B. Martin, St. Paul
  - 9 – J. B. Lewis, St. Paul

**MISSOURI**
- 1 – J. B. Johnson, Kansas City
  - 2 – F. L. E. F. A., Kansas City
  - 3 – T. E. H. M. A., Kansas City
  - 4 – J. B. Johnson, Kansas City
  - 5 – J. B. Cooper, Kansas City
  - 6 – J. B. Williams, Kansas City
  - 7 – J. B. Davis, Kansas City
  - 8 – J. B. Martin, Kansas City
  - 9 – J. B. Lewis, Kansas City

- **Note:** Please report changes in personnel for this directory to Dr. W. D. Shriver, Chief, Agricultural Education, U. S. Office of Education.
Building for the fifties

The key to doing a good job on program building for the fifties is the local teacher of agriculture. The conditions and methods of agricultural education and the types of farm-vocational opportunities for placement of rural occupations are in general different from those of the past. Therefore it is necessary to consider carefully just how these changes have influenced the nature and scope of the work of the local teacher of agriculture.

A good beginning is made in the program building for the fifties by a careful weighing of the program and how it fits into the community. The local teacher should be able to tell the agricultural advisory committee and the parents who visit his classroom about his program and how it meets community needs.

The local teacher should also be able to explain the effectiveness of his program by showing the results of his work. He should be able to demonstrate the value of his program by showing the progress of his students.

The local teacher should also be able to show how his program is related to the rest of the educational system. He should be able to explain how his program fits into the educational program of the school district and how it fits into the educational program of the state.

The local teacher should also be able to show how his program is related to the local community. He should be able to explain how his program is related to the local chamber of commerce and how it is related to the local business and industry.

The local teacher should also be able to show how his program is related to the state. He should be able to explain how his program is related to the state department of education and how it is related to the state agricultural extension service.

The local teacher should also be able to show how his program is related to the nation. He should be able to explain how his program is related to the national agricultural extension service and how it is related to the national agricultural education association.

The local teacher should also be able to show how his program is related to the world. He should be able to explain how his program is related to the world health organization and how it is related to the world food organization.

The local teacher should also be able to show how his program is related to the future. He should be able to explain how his program is related to the future of agriculture and how it is related to the future of our society.

The local teacher should also be able to show how his program is related to the past. He should be able to explain how his program is related to the past of agriculture and how it is related to the past of our society.

The local teacher should also be able to show how his program is related to the present. He should be able to explain how his program is related to the present of agriculture and how it is related to the present of our society.

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Agricultural education in a rural community program for Puerto Rico

SAMUEL MOLINARI, Superintendent, Puerto Rico

WITH the full support of government authorities, Puerto Rico is striving to increase its agricultural production and to develop industrial facilities in its urban and rural sections. This is necessary in a small country with a population of over 1 million people and a high degree of unemployment in the labor market.

In carrying out this task a great deal is expected from the Extension Service of the University of Puerto Rico. The activities of each rural community must be carried out with a view to improve their conditions and to create adequate training and service to assist the efforts of the Puerto Rican people.

For the purpose of this type of agricultural education is already being organized in the community, in preparing and enriching courses of study, receiving services from various agencies, widenng fields for adult education and increasing material benefits.

The organization of the communities to participate in the school work requires a great number of components. With the cooperation of the pupils, children and women, merchants, industrialists, workers, preachers, and other of its representatives, the community is thoroughly studied by its leaders, problems, faciliters, resources, etc.

Once the problems are recognized, studied, and analyzed, they are handed over to representatives of various agencies, and these are incorporated into sub-committees for action on specific problems. It is encouraging to notice the success with which rural people are tackling their own problems and improving the community in two different territories.

Very interesting is their attitude with regards to giving and receiving. They are interested in their own community in an attempt to increase its organization in the country.

The relationship of the community in this movement is of a very significant man. His recognition of economic and social conditions and his relationship through direct contact has made him a key factor in all the activities where he is being served.

As a condition that the 100 per cent ownership of lands, cattle, hog and other forms of livestock, will be transferred to the farmers; new forms are being studied for community development under the influence of the Puerto Rican government, and those changes in the rural community in two different territories.
Progress

Thirty-seven persons from five states, the Philippine Islands, and Iraq participated in a school on research in the education of farm workers held at Robert Harrison, University of Illinois, March 20 to 26, 1959.

The school was a project of the Committee on Research in the Education of Farm Workers, American Vocational Association. The states represented were Alabama, Arkansas, Georgia, Illinois, Iowa, Kentucky, Louisiana, Mississippi, Missouri, New York, New Jersey, North Carolina, West Virginia, Wisconsin, and Wyoming. The Department of Agricultural Economics of the College of Agriculture and the Bureau of Agricultural Economics of the University of Illinois, in cooperation with the Division of Agricultural Education in the College of Education, provided funds for travel and subsistence of consultants from the University of Illinois for the school.

The work of these previous national conferences in Washington, D.C., in March, May, and July, 1958, was carried forward. Use was made of two publications arising from the work of these conferences: A Guide to Studies of the Education of Farm Workers (1958) and Policies and Procedures for Gathering Data in Studies of the Education of Farm Workers (1959) as well as the Agricultural Education Division's, College of Education, University of Illinois, Urbana, Illinois. An exhibit of reports of studies through the years was also used.

A conference group recommended that committees on research in veteran education be set up in each region and that the chairmen of these committees be added to the national committee. The Central Region has already provided a committee.

The group developed suggestions for four types of studies:
1. A study of the progress of veterans toward economic self-sufficiency in the home or under community life.
2. A study of methods of instruction used in the farm workers' programs.
3. A study in the Central Region in procedures for veterans education involving an approach different from that in Study 2.
4. A national study, the specific nature of which is to be determined by the national committee, but probably involving items from a similar study in a study in the national program. Studies 1, 2, and 3 regarding which a great deal of work had already been done could be gathered nationally.

It was reported at the conference that several states are providing paid-time full-time research workers in this field, primarily with the purpose of lessening the teaching responsibility of the veteran education programs that are organized. The idea of a paid position may also be appropriate where the professor, or institution, or by individuals. The national committee wishes to explore the possibility of a paid position and a diversity of a full-time worker with a master's degree in the preparation of a report.

The proceedings of the conference between the veterans and the non-veterans are available from the Agricultural Education Division, College of Education, University of Illinois.

H. M. Hamill, Teacher Education
University of Illinois

**Improve farm women's living**

**William F. Martin, Teacher**

**Steele Island, Louisiana**

A DESIRE for a higher standard of living has prompted the establishment of the Go-The-Farm Program at Steele Island, Louisiana, to make plans for reaching this end. Since most colored farmers can barely make ends meet, and a relatively large number of them see their end and are not satisfied with their incomes and who to take the steps up and to assure their earnings and better utilize their means and living. This plan was to provide and plan education for home food production.

Throughout the school, where many stories and cases of purchase of home produce, the quality of food, and a farm is being upgrade. Farmers are also taking advantage of the miles and meet federal aid under the use as well as having some of them used to buy and offer roundup and through its miles. Then, every farmer is buying urged to have an own organ. Factories are replacing since the grudge and was owned and managed so that more of a good activity and ways and means that are preserved for use throughout the year.

This program is designed primarily to provide a more adequate diet for the farmer with a greater variety of foods, to better utilize the land and crops on the home farm, and to permit the farm to a greater portion of his income for other necessities of life besides food.

- **F. W. Parsons**

**Activities For An FFA Program**

Suggested as an aid to improved design for 1950

**D. W. Parsons, Teacher Education, University of West Virginia**

In working out the activities for an FFA Program of Work more attention needs to be given to activities that help to build a FFA Chapter as such and ones that a chapter carry out. Also, specific activities should be used and not such general activities as planning and encouraging, urge, assist, and such general activities. The members of the chapter must know definitely what it is they are planning to do in the FFA Program must get forth specific activities that are to be done by the boys in the FFA Chapter as a chapter organization. Boys get training in leadership by themselves doing the things that lead them toward their goals as a group.

The national and state association should work out specific projects that such of these will do as an association did refrain from trying to set up a score card and call it state or national program. A means of scoring chapter activities is needed by the state and national association to be sure. Let us at least do this for what is called a program of work.

Another criticism of FFA programs is that the items under the category—Supervision Practice. Here are included all kinds of statements that belong under the teaching of vocational agriculture as such. Why call these chapter activities? There are several things that the chapter can do which will contribute to a better supervised practice on the part of the two groups and at the same time will give leadership training to the boys. Let us think of key activities and not activities carried on as a legitimate part of teaching vocational agriculture. Let us also not claim credit under FFA for things that are done by the boys as a necessary part of their instruction in vocational agriculture. Below are set forth some of the activities that seem to the writer as suitable for an FFA chapter as a part of their program of work.

**Supervision Practice**

**Ways and Means**

**Activities**

1. Set up standards for chapter degrees

- **D. W. Parsons**

(Continued from Page 6)

1. Committee requires such (1) Gainband to have: (a) One crop and/or one animal enterprise (b) An improvement project (c) Improvement projects (d) A long-time balanced program with continuing competition enterprises.

2. Committee requires such (1) Gainband to have: (a) One crop and one animal enterprise (b) Improvement projects (c) Improvement projects (d) A long-time balanced program with continuing competition enterprises.

(Continued from Page 19)

(Continued from Page 19)
Agriculture ranks high in adult education programs

HOMER KEMPFFER, Specialist in General Adult and Post-High School Education, U.S. Office of Education

A revealing report on the relative scope of adult education in vocational agriculture plus a look at the opportunity for leadership.

More school districts provide vocational education activities in agriculture than in any other field of study. A survey of the national school plants, however, shows that the use of these activities varies greatly from district to district. The wide variation encountered in the utilization of these activities throughout the country may be explained by the fact that the population density and the general economic conditions of the various districts differ. Furthermore, the support which the activities receive from teachers and administrators also varies. In many districts, the activities are used so infrequently that they are regarded as minor aspects of the program. In other districts, however, the activities are given much more importance and are used in conjunction with other educational programs.

Teachers of vocational agriculture, with their experiences in working with the adult community, are likely to be more familiar with the needs of other adults in educational activities. An illustration of this is the story of a farmer in a small community in the south central part of the state who has attended several of the adult education programs sponsored by the state vocational agriculture association. He has found these programs to be very helpful in improving his farming practices and in making his farm more profitable. He has also found that the programs have helped him to develop a better understanding of the problems facing farmers in other parts of the country.

In addition, the success of the Farm Program in providing adult education activities in a variety of fields is due to the fact that these programs are tailored to meet the specific needs of the farmers in each area. The programs are designed to help farmers improve their farms and increase their income, and they are taught by experienced instructors who are familiar with the problems facing farmers in the area. As a result, the programs are accepted by the farmers and they are used extensively.

The effectiveness of these programs can be measured by the number of farmers who participate in them. In general, the more farmers who participate in the programs, the more successful they are likely to be. This is because the more farmers who participate, the more ideas and information will be exchanged and the more likely it is that the programs will be tailored to meet the needs of the local farmers.

More and Better Soy Beans
Crop Rotation and Soil Conservation
Feeder Cattle and Soil Conservation
Farm Concrete and Its Uses

Outlook for 1968:

The national school plants in agriculture are continuing to make significant progress in providing educational programs for adults. The most significant trend is the increasing use of the programs by farmers. This is evident from the increased number of farmers who are participating in the programs and from the increased number of farmers who are seeking information and advice from the instructors.

The outlook for 1968 is optimistic. The number of farmers who will participate in the programs is expected to increase, and the programs are expected to be more widely used and more effective.

Making a state young farmer convention click

CAINES CHRISTENSEN, Secretary, Utah State Young Farmers Association

A 1991 model Young Farmer program is built around young farmers' problems, both inside and outside of their farm lines. The program is like a three-legged stool. One leg is concerned with the individual farming programs of each young farmer. The second leg is centered around a second class instruction while the third leg features the Young Farmer group. If the program is to make maximum contribution to the well being of young farmers each leg of the stool must be strong and substantial.

A feature of Utah Young Farmers' annual state convention program is the "State Young Farmer Parade," a characteristic of the program itself. Among the main purposes of holding a state convention are the showing of new ideas, meeting agricultural leaders and rekindling with young farmers from all sections of the state.

At the 1991 annual convention of the Utah Young Farmers' Association, held in one of the large hotels in Salt Lake City, some 3,000 Utah Young Farmers gathered and planned the program for the state. As a result of this year the young farmers' convention, a large number of new ideas and programs have been presented.

The banquet and dance is another feature which makes a state convention click. This year the guest speaker at the banquet was Dr. E. W. Gregory, Assistant Director of the Department of Vocational Education, Utah State University, and the Office of Education, Washington D.C.

Outstanding speakers and interesting programs years for the past 10 years have been part and parcel of the state's annual convention. This year the banquet and dance will be held at the State Convention Hotel. The program will feature an outstanding collection of speakers and will include a wide variety of topics.

New type of conference

CALIFORNIA YOUNG FARMERS

10th annual convention

JORDAN LAWSON, Superintendent, California State University and College of Agriculture

A new type of conference was held in the town of Pismo Beach, California, on the 10th of March, 1968. This conference was the 10th Annual Convention of the Young Farmers of California, and it was held at the Pismo Beach Hotel.

The main event of the conference was the banquet and dance. The banquet was attended by about 500 people, including the members of the Young Farmers of California, as well as representatives from other organizations. The dance was held immediately after the banquet, and it was attended by about 200 people.

During the conference, there were several interesting and informative programs. One of these was a panel discussion on the future of agriculture in California. The panelists included representatives from various agricultural organizations, as well as farmers and agricultural educators. The discussion was very lively and informative, and it provided a good overview of the current and future state of agriculture in California.

Another interesting program was a demonstration of new agricultural equipment. The demonstration was held outdoors, and it featured several different types of equipment, including tractors, combines, and harvesters. The demonstration was well-attended and was very informative.

Overall, the 10th Annual Convention of the Young Farmers of California was a very successful event. It provided an excellent opportunity for the members of the organization to come together and discuss important issues facing agriculture in California. The conference was also a great opportunity to learn about new and innovative agricultural technologies.

The next 10th Annual Convention of the Young Farmers of California will be held in 1969.
Pre-vocational education

A study of Vermont's program

HAROLD H. CUSHMAN, Graduate Student, Cornell University

WHILE serving in the capacity of instructor in agricultural education at Woodstock, Vermont, from 1940 to 1947, the writer visited 119 high schools in the state of Vermont, 9 in addition to vocational agriculture. During this period he was impressed by the fact that high schools in Vermont, as well as in many other states, are providing vocational-technical courses which are approximating in some respects the courses of the better endowed agricultural high schools of the nation. The writer believes that during these years the agriculture and agriculture education field gained in increasing realization that a comprehensive pre-vocational program was needed to meet the requirements of the farm community. The high schools in Vermont have been furnishing vocational education to their students in a very practical and realistic manner. The purpose of this study was to determine what practices in pre-vocational education are currently being followed in Vermont high schools.

1. Junior Vocational High Schools in Vermont.

The study consisted of a survey of 110 students who were in the eleventh and twelfth grades in the junior vocational high schools in Vermont. This study represented approximately 87% of the teachers of pre-vocational courses.

A follow-up study of the present occupations of 1,000 former students of junior vocational high schools in Vermont revealed that of the 1,000 former students who attended junior vocational high schools in Vermont, 79% were employed in the field of agriculture.

Findings and Conclusions

Most Vermont junior-high schools which are in the field of agriculture, and which are engaged in pre-vocational education, are engaged in a pre-vocational course of study. However, the term "pre-vocational" is not clearly defined by most of the teachers who teach this type of course. This study was designed to determine the nature and implications of this course. It is necessary for the teacher to make some attempt toward a comprehensive pre-vocational course for this subject.

Table 1. The Present Occupations of 1,000 Former Students of Pre-Vocational High Schools in Vermont. Percentages are given for the occupations held by students who are 18 to 22 years of age. Percentage figures are calculated from a sample of 1,000 former students of pre-vocational high schools in Vermont.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm workers</td>
<td>79.2%</td>
</tr>
<tr>
<td>Students in post-secondary</td>
<td>14.3%</td>
</tr>
<tr>
<td>Workers in manufacturing</td>
<td>14.4%</td>
</tr>
<tr>
<td>Cashiers and retail workers</td>
<td>16.8%</td>
</tr>
<tr>
<td>Teachers and other workers</td>
<td>19.2%</td>
</tr>
<tr>
<td>Clerks, firefighters, nurses</td>
<td>15.8%</td>
</tr>
</tbody>
</table>

If the values of recreation are worthwhile in the lives of young people, and if recreation is a part of the total educational experience, then it is desirable that recreation programs be included in the vocational-technical course of students.
Music as an F.F.A. activity

T. C. STOKES, Teacher, Mentor, Mentor

FOR the past fifteen years, members of the Hotze Mason F.F.A. Chapter at Maryville, Tennessee, have had an annual F.F.A. string band. The band was organized by C. B. Lee, a teacher, a greater lover of string music himself, who played the fiddle with the band on many occasions. Mr. Loyis believes in and group playing in the F.F.A. chapter toward developing leadership and cooperation among the individuals.

There is only one high school in the county. There are from two to three community centers in the county, F.F.A. members participating in the programs of the Future Farmer Association.

The band has furnished entertainment for school social clubs at the University of Tennessee, and F.F.A. members and teachers are on the Tennessee F.F.A. Conventions on numerous occasions. Through the leadership of Mr. Loyis the band has become one of the most popular F.F.A. bands in the state of Tennessee.

The band plays for all square dances held in the county, the fund received going to help support the chapter. Several times the chapter has acquired with these funds basketball steak, balls, and other equipment for the chapter's use, is actively rural and people take advantage of the construction and recreation offered by the Future Farmers of America. Through the active participation of the F.F.A. members in the band work as a result of their F.F.A. projects. They had a personal interest in the productivity of the crops which they had for their projects. The interest the boys took in cutting down the cost of production, increasing their yield, and creating much needed and profitable dairy cattle helped the students take on the years of the depression. I realize our boys had the good fortune of having some exceptionally fine vocational agricultural leaders as F.F.A. advisers, while they were taking Vocational Agriculture at Fairgrove high school. To their timely instruction, much credit is due.

Although two of our sons are not living on farms, still their work is closely connected with farming. Both are associated with crop improvement work at agricultural experiments stations in other states. The three sons who remained on the farm are peddled seed growers, hybrid seed and corn producers. I honestly believe I speak for all fine sons when I say that through the experience in working together for a common good, we have come to like those same things which have drawn us together and annually and happily. For example, we all love the smell of freshly plowed ground in the spring, the swinging, silty air of middle autumn, the crackle of the sticks and leaves in the thick woods, the chirping calls of owls and jays not hidden from view by skyscrapers, the chestnut of the golden, maple, the golden waves of ripening grain, fields that are full of corn, growths in the wild, the clear sky with the clouding ever more beautiful. We enjoy working and playing together.

G.C. ANDERSON, Teacher, Education, Pennsylvania State College

A father shares...

in the progress of his sons and tells how and why at the Michigan state convention, where he received the honorary state farmer degree

GEORGE ALDRICH, Sterling, Michigan

I recall, in memory of an article I read in 1927 written by Macy Cauthen. He said, "Home in Arkansas is blowing through F.F.A. classes." It is deeply saddening to delay the blowing down to our paternal home. At that time many students of history had already been in this country and we knew that there were many different sets of circumstances. We have been fortunate in America that F.F.A. is not slow to come into existence. The fact that we have the greatest number of students in the world is well known. The following year, in 1928, the Future Farmers of America came into existence. In a short time, a chapter was organized in Fairgrove high school and there became members of the F.F.A. As such each in turn met and then the Creed, "I believe in the future farming, with a faith born not of words and ideals, it becomes the creed also. It was an inspiration and a challenge to me as well as to others. They took their creed seriously. They believed in their activities and in their total community. They took a greater interest in the farm work as a result of their F.F.A. projects. They had a personal interest in the productivity of the crops which they had for their projects. The boys worked in cutting down the cost of production, increasing their yield, and creating much needed and profitable dairy cattle helped us take on the years of the depression. I realize our boys had the good fortune of having some exceptionally fine vocational agricultural leaders as F.F.A. advisers, while they were taking Vocational Agriculture at Fairgrove high school. To their timely instruction, much credit is due.

Writing to boys and parents

G.C. ANDERSON, Teacher, Education, Pennsylvania State College

A piece of research, the research workshop for which we meet, might well be called a renaissance of other teachers of agriculture and rural culture, was recently suggested to the boys by Walter Jacobs, Teacher of Agriculture, Plainsboro High School, Plainsboro, New Jersey. We investigated one aspect of this problem, the problem of preparing students for the written work of informing parents and people who deal with agricultural education. Mr. Jacobs conducted a high school serving a wide rural radius in the state. This program was tried with a group of high school seniors in the field of bookkeeping, the objective, functions, and opportunities, and the actual agricultural work of the school. Mr. Jacobs conducted one hundred study groups about agriculture and one-third of them were boys or girls, and therefore the problem both as teachers and students, and the students stand at the front and make the exercise a visit (Continued on Page 27).

Sixty-two and three-tenths per cent of our state population was produced west of the Mississippi River and 69% is it eaten east of it.

Some officers of the F.F.A. Executive Committee include:

PARKER W. MOORE, Teacher, Portales, New Mexico

Let us hope that by now the boys have realized the benefits from having these discussions prior to this regular chapter meeting.

Principles of Procedure

1. The president and the advisor meet in writing to work out the agenda for the meeting.
2. The president announces the time, place, and hour of the meeting.
3. The meeting should be held at least one week before the meeting, normally in a closed section in the office of the advisor of the meeting.
4. The meeting should be started promptly without a quorum and not closed immediately, if the members of the meeting are not present.
5. Beverages, snacks and sandwiches are ordered prior to the call to order and should be consumed during the business sessions.
6. The meeting is expected that the members of the meeting will remain.

Banned words in the meeting: language.

Honor to Cannon

A paper at the annual Cannon meeting in 1949, in J. C. Cannon's house on the occasion of the second chapter meeting at Cannon. J. C. Cannon's house was the home of a former student who was interested in the chapter at a regular chapter meeting.

The officers with the Cannon home were prompt to make Cannon the home of the discussion of the Cannon home. Here, too, the chairmen were prompt to find the Cannon home is to be expected before his committee organized. Therefore, since all officers and chairman must be prompt before the membership of the Cannon home is to be expected, the Cannon home is to be expected before the Cannon home is to be expected before the Cannon home is to be expected.

The committee has one other major function, meeting the need of a fourfold group, acting as the center of the chapter's business. The committee is not a policy forming group but as the center of the chapter's business. The committee is not a policy forming group but as the center of the chapter's business.
Future programs and their development

The Agricultural Education Magazine, July, 1950

present and prospective farmers is that of selecting more carefully the study groups for which we are preparing leaders and eliminating those who, after one or more attempts, have not demonstrated sufficient interest in agriculture, to the point that they will not persist in their efforts to become established in the same way that a plan is followed, the teacher will enroll only those students who are truly interested in vocational agriculture and who have facilities for conducting the kinds of programs of such size and scope that will contribute toward their establishment. The student should be one who is determined to work in this field and will not become farmers or enter occupations other than agriculture.

A study in my own state showed that only 45% of the American (1950) farmers were farming in 1967, even though approximately 15% of the young men were enrolled in classes of agriculture. Since only 51% of the students in high school take vocational agriculture, more than one-third of the young men who would become farmers are not enrolled in agriculture courses.

Kitts, in a study of 690 veterans in a rural community, found that many of these veterans had only a few years of formal education, and that many of them were farmers by occupation. They were asked to list the advantages of the programs for young and adult farmers that would be of interest to them. The results of this study showed that the programs for young and adult farmers were highly important to the farmers in the study. The programs for young and adult farmers were highly important to the farmers in the study. The programs for young and adult farmers were highly important to the farmers in the study.

Some agricultural education leaders have proposed that the total enrollment in the agricultural education programs be increased to more than 50% of all students in school. This is necessary because the number of students enrolled in agriculture courses is not large enough to provide a sufficient number of students to make the agricultural education program viable.

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Group discussion: A method of training teachers of adults

Burtis W. Howett
Assistant Professor of Education and Anthropology, University of Wisconsin

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What is the role of the teacher in an adult education program? The teacher must assume his full share of responsibility. Intelligent things happen at the school only when the teacher’s understanding of the subject and the ability to communicate this understanding to the students are present. For this reason, the teacher must carefully prepare his lessons, ensure that the students understand the subject, and encourage them to think critically. The teacher’s role is crucial in shaping the learning experience of adults in an educational setting.

The Effect of Group Discussions on Student Learning

C. Be willing to do special reading between meetings and come to the group prepared to discuss the problems that will be talked about. It is hoped that in this way the students will become acquainted with the subject and be able to follow the discussions.

D. Don’t be discouraged if you don’t get it right the first time. If you make a mistake, you can correct it after you have had a chance to think about it. Don’t make suggestions. Get to the point, help each other out.

The Use of Group Discussions

1. Why do we use discussion groups? A. Democracy requires the participation of all in solving problems and making decisions. If this is true, then some kind of group discussion among teachers as well as members of the profession in general, must be encouraged. B. A group discussion is a fundamental technique used to gain democratic experience and to make it a part of our everyday life. C. It becomes a useful tool to help the teacher become a better teacher. D. It is a way of developing leadership skills.

2. What is the function of a discussion group? A. The function of a discussion group is to bring together people with similar interests and problems to discuss them. B. The group helps to develop leadership skills by providing a platform for people to express their ideas and to hear the ideas of others. C. It provides an opportunity for people to learn from each other and to improve their skills.

3. How do you conduct a discussion group? A. The leader should be prepared and should have a clear understanding of the topic. B. The leader should be able to guide the discussion and keep it on track. C. The participants should be encouraged to participate and should be given an opportunity to express their ideas.

4. Are there rules for a discussion group? A. There are no set rules for a discussion group. However, there are some general guidelines that should be followed, such as being respectful of others’ opinions, being open-minded, and being willing to listen.

5. What is the purpose of group discussions? A. The purpose of group discussions is to promote learning and to help people understand each other. B. It provides an opportunity for people to share their ideas and to learn from each other. C. It helps to develop leadership skills by providing a platform for people to express their ideas and to hear the ideas of others.

6. How do you conduct a successful discussion? A. The leader should be prepared and should have a clear understanding of the topic. B. The leader should be able to guide the discussion and keep it on track. C. The participants should be encouraged to participate and should be given an opportunity to express their ideas.

The Effect of Group Discussions on Students

7. Are there any advantages to group discussions? A. Group discussions are a valuable way to learn and to improve communication skills. B. They provide an opportunity for people to share their ideas and to learn from each other. C. They help to develop leadership skills by providing a platform for people to express their ideas and to hear the ideas of others.

8. Are there any disadvantages to group discussions? A. Group discussions can sometimes be time-consuming. B. They can be difficult to organize and to keep on track. C. They can sometimes be too relaxed and lack structure.

The Use of Group Discussions in Educational Settings

9. How are group discussions used in educational settings? A. Group discussions are used in educational settings to help students learn and to develop their communication skills. B. They are used to promote learning and to help students understand each other. C. They help to develop leadership skills by providing a platform for people to express their ideas and to hear the ideas of others.

10. What are some of the benefits of using group discussions in educational settings? A. Group discussions help students to learn and to develop their communication skills. B. They promote learning and help students understand each other. C. They help to develop leadership skills by providing a platform for people to express their ideas and to hear the ideas of others.

The Effect of Group Discussions on the Teacher

11. Are there any benefits to the teacher from using group discussions? A. The teacher benefits from using group discussions because they help to develop leadership skills and to improve communication skills. B. They also provide an opportunity for the teacher to learn from others and to share their ideas.

12. Are there any drawbacks to using group discussions? A. Group discussions can sometimes be difficult to organize and to keep on track. B. They can be time-consuming and require a lot of preparation. C. They can sometimes be too relaxed and lack structure.

The Use of Group Discussions in Adult Education

13. How are group discussions used in adult education? A. Group discussions are used in adult education to help adults learn and to develop their communication skills. B. They are used to promote learning and to help adults understand each other. C. They help to develop leadership skills by providing a platform for people to express their ideas and to hear the ideas of others.

14. What are some of the benefits of using group discussions in adult education? A. Group discussions help adults to learn and to develop their communication skills. B. They promote learning and help adults understand each other. C. They help to develop leadership skills by providing a platform for people to express their ideas and to hear the ideas of others.

15. Are there any drawbacks to using group discussions in adult education? A. Group discussions can sometimes be difficult to organize and to keep on track. B. They can be time-consuming and require a lot of preparation. C. They can sometimes be too relaxed and lack structure.

The Effect of Group Discussions on the Community

16. How are group discussions used in the community? A. Group discussions are used in the community to help people learn and to develop their communication skills. B. They are used to promote learning and to help people understand each other. C. They help to develop leadership skills by providing a platform for people to express their ideas and to hear the ideas of others.

17. What are some of the benefits of using group discussions in the community? A. Group discussions help people to learn and to develop their communication skills. B. They promote learning and help people understand each other. C. They help to develop leadership skills by providing a platform for people to express their ideas and to hear the ideas of others.

18. Are there any drawbacks to using group discussions in the community? A. Group discussions can sometimes be difficult to organize and to keep on track. B. They can be time-consuming and require a lot of preparation. C. They can sometimes be too relaxed and lack structure.

The Effect of Group Discussions on the Economy

19. How are group discussions used in the economy? A. Group discussions are used in the economy to help businesses learn and to develop their communication skills. B. They are used to promote learning and to help businesses understand each other. C. They help to develop leadership skills by providing a platform for people to express their ideas and to hear the ideas of others.

20. What are some of the benefits of using group discussions in the economy? A. Group discussions help businesses to learn and to develop their communication skills. B. They promote learning and help businesses understand each other. C. They help to develop leadership skills by providing a platform for people to express their ideas and to hear the ideas of others.

21. Are there any drawbacks to using group discussions in the economy? A. Group discussions can sometimes be difficult to organize and to keep on track. B. They can be time-consuming and require a lot of preparation. C. They can sometimes be too relaxed and lack structure.

The Effect of Group Discussions on the Environment

22. How are group discussions used in the environment? A. Group discussions are used in the environment to help people learn and to develop their communication skills. B. They are used to promote learning and to help people understand the environment. C. They help to develop leadership skills by providing a platform for people to express their ideas and to hear the ideas of others.

23. What are some of the benefits of using group discussions in the environment? A. Group discussions help people to learn and to develop their communication skills. B. They promote learning and help people understand the environment. C. They help to develop leadership skills by providing a platform for people to express their ideas and to hear the ideas of others.

24. Are there any drawbacks to using group discussions in the environment? A. Group discussions can sometimes be difficult to organize and to keep on track. B. They can be time-consuming and require a lot of preparation. C. They can sometimes be too relaxed and lack structure.
Making a state young farmer convention click

(Covered from Page 3)

hundreds of Young Farmers who brought their wives, the latest gadgets and other attractions. The state convention is in full swing.

Recognitions and Honors

A state public speaking contest is held in connection with the state convention. Participation in the two district winners which are chosen from both the junior and senior divisions. There are two state winners in each division. The city winners and others go on to represent their districts and to compete in the state competition.

The Young Farmer of the Year is selected by the state Young Farmer convention. The selection is based on the following criteria:

1. Leadership and initiative in the community and on the farm.
2. Participation in community betterment activities.
3. Participation in youth leadership organizations.
4. Participation in agriculture and related fields.
5. Participation in the Young Farmer organization.

A state Young Farmer convention president is selected by the state Young Farmer convention. The selection is based on the following criteria:

1. Leadership and initiative in the community and on the farm.
2. Participation in community betterment activities.
3. Participation in youth leadership organizations.
4. Participation in agriculture and related fields.
5. Participation in the Young Farmer organization.

A state Young Farmer convention secretary is selected by the state Young Farmer convention. The selection is based on the following criteria:

1. Leadership and initiative in the community and on the farm.
2. Participation in community betterment activities.
3. Participation in youth leadership organizations.
4. Participation in agriculture and related fields.
5. Participation in the Young Farmer organization.

A state Young Farmer convention treasurer is selected by the state Young Farmer convention. The selection is based on the following criteria:

1. Leadership and initiative in the community and on the farm.
2. Participation in community betterment activities.
3. Participation in youth leadership organizations.
4. Participation in agriculture and related fields.
5. Participation in the Young Farmer organization.

A state Young Farmer convention officer is selected by the state Young Farmer convention. The selection is based on the following criteria:

1. Leadership and initiative in the community and on the farm.
2. Participation in community betterment activities.
3. Participation in youth leadership organizations.
4. Participation in agriculture and related fields.
5. Participation in the Young Farmer organization.

A state Young Farmer convention committee is selected by the state Young Farmer convention. The selection is based on the following criteria:

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2. Participation in community betterment activities.
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A state Young Farmer convention staff is selected by the state Young Farmer convention. The selection is based on the following criteria:

1. Leadership and initiative in the community and on the farm.
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Vocational Education In Agriculture

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