Pictures of the month...
A contest open to all teachers of Vocational Agriculture and farm veterans

"District Dairy Show Champions"
Warren C. Duncan
Teacher of Vocational Agriculture, Lawrenceburg, Kentucky,
Canons A & B Bock Precision Film: Superpanitek Press Type B

"Shelley's Success"
Gerald Van Steep, Teacher
Huntville, Michigan

"A Good Beginning"
Sandy E. Bills, Teacher
Morgantown, West Virginia

"Early Training"
Warren C. Duncan

"F.R.A. Hayride"
Warren C. Duncan

The AGRICULTURAL EDUCATION Magazine
Leadership — a challenge

FROM the standpoint of society, the world may be divided into leaders and followers. The professionals have their leaders; the financial world has its leaders. We have political leaders, religious leaders and social leaders. In all this leadership it is difficult, if not impossible, to separate from the element of pure leadership that selfish element of personal gain and advantage to the individual, without which leadership would lose its value and become a protection. We cannot hope to realize leadership in a more earnest and disinterested spirit.

Every teacher of vocational agriculture helps youth to mold its future. As a teacher you have under your jurisdiction partially trained citizens who look to you for instruction and guidance. Your word is their guiding light. Your most jubilant periods are apt to be those when your pupils are really learning to appreciate the value of their work. This is a moral and spiritual inspiration that you cannot help but feel.

Nearly all who read this will be certificated as teachers. The more certificate does not make you an educational leader. You are merely certificated as a qualified person to teach. Your certificate does make it possible for you to be placed in a position where you can become a leader if you possess the proper attributes. But you must make good, not so much with your fellow teachers or your supervisors, but rather with those in need of your help.

You ask yourself, “What does leadership consist of? What must I do to become a leader? What are the attributes of leaders and how can I cultivate them?” Leadership is a composite of a number of qualities. Some of those are self-confidence, self-reliance, firmness, moral courage, self-sufficiency, student welfare, fairness, initiative, dignity and courage, and what is often referred to as leadership.

Self-confidence results from an exact knowledge and the ability to impart that knowledge in a truly democratic fashion; the ability to think for oneself; the ability to vitalize; the ability to make decisions; the ability to self-control; physical vitality and endurance, the will and way towards self-betterment and self-force.

As a teacher you are in the position to learn this job as a teacher of vocational agriculture is a trying one. Many incidents will arise to test your spirit and to reveal to you the true nature of your work; the true leader must not fly off the handle; for men in anger say and do things which they almost immediately regret. Your hours will be long.

The need for leadership is becoming more evident every day. Your job as a teacher of vocational agriculture is a trying one. Many incidents will arise to test your spirit and to reveal to you the true nature of your work; the true leader must not fly off the handle; for men in anger say and do things which they almost immediately regret. Your hours will be long. You must have self-control, physical vitality and endurance, the will and way towards self-betterment and self-force.

You must lead your pupils to the right and to do right. Lead the kind of life you want imitated.

Essential also to leadership is the element of self-control. You must have power and the know-how to use it. You know what is best for yourself, physically and mentally. Your own plans and wishes must of necessity be subordinated to the needs of your services. It is not entirely

Not alone

FISHING is fun. It's even more fun with companions. Whether in recreation or in one profession the affiliations are usually the people who are interested. The profession of teaching agriculture this magazine provides opportunities for all members to widen their affiliations with other members.

As a member of a profession, the troubles and problems, the successes and gains are of far more importance than personal affiliations. But when the trouble, or the problem is solved, or the success and gains are recognized, the many numbers of companions with whom you have shared the experiences, the powers of affiliation in the profession, likewise, individual achievements of success are the sweeter because of sharing in their attainment.

The Agricultural Education Magazine provides a medium through which companions may share the bulk of educational knowledge and the views of companions with whom you share your affinities in the profession. The Agricultural Education Magazine provides you with the opportunity to share ideas on width and problems and procedures. They can give you more fun out of the job than a fisherman by doing this, of doing things together by active belonging to the profession.

The three R's of active membership in this case may be to said to be reading, writing and research. (In this case research is defined broadly.) Each member can increase his affiliation through reading his professional publications. Many will build stronger ties by writing articles, contributing pictures or even passing notes to the editor.

The Agricultural Education Magazine seeks only to serve teachers of agriculture. Teachers in vocational agriculture have the benefit of a highly specialized professional publication available to them. Its style is to be concise from outside influences or pressures and to receive his professional publications from advertising. No governmental agency, state, city or national, contributes to it. It is a profession organization and one which every worthy member of the profession can subscribe to and find help in his personal benefits and satisfaction in professional affiliations.

This opportunity for affiliation is highly valued by your present editor who concludes this three year term with the Magazine. In this period hundreds of contributors shared their ideas. Correspondence has been exchanged with teachers in 46 of the 48 states. Cooperative planning has been carried on with special editors and other leaders and with the great agencies of the United States Department of Agriculture and with the Agricultural Extension Service. Information has been received from the editor of this publication and his staff, especially Hershel Amstutz, who has a major responsibility for the professional publication. The more than 1,000 members of the profession who have shared the line to final production. The support and help of supervisors and teacher trainers has been most gratifying. The importance of these cooperators in the profession of a professional publication is recognized. The privilege of this affiliation is one which will ever be valued and cherished.
The Ohio plan of public relations in vocational agriculture

L. F. CRABB
Teacher, Meigs County, Ohio

The newsman taking for granted that all of us working in vocational agriculture are more or less public-relations agents, according to a committee of three Ohio teachers and one representative of supervision and teaching. The announcement stated to ask a five-year plan for public-relations work in vocational agriculture in this plan was submitted to the Ohio vocational-teachers’ conventions of May and June in 1955.

The Ohio vocational-agriculture teacher was seeking for ways to generate interest locally, county, state, and national. We are going to fill the newspaper articles and letters.

Lessons of the availability of the men as teachers were spoken to the news and the officers of the state teachers’ association.

Letters telling of the availability of these men as teachers were sent to the editors and advertisers of the local and state newspapers. The state fair and state vocational-education Fair. The state fair and National FFA Conference, and the Ohio FFA on radio, in newspapers, and in print. Press releases must reach the editor, school-principal and legislator.

The results of the teachers’ bureau are above expectation since this is only the second year. Some of our state teachers have made four and five appearances already. Many of them invite FFA members to go along with them.

Part II was designed to provide a steady flow of news releases and feature articles to state and regional magazines. I believe the essence of assigning these articles will be working. Prof. Ralph J. Woodman of Ohio State University teacher-training and makes it available as a clearing house for these articles and units developed by the headquarters for the general activities of the county and district educators.

The Country or County Chairs branches that new articles involve many member teachers. Many article leaders and the headquarters for the general activities of the county and district educators.

I hold that the hold when comes when civilization will put men of all problems and will not be unreasonably employed. Moreover, I believe that the name of any public-relations committee, should be a weekly newsletter, bringing about this result is logical, intensive, and the live nature of the situation.

Teacher welfare

C. W. HILL
Teacher Education, West Virginia University

The problem of teacher welfare is a concern of every educational administration and those who are affected by the teacher's thinking and attitude as well as his physical condition. Let us consider welfare as a state of being of health, educational and personal happiness and prosperity. It is to be noted that education does not stop is relative and exists in varying degrees with each individual. The standards for the standard are different. Many things are in common. A person's teaching ability as well as his outlook, attitude and knowledge and experience which influence and have a direct bearing upon the teacher's welfare.

In this issue, review, major consideration will be given to the professional welfare of the teacher. Many of the factors that relate to and influence the welfare of teachers are in the nature of both personal and social welfare. Studies of the teachers' welfare include work, marriage, retirement, professional improvement, advancement, and satisfaction of achievement in completing the requirements the extent a teacher finds the above factors satisfying to the point where he feels a desirable and favorable outlook toward his work. This writer believes that teacher welfare is one of the most important factors in promotion of the teacher's welfare.

It would be best to present a few brief findings that relate to teacher welfare in the Summaries of Studies. Considerable study has been given to professional welfare in the Summaries of Studies. Warren Welser, he said, "We are told that we have entered a new era of social welfare, teaching ability, averaged activities engaged in, by teachers, and personal relationships in the same.

One of the other phases of teacher welfare has much to do with the social welfare, with the duties of the teacher and the duties of his family. A teacher must present findings along with suggestions of the duties of the teacher and the duties of his family.

The teacher who stayed in the service twenty years would be rated as his job.

Performance Compared

One point has not been given consideration in connection with the vocational agricultural program, is how does the program compare with those who remain in service. Are we losing the best teachers? Phillips (13) and Chapman (7) investigated the number and percentage of teachers entering vocational agriculture. Phillips reported that 64 per cent of the trained teachers left. We now have a summary of the state office, which previous data for all qualities was 75. Phillips were an outgrowth of the of the North Atlantic Project Regional Vocational Agriculture Curriculum project.

Another group of studies relates to problems, needs, and difficulties facing teachers in the classes. Kinkaid (20) reported the difficulties of teaching science and agriculture in this group of teachers. teacher herding, and teaching in the classes. Kinkaid (20) reported the difficulties of teaching science and agriculture in the classes. The results were not as good as studying or teaching science and agriculture in the classes. Kinkaid (20) reported the difficulties of teaching science and agriculture in the classes. The results were not as good as studying or teaching science and agriculture in the classes. The results were not as good as studying or teaching science and agriculture in the classes. The results were not as good as studying or teaching science and agriculture in the classes. The results were not as good as studying or teaching science and agriculture in the classes.
Appraising the in-service education

V. RAY CARDNER, Graduate Student in Agr. Ed., Ohio State University

The job of teaching vocational agriculture is becoming increasingly complex. Professional and personal developments require teachers to continually improve their teaching abilities to meet the needs of a rapidly changing world. The teacher recognizes that he cannot remain a teacher of yesterday and that he can only start the individual process of improvement by becoming a student. Teachers are faced with the problem of selecting those courses and workshops that they can only start the individual process of improvement by becoming students. Teachers are faced with the problem of selecting those courses and workshops that will best meet their professional needs. In-service education offers one way to meet these needs. Teachers who are well prepared and well informed can be good teachers. A solution to this problem is the establishment of a good in-service education program.

If in-service education is to provide the best solution to the problem of improving teacher competence and efficiency, it must be well planned and implemented. A good in-service education program should meet the following criteria:

1. Teachers should see the need for in-service education opportunities. They should see that in-service education is necessary for their professional growth.

2. Teachers should see the need for improving their professional competence. They should see that in-service education is the best way to improve their professional competence.

3. Teachers should see the need for improving their personal competence. They should see that in-service education is the best way to improve their personal competence.

4. Teachers should see the need for improving their teaching effectiveness. They should see that in-service education is the best way to improve their teaching effectiveness.

5. Teachers should see the need for improving their teaching attitude. They should see that in-service education is the best way to improve their teaching attitude.

6. Teachers should see the need for improving their teaching motivation. They should see that in-service education is the best way to improve their teaching motivation.

In-service education programs that meet these criteria are an important part of the in-service education program.

Making the best use of district meetings

C. OSCAR LORENZ, Teacher Education, The State College of Washington

The early educational program that is carried out by agricultural instructors is both varied and complex. Because of the variety and complexity of the program, group planning sessions in which the agriculture teacher has an opportunity to participate are desirable. Such discussions are needed to improve the regular monthly or district meetings of vocational agriculture instructors.

Listed below are some of the recent topics that may be useful for meetings available through such meetings:

1. Plan and schedule specific meetings such as contests, exhibits, and cooperative ventures.

2. Exchange ideas on teaching.

3. See the liabilities of other schools.

4. Give helpful suggestions to the beginning teacher.

5. Assist each other in securing good livestock and good seed for super-

vised farming programs.

6. Discuss and initiate special state agricultural education activities.

7. Receive specific training from special resource persons.

8. For social reasons.

An organization from which a member can derive so much help is in-service education. The organization can perform the following functions:

1. The organization can perform the function of vocational agriculture to improve professional effectiveness. It can perform this function by providing opportunities for teachers to improve their professional effectiveness.

2. The organization can perform the function of political and professional improvement. It can perform this function by providing opportunities for teachers to improve their political and professional effectiveness.

3. The organization can perform the function of educational improvement. It can perform this function by providing opportunities for teachers to improve their educational effectiveness.

4. The organization can perform the function of professional development. It can perform this function by providing opportunities for teachers to improve their professional development.

In service Education for Vocational Agriculture Teachers should Involve Learning By Doing

V. Ray Cardner, Graduate Student in Agr. Ed., Ohio State University

In-service education for vocational agriculture teachers should involve learning by doing. In-service education should be designed to meet the needs of the individual teacher. In-service education should be designed to meet the needs of the individual teacher. In-service education should be designed to meet the needs of the individual teacher.

1. The purpose of in-service education is to improve the teaching ability of the teacher. In-service education should be designed to meet the needs of the individual teacher.

2. In-service education should be designed to meet the needs of the individual teacher. In-service education should be designed to meet the needs of the individual teacher.

3. In-service education should be designed to meet the needs of the individual teacher. In-service education should be designed to meet the needs of the individual teacher.

4. In-service education should be designed to meet the needs of the individual teacher. In-service education should be designed to meet the needs of the individual teacher.

5. In-service education should be designed to meet the needs of the individual teacher. In-service education should be designed to meet the needs of the individual teacher.

6. In-service education should be designed to meet the needs of the individual teacher. In-service education should be designed to meet the needs of the individual teacher.

7. In-service education should be designed to meet the needs of the individual teacher. In-service education should be designed to meet the needs of the individual teacher.

8. In-service education should be designed to meet the needs of the individual teacher. In-service education should be designed to meet the needs of the individual teacher.

9. In-service education should be designed to meet the needs of the individual teacher. In-service education should be designed to meet the needs of the individual teacher.

10. In-service education should be designed to meet the needs of the individual teacher. In-service education should be designed to meet the needs of the individual teacher.

(Continued on Page 271)
The teacher of Vocational Agriculture must be competent. D. E. Cressen, first year teacher of Willard, Ohio, shows that this is true. To be an effective teacher one must have adequate knowledge of his subjects.
Young farmers teach agriculture teachers

BYRON J. McMAHON, Superior, California

Generally known as the "out-of-school" voter, the young farmer is on the receiving end of the agricultural programs which are being given by any agency. There are over 1,500 of them held in various parts of California, as well as in Oregon, Washington and other states.

There were three hundred and sixty-five vocational agriculture teachers, administrators, school trustees, and other groups in attendance at the 10th annual conference of the California Teachers Association which was held at the Dixon High School at Dixon, California, on a recent Monday evening.

The conference was held to discuss the problems of the agricultural community and to present solutions to the problems which are faced by the agricultural student.

The main theme of the conference was the "Young Farmer Program" and the "Farmers' Forum." The program centered around the need for more young farmers to be involved in the agricultural community and to be actively involved in the decision-making process.

One of the key issues discussed was the need for more young farmers to be involved in the decision-making process. This is crucial because young farmers are the future of the agricultural community and need to be involved in making decisions that affect their future.

Another key issue discussed was the need for more teachers to be involved in the decision-making process. Teachers are in a good position to influence young farmers and can help to ensure that they are actively involved in the decision-making process.

The conference was a great success and provided a platform for young farmers and teachers to discuss the issues facing the agricultural community.

Wisconsin young farmers

J. A. JAMES, Teacher, Education, University of Wisconsin

During the year 1950-51, Wisconsin young farmers formed the first Young Farmer Centers during the winter of 1951-52. It was found that the Wisconsin young farmer program had many more "young farmer centers" than any other state in the union. The program was started primarily to provide a forum for young farmers to discuss issues of importance to them.

With the call to armed service for young men, the problem arose in Wisconsin of providing a center for young farmers in the 140 schools which had received the centers.

The Wisconsin young farmer program was started as a result of the need for more young farmers to be involved in the decision-making process. It is crucial because young farmers are the future of the agricultural community and need to be involved in making decisions that affect their future.

Another key issue discussed was the need for more teachers to be involved in the decision-making process. Teachers are in a good position to influence young farmers and can help to ensure that they are actively involved in the decision-making process.

The conference was a great success and provided a platform for young farmers and teachers to discuss the issues facing the agricultural community.

The Wisconsin young farmer program was started as a result of the need for more young farmers to be involved in the decision-making process. It is crucial because young farmers are the future of the agricultural community and need to be involved in making decisions that affect their future.

Another key issue discussed was the need for more teachers to be involved in the decision-making process. Teachers are in a good position to influence young farmers and can help to ensure that they are actively involved in the decision-making process.

The conference was a great success and provided a platform for young farmers and teachers to discuss the issues facing the agricultural community.

The Wisconsin young farmer program was started as a result of the need for more young farmers to be involved in the decision-making process. It is crucial because young farmers are the future of the agricultural community and need to be involved in making decisions that affect their future.

Another key issue discussed was the need for more teachers to be involved in the decision-making process. Teachers are in a good position to influence young farmers and can help to ensure that they are actively involved in the decision-making process.

The conference was a great success and provided a platform for young farmers and teachers to discuss the issues facing the agricultural community.

The Wisconsin young farmer program was started as a result of the need for more young farmers to be involved in the decision-making process. It is crucial because young farmers are the future of the agricultural community and need to be involved in making decisions that affect their future.

Another key issue discussed was the need for more teachers to be involved in the decision-making process. Teachers are in a good position to influence young farmers and can help to ensure that they are actively involved in the decision-making process.

The conference was a great success and provided a platform for young farmers and teachers to discuss the issues facing the agricultural community.

The Wisconsin young farmer program was started as a result of the need for more young farmers to be involved in the decision-making process. It is crucial because young farmers are the future of the agricultural community and need to be involved in making decisions that affect their future.

Another key issue discussed was the need for more teachers to be involved in the decision-making process. Teachers are in a good position to influence young farmers and can help to ensure that they are actively involved in the decision-making process.

The conference was a great success and provided a platform for young farmers and teachers to discuss the issues facing the agricultural community.

The Wisconsin young farmer program was started as a result of the need for more young farmers to be involved in the decision-making process. It is crucial because young farmers are the future of the agricultural community and need to be involved in making decisions that affect their future.

Another key issue discussed was the need for more teachers to be involved in the decision-making process. Teachers are in a good position to influence young farmers and can help to ensure that they are actively involved in the decision-making process.

The conference was a great success and provided a platform for young farmers and teachers to discuss the issues facing the agricultural community.

The Wisconsin young farmer program was started as a result of the need for more young farmers to be involved in the decision-making process. It is crucial because young farmers are the future of the agricultural community and need to be involved in making decisions that affect their future.

Another key issue discussed was the need for more teachers to be involved in the decision-making process. Teachers are in a good position to influence young farmers and can help to ensure that they are actively involved in the decision-making process.

The conference was a great success and provided a platform for young farmers and teachers to discuss the issues facing the agricultural community.

The Wisconsin young farmer program was started as a result of the need for more young farmers to be involved in the decision-making process. It is crucial because young farmers are the future of the agricultural community and need to be involved in making decisions that affect their future.

Another key issue discussed was the need for more teachers to be involved in the decision-making process. Teachers are in a good position to influence young farmers and can help to ensure that they are actively involved in the decision-making process.

The conference was a great success and provided a platform for young farmers and teachers to discuss the issues facing the agricultural community.
Plans and Program for Volume 25

W. A. SMITH, Teacher Education, Cornell University

Agricultural Education Magazine begins its "silver anniversary" year as Volume 25 gets underway with the July issue. Under the competent leadership of the past and the excellent support accorded the Magazine on the part of those it serves it has developed into a publication needing no drastic change as the new volume and a new staff continue an uninterrupted period of publication.

Your new staff is mindful of the statement in the editorial masthead of the Magazine that it is for teachers of agriculture. Any changes to be made in content or policy therefore should be governed by that fact. None such seem to be identified at this time but because you, the readers, may have suggestions from time to time which may not become known otherwise, it is planned to provide space each month for suggestion of problems and topics which you desire to have treated in the Magazine.

The main reason for providing this opportunity for your expression is to bring to the attention of teachers and others a suggestion of topics about which they might prepare articles. Also, this could be a useful pool of ideas from which to identify themes for future volumes of the Magazine.

Many teachers, busy as they are, may have neither the time nor inclination to prepare an article for the magazine in the usual length and scope. However, any teacher is likely to have an item of interest and value for others for which an opportunity to express it would seem desirable. Volume 25 will include such opportunities under the heading "Tips That Work," a place to tell others of some procedure, device, activity or idea which you have proved to be advantageous to you and which you want to pass on to others in as few words as it takes to tell about it.

Another proposal for Volume 25 seeks to make the Magazine as available as is feasible to the program and activities of the National Vocational Agricultural Teacher's Association. There is no thought here that the pages of the Magazine will supplant the timely bulletins of the N.V.A.T.A. but merely that additional opportunity may be provided to bring to your attention the program of the organization insofar as it is practical to do so.

Volume 25 is planned around a series of themes by months as follows:

- August—Promoting Public Relations—Exhibits, Demonstrations, Contests and Fairs.
- September—Starting the New School Year.
- October—Community Relationships and Participation.
- November—Serving Out-of-School Groups.
- December—Improving the F.F.A. Chapter.
- January—Relationships with Other Agricultural Agencies.
- February—Supervisory Assistance.
- March—Professional Improvement.
- April—Teacher Selection and Recruitment.
- May—Evaluating the Local Program.
- June—The Summer Program.

If any of these themes suggest to you an appropriate topic for a story that you wish to tell or a problem about which you want to express your views make a note of it now and plan to get your contribution to the Special Editor in your Region or directly to the Editor. Please bear in mind that Publications must adhere to a schedule. Copy for the Magazine must be in the hands of the Editor three months in advance of the publication date, which is the first of each month.

Don't let the announced themes for the 25th year deter you from contributing. If you have a story or a topic on which you wish to write but may not fit under any of the themes listed, it will always be welcomed and used if at all possible to do so. In fact there are always items of interest and value to be included for which no set of themes would be adequate.

It may seem trite to say that Agricultural Education is your Magazine, but the repetition of that statement is as appropriate as any to convey to you the attitude with which the staff for Volume 25 approaches its task.

In the end the things that count are the things you cannot count.

There isn't any pay day for laboring under a delusion.

Rural school survey

A recent nationwide survey of rural schools by the New York Times indicates that many states are neglecting their children. It shows that about half the nation's 26 million public-school children attend rural schools. During the next ten years the rural nonfarm population is expected to increase by 67 per cent.

Visits to representative rural schools disclose almost shocking conditions. Nearly 3/4 million children are being deprived of adequate education because of inadequate buildings, poorly-trained teachers, double sessions, and part-time instruction. It is not unusual in rural areas to find children attending schools a century old, poorly ventilated, unsanitary— even firetraps.

Although there are large numbers of well-trained, competent, hard-working rural teachers in the nation today, at the same time some of the worst teachers are found in rural areas.

The survey revealed one bright spot in rural education: the reorganization of school districts and the consolidation of rural schools. These schools are disappearing at the rate of about 7,500 a year.

"Man's intelligence and spirit grow in a process of interaction with environment. Such growth and development result from continuous adjustment, and the conception of new and fruitful ways of doing things. The school which develops a new generation of problem-solvers is providing the experience, guidance and help necessary to this continuous process. Such a school is logically and inevitably immersed in a deep concern with environment and man's relation with it. This school knows that people's surroundings affect their ability to learn and grow and that people cannot develop their fullest capacities in a deteriorating environment. It is, therefore, deeply concerned with the continuous improvement of that environment."—From Schools Are Obligated to Improve Community Resources by Henry F. Becker.