Introducing Agricultural Education's New Staff

On July 1, 1952, W. A. Smith of New York and R. J. McMillan of California will take over the duties of editor and business manager, respectively. They were elected to these positions by the members of the National Board and by the editors of the Educational Magazine and the Agricultural Section of the A.V.A., at its annual meeting. We welcome the new officers of the N.V.A.T.A. in the year ahead. We commend the board of their predecessors in guiding the development of this vital national organization for teachers of agriculture.

Editor

YOUR new editor is presently Assoc. Professor of Agricultural Education and Director of the Division of Vocational Education at Cornell University. He was born in Illinois and attended the State Normal School at Joliet. He has served as a teacher of vocational agriculture in the state of Illinois, and has been active in the American Association for Vocational Education.

W. A. Smith

Business Manager

BYRON J. McMILLAN is supervisor of Vocational Agriculture Education for the State of California, a position he has held since October 1946. He was born in Illinois and attended the State Normal School at Joliet. He has served as a teacher of vocational agriculture in the state of Illinois, and has been active in the American Association for Vocational Education.

R. J. McMillan

New Officers—N.V.A.T.A.

PRESIDENT of the National Vocational Agricultural Teachers' Association is the late Dr. C. M. Hildreth, who died recently. The new president is W. A. Smith, who has served as a teacher of vocational agriculture in the state of Illinois, and has been active in the American Association for Vocational Education.

A. C. Hile

The rural community

THE rural community, featured in this issue, is the real important center as far as vocational agriculture is concerned. Most important of the programs which are run by and for the citizens of rural communities. Farm families, the chief group served by vocational agriculture almost without exception, are the main community. In these communities, from East to West and North to South, teachers of agriculture, in general, recognize the influence of the community in educing them to be better in helping individuals solve their problems. They have the lead in making the problems of the community their concern. To the community at large, the teachers of agriculture have worked, under supervision and out of school, to improve the community facilities, services, and organizations.
The community is your laboratory

Meeting educational needs requires a comprehensive and continuing analysis of the total community

We educators don’t cut the figure of a group of people who are not oriented toward many people figure that we don’t figure into the collective thinking for a long time for all, particularly for educators who are in the special situations. We have the pleasures of living through and participating in some things that are of value to the community because we have conducted and recorded in history. From the splendor of the city of Rome and from there to the Korem of Japan in the resurrection that is going on in man’s relationship through reason.

Educators are in the drivers seat today. In all the meetings that I have attended this sort of a logical and engaging roll up. I feel and feel it at every meeting that you attend. It might result in our rolling back to a reasonable work at home in our own communities, to start doing the tasks that have to be done….I am not looking through making a better community.

Don’t you have at times a feeling of humility when you think of the mammoth tasks of teaching and training? If you can look beyond the daily routine and grind—to the finished product, you cannot help but realize that in your hands lie the future of our community. There is an ever-increasing job in the world—for you teachers—your contribution will be felt in the minds of the boys and girls that come to you for help. It is not just the power of Napoleon or Hitler because the thing that you mold will live for and destroy a properly developed mind.

Teachers can Aid in Turning Attract

The problem is not one of today. Let us not fail to recognize it. At the same time we must like the challenge of the teachers. We should be taught that education is a great strength. A strength of a nation always lies in the quality of its teachers. Their ability to transcend— their capacity to adjust to social conditions— to meet ever-changing contingency of life with intimate ways. Teachers need to be taught that schools play a vital part in developing that ability. The mirror of society and the printed word have brought forth the teachers of today. They are the greatest number of people that the world has ever known. They are not the only people with a yoke to feel that our schools—our society—our country—today—were the instruments that lifted up the world. The greatest human challenge of man and woman through the years the problems that our schools—the problems that we face make a factor in this is that the basic problems of human nature that are lacking for this age group in the community.

The program started. (The writer was the editor of the community). Records of Future Farmers provided a partial list of young farmers in the area. A survey was conducted at a meeting in 1939, prepared by Dr. H. L. Winn, at Michigan State College, was slightly revised and used to gather information on prospective careers. Contacts were made on the farm by the writer and two high school teachers, Charles Edmundson and Charles Butts, who are now teaching agriculture at Ohio State University. All of this may sound difficult and complicated but actually it was fairly simple and a lot of interest was found on the part of the young farmers surveyed.

The importance of the work to the success of the farm business and to the procurement and use of a young farmer class was evident from the start. The thought was commonly expressed that a program to include the circle was sound, since the farm wife is as interested in making ends meet as the farm goes on in the farm and the farms as the man of the house. After all the farm must be a sound productive unit in order that the family economy be fulfilled. The farm kitchen as well as provide the necessary machinery and equipment to operate the farm. We want to save the farm to the money that we can be a new kitchen,” or similar words were used by the writer. There was also a positive desire for some group activity to take the place of FFA and FFA activities that have been in existence for a long time.

As a result of the survey, a meeting place and time was agreed upon to organize a program to provide instruction for young farmers. Community leaders were called upon to organize an organization to fill the need felt for working with a group, and to provide opportunities for activities that are lacking for this age group in the community.

Organizational Meeting

It was thought, at the outset, that if the program was organized in a local form it of the community that a higher percentage of the people involved could be reached. The first meeting was held in a one-room rural school. Five couples were present (hence are still attending) at this meeting, December 10, 1948. The records show that 54 adults and 7 children were present. This included all the rural district, the writer, and family. As a result the group was started to work off the meeting. Much more was accomplished at this first meeting than was expected. Temporary officers were chosen who later became the permanent persons. Committees were appointed and the writer was to see about getting the Greenhills Hall for the meetings and to see that the building was heated. Another committee was to plan and take care of the lunches. Another was to plan for recreation after the lunch. Ideas were discussed as possible topics for study. Further said that they would connect other couples who might not be present and that a wood cutting "bale" for getting fuel for the various families was made per couple to cover miscellaneous lunch ex- pense. This was done in recognition of the promise in mind of planning the instructional program for the group for the coming year. Help for the board was provided by the writer and the need for designs of boards and tables was needed. The school and community are democratic and with enthusiasm, giving support.

The First-Year Program

Farm and Home Planning was selected as the second meeting as the main topic of the meeting. Farm and Home Planning Handbooks 1 and 2, prepared by the Cooperative Extension Service of Michigan State College, were used. The school has to do with locating the strongest and weak points in your educational improvement. Part II—The Home, provides helps on planning the finances of your community. Your home furnishing expenditures, etc. Miss Virginia Whaley, extension home economist at Williamston at that time, helped with this phase of the meeting. Most of the meetings were attended by 10 to 20 people.

(Continued on Page 248)

Reception of Scientists Method

Society is fluid, changing, and flexible. Methodology as the total world gets smaller in size, the people are more aware of the vision and imagination necessary to meet these challenging conditions I think so.

Have you ever stopped to think why we are always seeing new agricultural methods as the physical science and so little other production work, and for that matter as so intelligent in the field things. I think the answer is that we do not know. We all know that we are not. We all know that we are not. We all know that we are not. We all know that we are not. We all know that we are not. We all know that we are not. We all know that we are not. We all know that we are not.

(Continued on Page 248)
Changing farming in the community

M. E. HUNTER, Teacher, White Swan, Washington

DID IT EVER become part of your job as a vocational agriculture instructor to advise a person or practice a crop to your community? The day school, young farmer, and other members of the community are better equipped to contribute more effectively to the betterment of their surroundings, the advice you give will be more valuable and influential. This can be true even when the advice is not accepted immediately by the individual.

To encourage him from saying again if he knows he is right.

During the last few years, the Instructional On-Farm Training program has offered a golden opportunity to teach individuals to develop new ideas and principles. Most of these men have been farmers, agricultural students, or some other profession where their education is mainly taught. In addition, the department is in a position to exercise much control over the project.

Specific Experience with Safflower

We launched a project of introducing savflower to the community in the early 1950s. Safflower and F.P.A. chapter were selected to receive the 100 plants of Certified N. American Safflower per week that were being distributed in our state in cooperation with the Washington C.O. Improvement Association. At the time of enrolling the project, the savflower was growing in a field and we developed an insurance policy to protect the plants. This policy was issued by the Insurance Co. of Washington. The savflower was grown in our state for the first time and has been grown on a commercial scale ever since. It has been grown on a commercial scale ever since.

I conclude my discussion, I would say it is the definite duty of every community to encourage the new ideas, new ways of doing things, and to bring them to the attention of the community when they feel they would be beneficial. In this way the community can benefit from the vocational agricultural program and in turn benefit another class in the high school.

Influence home life to improve the rural community

AIDEN C. BAGLAND, Teacher Farm Youth, Stoughton, Massachusetts

The ideas which are set forth in this article are geared to help the rural community. The major ideas are as follows: the search for the right kind of education; the need for vocational education; the need for the individual to improve his home; the need for the individual to improve his community; the need for the individual to improve his society; the need for the individual to improve his world; the need for the individual to improve his planet; and the need for the individual to improve his galaxy.

Standards must be developed within our rural communities in order that the community and the individual may live in harmony and respect the things that are important in life. We, as the people who are preparing to participate in a well organized society.

The most important step that must be taken is the step to a better community must begin in the home. A smooth running, well-organized home is absolutely necessary, before the individual can be expected to give his utmost assistance to the betterment of the community. It is, therefore, the responsibility of the community to achieve this necessary condition.

To achieve this necessary condition, we must first study our economics, our sociology, our psychology, and our biology, to the extent that we may be able to understand them.

To assist toward greater earning power we must guide the individual to improve his home by understanding the fundamental principles, which make a more profitable enterprise; such as, the accepted practices and standards in a locality for better periods of time, and to improve the home, the school, and the community. As we have seen, the standards which guide the individual's conduct, the standards which guide the individual's conduct for the future must be determined by the standards of the present day. The standards which guide the individual's conduct are made for the motive of what will be the greatest gain in money or prestige. It is our duty to determine for ourselves the standards of education, churches, schools, and neighborhoods, and then to determine how these standards are made for the motive of what will be the greatest gain in money or prestige.

The solution of the problems facing the rural community can be accomplished by the study of the standards, the principles, and the institutions which have been developed by the rural community.
Informing the local community

Suggestions for working with pupils in newswriting articles

PAUL R. SPROGGS, Teacher, Halifax, Virginia

Writing news articles publishing school activities in the community newspaper is a valuable and challenging experience for young farmers. When writing news stories boys develop abilities that include the ability to write for a given audience, prepare an acceptable copy, and do their work professionally. Besides, they become more and more cognizant of the value of the paper in keeping persons informed. The paper is the school newspaper. The boys plan, make, and sell it.

The importance of these abilities suggests it, seems, that all boys of vocational agriculture classes should be given the opportunity to develop. In those schools with departments of journalism or with teachers of English who are friendly and cooperative with teachers of agriculture, this task might be simple. However, for those teachers who do not have the assistance of specialists in their schools this can be a very challenging responsibility but one which instructors in the room are equipped through training and experience to handle with facility.

Skills Which Are Needed

Boys may be taught how to write news articles in any of three ways:

1. To determine what’s news
2. To write acceptable articles
3. To write stories

What’s news? News is action. Principally everything happens somewhere and nearly everyone a member takes part in any club activity. There is material for some type of news story. Announcements of meetings and changes in the eligibility of members of the chapter, announcements of the chapter program of work, statements of purposes of the chapter—all make news of some kind. Boys should learn to determine what’s news and how to evaluate the amount.

Boys need skills in preparing acceptable news releases. Editors are usually busy men. They welcome articles from chapters of vocational agriculture and will print the same if well written. Each of them will save articles from editors to throw many inland waste baskets. In preparing releases boys need to know how their stories should be identified. Editors read lines and copy much are from one side—persons not under their control and give certain guarantees to the reliability and authority of the article. This may be accomplished by playing at the top of the first page information similar to that suggested in the example.

Conferences with local administrators

L. M. SASMAN, Supervisor, Wisconsin

Our annual eighty-three seminar school superintendents and principals and attended one-day district conferences held for local school superintendents and classroom teachers to discuss problems of vocational agriculture and to aid in making and instituting on-the-farm veteran training. Conference programs were arranged by the principal or administrator at the schools at which the conference was to be held in cooperation with the school teachers and instructors from nearby schools. Subjects discussed included the daily program of instructors in agriculture, and homemaking, and the summer program in agriculture and farm shop and building, farm shop program, part-time and adult classes in homemaking and young men and women in farm shop and building, and farm shop training, and the future of farm shop training. The conference was in charge of the State Board of Vocational and Adult Education. A local administrator acted as chairman in each case.
The summer program of work of vocational agriculture instructors*"  
DICK Y. FASAN. Graduate Student, Montana State College

THE purpose of this study was to determine procedures and time required in the different activities of the summer program of work by instructors of vocational agriculture. The study was designed as a test of supervisors, administrators, teacher-trainers, and experienced and beginning instructors in building a complete summer program of work for vocational agriculture.

A questionnaire was sent to 325 department supervisors of vocational agriculture in eleven western states where the instructions had been in their positions for two years or longer. The departments were rated by the states into high, medium, and low groups as to the excellence of the summer program not taking into account the departments in those states. Data were collected on the amount of time the instructors spent on different areas in the summer program. A separate questionnaire was sent to all state supervisors to determine the amount of time the state supervisors required from instructors of vocational agriculture.

Summary of the Questionnaire Study

The questionnaire study was designed to provide data on the high and low groups rated in compliance with the experience teaching programs of their departments for the purpose of determining procedures and time required in the high and low groups and between the high and medium and between the medium and low groups. The activities of the instructors in the high group are similar to the high group, while the activities of the instructors in the medium group are those in the medium group and those in the low group are those in the low group.

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Summer program

(Continued from Page 29)

1. Assist in locating and securing seed and feed.
2. Assist in locating and securing livestock.
3. Assist in locating and securing seed and feed.
4. Assisting in locating and securing livestock.
5. Farm records and management problems.
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27. Farm records and management problems.
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Administration and Supervision

The studies in this general field of instruction include those on the establishment and maintenance of agricultural education; the organization and administration of physical facilities; the effect of the language of departments in departments; the suitability of methods of estimating equipment needs; the effect of departments on varying size; and the effect of recommendations on the basis of vocational agriculture department developments.

Studies completed during the current year included those in the most recent published summary of studies and those past ten years. Advisory boards or councils for agricultural education are being established in F.E.A. states. There are eight studies, all within the last decade. This might well be considered in addition to the above in which all phases of each environment were examined.

Two aspects of the general area of administration and maintenance which seemed to merit attention early in the program were the questions of the rural education of the individual and the employment of the one teacher to serve the community. In the fact that only three studies dealing with such combinations have been reported may be indicative of the trend toward inefficiency of such programs.

Financing Vocational Agriculture

Since the earliest reported study having to do primarily with financing vocational agriculture there have been classified twenty-two such studies. Among the earliest of these there are three concerned with policies and practices in the financing of vocational agriculture. The first of these studies was done by the Board of Education in New York and the other two were by the Farm Bureau and the American Federation of Labor. The second of these studies was done by the Board of Education in New York and the other two were by the Farm Bureau and the American Federation of Labor. The second of these studies was done by the Board of Education in New York and the other two were by the Farm Bureau and the American Federation of Labor.

Summary

Perhaps it is not too soon to add a final word to these reports in the form of recommendations. First it appears highly desirable that those contemplating future agricultural education must be familiar with the work that has been accomplished, how applicable the work was, how applicable the future conditions work has been used and how it is being used and the different conditions of the present knowledge. Second, much of the work conducted is not utilized or utilized to the full extent. Consequently, the results of the work that has been done and the results that now exist are of interest to the challenge of the future.

The Agricultural Education Program, March, 1952

References

Watske's agriculture council

Plans adult program to meet community needs

ROBERT C. GRANT, Principal, Watske Community High School, Illinois

Due to the cooperative efforts of the members of our agriculture council with the Watske school district administration and the many high school students in the area served by the Watske Community High School, the college's first year of work is upon us. The most pertinent problem confronting the various agriculture adult classes without question is the cost of making out their work for the year. The council is now looking into this and some funding is being sought. We are interested in what you are interested in. If you are interested in the council's work, please contact the principal at the school with your suggestions.

Meeting individual needs and
The needs of a democratic society

K. C. SUTHERLAND, Superintendent, New York

In 1947 the U. S. Office of Education, in cooperation with the National Council of the University of Chicago, conducted a study in the educational development of various 11-12 year olds in the United States. The study was designed to determine the educational potentialities of the country's young people.

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The family social hour is an important part of the program.

The community is your laboratory.

The city is your laboratory.

Agricultural Marketing, by Frederick H. Thronson, pp. 483-484, The Macmillan Company, list price $5.00. This is a comprehensive treatment of all phases of agricultural marketing. It is divided into five parts: 1. The role of marketing in the economic life of the community. 2. The functions of the marketing organization. 3. Marketing activities. 4. Marketing problems. 5. Marketing research. The book is well written and clear, and the authors have done a good job of presenting the material in a logical and systematic way. The book is recommended for use in courses in agricultural marketing and related fields.
The community is your laboratory

as well as all institutional framework and policies.

We would want to study the people in a political sense, their allegiances or lack of allegiance, the people who vote and the number who don't. We will need to look at the schools—into the limitations imposed on the graduates—the jobs that don't exist, the jobs that do not get. We would need to know where they go. For instance, is there a town or region that has to provide for itself in this day and age?

D. W. Parsons, West Virginia University

On-farm instruction in vocational agriculture

I BELIEVE all vocational teachers, supervisors, and teachers of agriculture will agree that the boy's home farm program is the real keystone in the boy's farming situation. The phase of the teaching in which the boy makes vocational agriculture decisions, or his ability to teach in this area, is the real teaching that the student experiences and from which he learns. The boy's home farm program represents the only effective on-farm instruction. The eight kind of supervised practice on home program will not be developed and carried through by remote control. What are some reasons for working with the boy on his home farm? First, the teacher knows the boy's farming situation and has the confidence and support of his parents, a home program that fits the boy and the farm will not be organized nor will it expanded and develop. Neither will the boy have a real interest in and management of the program without much personal work with the parents. Another reason for the importance of the boy's home farm program is the need for some "Mark Hopkins" type of experience. Classroom teaching does not really take until actually carried out in the field. Attitudes toward better farming methods are the results of the successful use of these methods in actual farming. The on-farm teaching will help the boy in using the new techniques, in learning in farming situations, in growing in farming problems, and in growing in the growing of crops. These things can be done only on the farm itself, not in the classroom. A third reason for on-farm instruction is the part of the farm itself in establishing the farm as a growing successful young farmer.

From the beginning of on-farm work, the teacher must always keep in mind the fact that he is not the expert, but the boy must be the expert. He must learn from the boy, learn about the boy, and help the boy get the most out of his home farm program.

D. W. Parsons, West Virginia University

Vocational agriculture for school and community

BECAUSE of its organization and operative vocational agriculture department is in a position to make many distinctive and valuable contributions to the community. We have always felt, however, that our vocational agriculture department should not constitute a high school program in itself but relate to the total program of the school. It is possible in Hillards High School for a boy to earn a maximum of six credits in agriculture in the senior science units for graduation. The remaining eleven units are earned in the fields of English, mathematics, science, history, civics, and physical education. As a student in those other departments within the high school, his training in vocational agriculture gives him an opportunity to utilize the unique qualities of teaching which are often utilized by vocational agriculture activities. These contributions have proved especially valuable in various activities, such as science, history, and physical education. Vocational agriculture provides opportunities for wide and varied experiences. The high school boy, his farming program, TVA activities, judging, demonstrations, training in legislative procedures, farm accounting, and shop practice come to mind when thinking of the type of opportunity presented in this program which makes the boy a better informed and better educated citizen of the community. We have seen many students develop carefully planned and well-executed farming programs. The training in saving and using money helps them to further their education beyond high school as well as to establish themselves in farming.

Using Efforts

Our vocational agriculture program has served as a most valuable link in uniting the efforts of the home, the school, and the community. School and community interests focus on the farm and farm boys' farm projects are closely tied in with the operation of their home farms. Farm boys who have been in competition with their parents for land, labor, and capital, have been challenged by the interest in the farm and the challenge of all times—what are you going to do about it?

D. Hartsock, Superintendent of Schools, Hillards, Ohio

Not all for Farming

Many excellent farmers have interests in areas other than in farming as a life work because of agricultural education offers as a part of their high school curriculum.

One of the first vocational agriculture departments in Ohio was established at Hilliards in 1918. During World War I, its staff was augmented by a Department of Agricultural Education at Ohio State University which was established as a part of the curriculum at Ohio State University in 1918.

We feel that our school should permit boys to have these experiences and at the same time prepare them to meet the entrance requirements of colleges or universities. We believe that many students who have chosen agriculture as a profession would be more interested in agriculture if they had the opportunity to study agriculture in high school. Therefore, we have changed the vocational choices of high school students and established another agriculture department here over the past 20 years with the help of state and federal funds and varied fields ranging from accounting to mechanics. Among the graduates of our vocational agriculture department I recall a student who became a banker, a farmer, a vet, and an accountant.

I think I should point out, however, that the great majority of our present students have become farmers and in this community. As early as 1940 we had an American Farmer, Jay Jiggert, whose father was a member of our vocational agriculture department. This farmer trained him in agriculture and he is now one of the highest paid young men to stay on our farms as long as his father's interest was involved. The fact is that the majority of the best farmers in the community.

Adult Education

One of the most important functions of our department has been that of serving as a bridge between the home and the farm to the farmers of this community. Our adult farm club has been in existence since 1950. Our Young Farmer Association was organized in 1951. Although the women of the area have not been organized in this sense, none the less, these two organizations have been instrumental in raising the quality of farm life in the area. In addition, the vocational agriculture department has many visitors, many times by other individuals interested in these programs, people interested in what we are doing, and people interested in guiding their personal farming problems. One of the most valuable contributions the vocational agriculture department has made has been in creating some of our students who have gone into the home community as their leaders. These leaders have often taken the initiative in solving some of the more difficult problems that all of our farmers have. Some of these young farmers are now in leadership positions. The boys remain as farmers, the general trend of farming is for teachers.

Our vocational agriculture graduates have become leaders in the affairs of this community as well as many others. (Continued on Page 310)
An advisory committee develops community support

J. Paul Mcintosh, Teacher,Nomee Sana, Alaska

MUCH has been accomplished during the 12 months the committee of the vocational agriculture department has been meeting. However, there is a need for further development of this committee and for organizational and personal development of its members. The committee is composed of six members representing the six vocational agriculture courses. Each member has been assigned specific duties to accomplish during the school year.

A committee meeting was held at the beginning of the school year. The membership was organized into four groups, each covering one of the four vocational agriculture courses. The members of each group were assigned specific duties to accomplish during the school year.

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Pictures of the month...

A contest open to all teachers of Vocational Agriculture and Farm veterans

FIRST PLACE
TAKING NO CHANCES
John R. Blumen
Teacher of Vocational Agriculture
Waukesha, Wisconsin
Camera: 35mm Speed Graphic 111 1/100
Film: Super XX

“IT'S SPRING AGAIN”
W. A. Kremm, Teacher
Concordia, Kansas

WATERING FOR SWINE
(Photograph)

“WHO GETS THE BLUE RIBBON?”
Robert P. Taylor, Teacher, Columbus City, Indiana

WHIRL-WIND TERRACING
(Photograph)