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New Year's Resolutions... E. Allen Bateman, State Dept. of Public Instruction, Utah

Perhaps you no longer take seriously the customs of making New Year's resolutions. Maybe it has become out-of-date and as passé as the era when turkey dinners belonged to Thanksgiving and Christmas in the same date back to the period, however, when we were urged to look upon the coming of the New Year as a tradition date to take stock of ourselves and firmly resolve to mend our ways as a proper manner of starting out on the new year's day. It is difficult to say whether the well-meant and solemnly-made resolutions were broken that has brought not only the "world末日" era regarding such things. Nevertheless, as 1953 gets underway, we in Agricultural Education have some matters about which we should stock and give some consideration for future action.

Two articles in this issue of the Magazine, dealing with divergent topics and written with widely divergent backgrounds, present challenges in two of the directions our appraisal might well consider. I refer to Dr. Rannell's reference to "A Strategy for Agricultural Education" and Cecil Carrell's concern over the relation of the PFA to a changing agriculture. The general theme of this January issue suggests another matter in which we are far from the most effective solution of problems.

What will the year ahead mean for you in improving our concepts and practice in supervised farm programs; in the employment and progress in serving off-school groups, particularly young farmers; in increasing the soundness and effectiveness of our efforts to guide pupils in their choice of a vocational agriculture curriculum; in improving our methods of instruction in the direction of using subject matter as a means of solving farm problems rather than as an end in itself? Each of you can add your own list of the directions in which self-appraisal and resolutions for the future should be made.

In the interests of the Magazine, I hope you will pardon bringing into this discussion of "stock-taking" some analysis of the theme of the remainder of Volume 25. That, too, may present some challenge to those in the mood for appraising the past as a guide for future activity.

An analysis of the source of articles contributed to the Magazine during the first six issues of Volume 25, July through December, shows the following:

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<tr>
<td>Other</td>
<td>6</td>
<td>12%</td>
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</tbody>
</table>

On page 164 you will find a list of the themes for the remainder of Volume 25. A fitting theme-song for an Editor at this point—"What Shall the Harvest Be?"
Local cooperation pays
GLENN M. ANDERSON, Yo-Ag Instructor, Winson, Minnesota

IN MOST commu- nity there are several agricul- tural agencies which have as their purpose the serving the farm family and the rural area is no excep- tion. Winson County has three vocational agricultural departments, the Agricultural Extension Service, Soil Conservation Service, and Farm Home Management and with others of the community the most pos- sible service.

Many an "Ag" teacher coming into a community has faced the problem of knowing to whom he should go for cooperation and coordination between all three agencies to give the farmer and others of the community the best pos- sible service.

Winon County is one of these communities, and the department fit into this whole set of farm agencies does not mean a new person can bring "Ag" to a new home. Through the efforts of Glenn Anderson in the area of girls and the Department fit into this whole set of farm agencies, the problem has been one of the many that have been solved in Winon County.

The program of vocational agriculture is one of continuous instruction, not just one meeting on a topic followed somewhat later by another meeting on a different topic, as in the approach of some of the other agencies dealing with agriculture. Therefore, it is possible for a vocational agricultural instructor to set a meeting on agriculture and to draw up a master calendar of all classes that will be held on the various aspects of agriculture during the year and the surrounding area. This calendar is one way to help solve the conflicts of dates and to help make the most possible use of othercipher. The calendars are used at the meeting with the other calendars. The calendars are also used in the meetings that are held by the other agencies, as stated above. The calendars are also used in the meetings that are held by the other agencies, as stated above. The calendars are also used in the meetings that are held by the other agencies, as stated above. The calendars are also used in the meetings that are held by the other agencies, as stated above.

Michigan teachers study problems of marketing and farmer cooperatives
RAYMOND M. CLARK, Teacher, Education, Michigan State College

TO MARKET Farm products advantageously, is one of the major educational objectives in vocational agriculture. With this objective linked in mind, a series of district meetings have been held with Michigan agricultural educators for the purposes of marketing and farmer cooperatives.

Raymond M. Clark, teacher, Education, Michigan State College, during the past two years.

The first meeting was held in January and February, 1951. In addition to teachers of vocational agriculture, representatives of other agricultural agencies such as the Extension Service, Co-operative Credit Associations, representatives of various cooperative associations of the state, and a representative of the Michigan Association of Farmer Cooperatives, attended these meetings.

Purpose of the Meetings
The meetings were opened to serve up some problems which exist in the area of marketing and in the operation and management of farmer cooperatives. Teachers were administered by the Extension Service, Co-operative Credit Associations, and various organizations of the state. The meetings were held in various parts of the state, and each meeting was attended by representatives of the various organizations.

As a result of meetings the various agencies, agricultural depart- ments, and Farm Home Management have developed plans for the future.

Michigan teachers study problems of marketing and farmer cooperatives
Roxane Young, Field Secretary, Michigan Association of Farmer Co-operatives, has made the following reports on the meetings.

Conducting the Meeting
Dr. Larew presented an outline, "A Procedure for Analyzing Marketing and Cooperative Organization Problems," which teachers were requested to develop as a manual for their use in teaching. The outline provided suggestions on materials which could be studied by a group in analyzing a market problem. Price relationships, market functions, principal of cooperation and the like were presented and discussed by the group. Applications to the problems of teachers of vocational agriculture were made by the teachers and by some of the presenters. Techniques of instruction were presented by Raymond Clark and discussed by the teachers in each of the district meetings.

This program of instruction education of teachers again emphasizes the desirability and the value of cooperative activity between the extension service, the agricultural cooperatives, and the teachers. The teachers have the opportunity to meet new people, to discover new opportunities to assist the farmers in their understanding of modern marketing and management. They also have the opportunity to share the experiences of other teachers in the same instructional program. They will serve as a resource for both class meetings, to conduct field trips through the various organizations, to help to determine the development of the program.

(Continued on Page 150)
Work toward common goals is important

C. B. Newport

One of the latest developments in the advancement of agricultural education and local legislation which is attracting attention is the movement around rather than against. In recent years, I believe, this idea of forward working with a proper understanding has really started to take first place. We have heard the old refrain, "The world has gone on, the little cow is on its own." With human nature considering the world is the way it is, I think it is rather much to expect all agencies to work unselfishly for the greatest good for agriculture and rural living without some thought as to how we are to receive the credit; but I still believe that the country has yet to see how far and what advancement can be made if we decide to put aside our petty jealousy and make the common work really effective.

In discussing this problem I am going to try to tell you why they should do it, or how it can be done, and not so much about what we are going to do in some of the ways in which it has worked out for the various agencies and the various counties.

When discussing this matter of cooperation one point always comes in mind is the cooperation, or sometimes the lack of it, from the various branches of the Extension Service.

Cooperation is possible

After many years of teaching Vo-Ag in one school I have developed a nature of the market. My experience shows that cooperation is not only possible but should be the goal of all our efforts. I believe that the majority of the farmers and other taxpayers who pay for the services of the Extension Service would be willing to assist any group if they were given a chance and the work was of value. To get this cooperation we must be willing to meet the problem as a whole in a business-like manner.

Examples of Cooperative Effort

There are many ways in which we work together for the good of the people we hope to serve. A list of a few examples includes the following:

1. All Ag teachers on the County Agent's mailing list are notified of meetings, conventions, institutes, meetings, etc., which are sent to farmers.

2. The County Agent feels free to use our Vo-Ag building for any meetings which are too large for his own, provided it is in the same town.

3. 1-H1, 1-H2 clubs meet in our building and practically all O-H clubs have their headquarters here.

4. The County Agent uses our building for meetings and our shop for group activities such as cooking, social, etc.

5. We use the County Agent's laboratory for such activities as soil analysis, etc., whenever we are unable to do them in school. Each group is represented on the Farm Fair Committee and we work very harmoniously.

6. Members of the county extension staff are very willing to speak at our meetings, help us secure other speakers, help us to plan jokes, etc.

7. At practically all home and garden meetings the county agent is always a speaker.

8. An absolutely basic requirement is that each county agent have a home and garden extension agent as a county agent, assistant county agent, 4-H-1 club agent, home demonstration agent and six Vo-Ag departments with state Vo-Ag instructors.

9. The West Virginia County Board of Agriculture, Inc. is a state-wide organization which has been in existence for the last ten years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

10. The West Virginia Farm Bureau is a state-wide organization which has been in existence for the last twenty years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

11. The West Virginia Agricultural Extension Service is a state-wide organization which has been in existence for the last thirty years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

12. The West Virginia Cooperative Extension Service is a state-wide organization which has been in existence for the last forty years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

13. The West Virginia Agricultural Extension Service is a state-wide organization which has been in existence for the last fifty years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

14. The West Virginia Agricultural Extension Service is a state-wide organization which has been in existence for the last sixty years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

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16. The West Virginia Agricultural Extension Service is a state-wide organization which has been in existence for the last eighty years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

17. The West Virginia Agricultural Extension Service is a state-wide organization which has been in existence for the last ninety years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

18. The West Virginia Agricultural Extension Service is a state-wide organization which has been in existence for the last one hundred years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

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21. The West Virginia Agricultural Extension Service is a state-wide organization which has been in existence for the last one hundred and fifteen years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

22. The West Virginia Agricultural Extension Service is a state-wide organization which has been in existence for the last one hundred and twenty years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

23. The West Virginia Agricultural Extension Service is a state-wide organization which has been in existence for the last one hundred and twenty-five years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

24. The West Virginia Agricultural Extension Service is a state-wide organization which has been in existence for the last one hundred and thirty years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

25. The West Virginia Agricultural Extension Service is a state-wide organization which has been in existence for the last one hundred and thirty-five years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

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30. The West Virginia Agricultural Extension Service is a state-wide organization which has been in existence for the last one hundred and sixty years. It is a group of farmers and agricultural workers who meet monthly to discuss problems of mutual interest and to work out solutions.

The purpose of this list is to show that cooperation is possible in any organization that is willing to work for the good of the people.
Public relations is your business
GORDON I. SWANSON, Teacher Education, University of Minnesota
JOSEPH F. MALINISKI, Assistant Supervisor, Minneapolis

In six months, 9900 vocational agriculture students will have<br>completed their high school program, 800,000 vocational agriculture<br>students will have had some contact with their programs, and<br>25,000,000 others will have had some contact with vocational agriculture in the<br>past year. It is a high order of achievement of an educational agency that<br>has a public relations function to a degree that exemplifies how public relations<br>relations influence the programs that are being offered. All of his movements contributory to the knowledge and understanding of public relations is the program he represents. Obviously, the more people he has the more people for the viewer educational program to transmit the correctness of the program by word of mouth and by personal contact. Of course, the public may be viewing a person who has failed to assume this responsibility.

The Program
The most significant element in any educational program is the mixture of its products—students and its service to the school community. Therefore, the public relations per- son in the vocational agriculture program is the most significant element of public relations in education. Its public relations are economic, social, and political. It is pursued for the objective of making the consumer aware of the products available at a certain price. Its pur- parents, the public, can be better informed of the quality of their products before entering any discussion of the products. The importance of the public relations person cannot be overemphasized. This is the important step that can be taken by vocational agriculture teachers to improve their local Vo-Ag programs.

In developing a public relations pro- gram for Vo-Ag, we often forget that an educational program is ultimately a business venture. There is no public relations program that can be successful without the financial support of the community. Therefore, the public relations person must be an influential person in the community.

Public relations
Local cooperation pays
(Continued from Page 144)

Public relations is your business
GORDON I. SWANSON, Teacher Education, University of Minnesota
JOSEPH F. MALINISKI, Assistant Supervisor, Minneapolis

The livestock industry, a vital and indispensable part of the economy, can be further strengthened and developed through greater cooperation and coordination among the various organizations involved. The National Livestock and Meat Board, through its efforts to promote the proper handling and marketing of livestock, has played a significant role in this regard.

The Livestock and Meat Board, established in 1951, is a non-profit organization that acts as a clearinghouse for information and data on the livestock industry. It works to promote a better understanding of the industry among the public and provides resources to help farmers and ranchers improve their operations.

The Board's efforts have been instrumental in raising the profile of the livestock industry and its products. This has led to increased demand for livestock, which has contributed to the growth of the industry.

The Board's work has also helped to improve the efficiency and productivity of the livestock industry. By promoting best practices and providing access to resources, the Board has helped farmers and ranchers to improve their operations and stay competitive in a rapidly changing market.

In conclusion, the livestock industry plays a vital role in the economy and its future is bright. Through greater cooperation and coordination among organizations like the National Livestock and Meat Board, the industry can continue to thrive and benefit the economy as a whole.
Ag education under point IV in Bolivia

ALVIN W. DONAHOO, Specialist in Agricultural Education, The Institute of Inter-American Affairs

The educational problems of underdeveloped countries are being attacked on all fronts by the Institute of Inter-American Affairs. One of these fronts is the training of teachers to teach the children of the rural areas. This is a problem that is faced by all countries, but the problem is more acute in the underdeveloped countries.

Community Leadership

It would appear that schools of vocational education could in a short time show such results that these schools would soon be looked upon for leadership in the field of agriculture. The school in the rural areas is looked upon for leadership in several other fields than agriculture and the community school philosophy dominates in these schools. However, because the teachers lack the insight into practical teaching and because of the antiquated methods, these school lands produce very little.

Need for Vocational Agriculture

Agriculturally speaking, Bolivia is a relatively new country. The exploitation of the unorganized native and semi-tropical and tropical areas has just started, and only a few new territories are being opened for agriculture, and the land is fertile and productive, and the farms are being developed with adequate and efficient management. This is the case in Bolivia.

However, the land and the farms being developed are not large enough to permit the use of large machinery. In other words, there are few large cooperative farms developed where it is possible for agriculture to be on a cooperative basis. These small farms have been brought into production; it will be possible to produce food-stuffs such as wheat, corn, and other crops.

Lack of Cooperation Agreements

In attempting to teach improved agriculture to the young men in the country, it has been found that one of the most necessary conditions is that the teachers have a knowledge of the land and the crops grown in the area. The teachers must be able to plan the soil and water conservation practices, and they must be able to plan the use of fertilizers and the use of farm machinery.

Community leadership is necessary to the success of this program. The community must be willing to support the program and to provide the necessary funds and equipment. The community must also be willing to provide the necessary labor and to support the program.

Problems of Marketing

Problems of marketing and marketing assistance will be solved as the program progresses. It is essential that the farmers understand the importance of marketing their produce, and that they are willing to cooperate with the agencies working in the field of agricultural development.

Work toward common goals

A Two-step Process

In some areas the various farmers' cooperatives have been formed, and in others they have not. In the former cases they have been successful, and in the latter cases they have not. It is essential that the farmers cooperate with each other and with the agencies working in the field of agricultural development.

Conclusion

It is essential that the farmers cooperate with each other and with the agencies working in the field of agricultural development. This will permit the successful development of agriculture in the underdeveloped countries.
Cooperating with local agencies

VINA MOUNT, Yo-Ag Instructress, Topek, Kansas

Cooperatives, and related agencies to a county, community or neighborhood is practical, advisable and essential for the continued effective service of anyone of the agencies. The Mutual cooperative effort of all family farming and living has long been accepted as one of the basic strengths of democracy. This pattern of farming and living is influenced to a greater degree by as many as twelve agronomic agencies in addition to vocational agriculture.

All of these agencies are supported and sponsored by different legislative methods which have been directed toward the same general goal. Their work will be interconnected through their mutual efforts to suit each agency but in the final analysis they are all working within the framework of the educational information or service.

These are many civic organizations which are an influencing factor in shaping and molding the standards and patterns of family living and farming. The adult training programs of vocational agencies are directly related to the educational programs of all other agencies. Workers Cooperatives differ in their aptitudes and abilities. It is natural that our methods will differ as we work in different cultures and areas where people of different specific agencies include a broad field where different people and different agencies work. Although extension specialists are available, their time is limited to the extent of their given areas. A greater portion of the work must be performed by these specialists and personnel.

Rural Needs

It would seem practical for all of the civic and agricultural agencies to combine in the efforts of their program together. With this cooperative effort, the future farmer person might be able to take a larger share of the work for which he is best qualified. The subsequent program would be of greater value and more effective toward the improvement of good community living. These agencies would fully realize the satisfaction of work well done and a goal achieved.

Cooperative effort because it helps build strong communities. Living in a community of this kind makes each person a better person. Inter-agency meetings farmer families learn to understand and respect each other's role. A greater accomplishment in this direction may be realized when cooperative planning prevents overlapping and repetition of work by different agencies. Some may work in a central office in another neighborhood; others in the school district will be able to do a more effective job without repetition or competing with other agencies.

Using the soil conservation service

K. B. JAMES, Yo-Ag. Instructress, Lebanon, Kansas

All of us as Vocational Agriculture teachers realize the great need and the importance of the Soil Conservation Service and the need for properly trained teachers to assist in the Soil Conservation Districts. The teachers themselves should be trained to do an effective job of cooperation and guidance on soil conservation projects.

Even though we are cognizant of the great need for soil conservation practices to be established on the farms of our veterans, young and adult farmers, we as teachers are facing a, role, to be in the leadership to make our local Soil Conservation Districts.

I have been a witness of the cooperative spirit which serves such families is inconsistent with this pattern stands to create lack of confidence and cooperation.

The effectiveness of accomplishments will be reflected in the contributions made by the agencies in that area. Satisfactory and efficient service cannot be performed for long where a lack of confidence is evident.

Effect on Educational Outcomes

Vocational agricultural instructors, extension farm agents and agents of soil conservation need to be working together. Too often the twelve or more agencies involved can do more efficient work through cooperation in the conservation of farm operations. They will all continue and must more confidence and respect. This will increase the educational opportunities in their area and the necessary time for the agencies to continue.

Increased educational opportunities are needed for adults to enable them to improve their educational and other developments on improving farm operations and living. This includes education in increasing farm must and practice of cooperation, in community efforts and the improvement of political and social problems of the Nation.

Gamble joins "Point 4" program

K. Gamble, agricultural extension specialist of Fargo, North Dakota, and Chairman, Iowa, has been named by the USDA to join the Point 4 Mission of the Technical Cooperation Administration, Department of State.

Mr. Gamble has served as Assistant Supervisor of Agricultural Extension at North Dakota Agricultural College, Instructor in agronomy at the college and Vocational agricultural instructor at the Brandon Public High School.

Principal "Point 4" centers in Brown are agriculture, health, taxation, education, housing and labor.

Relationships must be sought

W. H. DEMPES, Teacher, Education, Nebraska

A successful relationship is largely dependent on good contacts. The first step is making oneself known to others. This is not enough; it must be followed by a second step. The second step is inviting others to participate in the activities of the organization.

Today there are many agencies assisting the farmer. The ability of these agencies to work together is essential in a progressive community. The Yo-Ag instructor should not be the only person in the organization, nor should he be the leader. He must work with and for other agencies. In turn, they, in turn, must be able to do the same for him.

Agricultural Service

Measurements of understanding relative to SmithHugh and Smith-Lee relations were first established in 1910. They were revised and adopted in 1930 and limited in recent years.

The relationship under which at least some states operate include the following casual purposes: to serve as a means of cooperation, to help teachers and to maintain good working conditions.

1. That extension work consists of practical demonstration and the dissemination of information among men, women and youth through the personal work of county agents, home demonstration agents and technical specialists. It is not a systematic course of study and is not for the purpose of changing the habits and conditions of people.

2. The agricultural economy Act makes provision for courses of systematic instruction in agriculture to be made available to students in schools or classes for those who have not had an opportunity to prepare for the work of technicians in agriculture to enter upon the work of the farm. This provision shall provide for supervised practical service in agriculture.

3. It is understood that all extension work shall be administered by the State and County Extension Service and that all personnel of extension activities be handled in accordance with the principles of the laws of such State and CountyExtension agencies. Any work participated in by the teacher of vocational agriculture, not included in the formal plan of cooperatives or part-time instruction should be done

Local FFA Chapter invites representatives from all agricultural agencies to their annual banquet. This aids in developing good relationships.
Forestry's place in vocational agriculture

EUGENE COFFIN, Yo-Ag Instructor, Dothan, Alabama

FORESTRY has played an important part in the economy of the Pine Tree State, but very little emphasis has been placed on forestry in the curriculum of Vocational Agriculture. In Maine, "Trees" are the source of our largest industry. One-third of the state's wealth comes from the manufacture and sale of forest products, and nearly one-third of all wages earned in the state are employed by forest industries.

A state-wide tree farm program is now underway for Maine and will soon be adopted. Such assistance, it is hoped, has been established in 30 of our 48 states.

When a new department of Vocational Agriculture was established at Fosseycroft recently, it was realized that the aspects of forestry to be studied and incorporated in the curriculum of Vocational Agriculture if found desirable.

This section located in Dothan-Fosseycroft, Phenomenon County, Maine, is a typical example of the state. Pines, fir, and spruce are the major crops of the district. The program is designed to meet the needs of the forest industry and to provide an understanding of the purposes, functions, and benefits of forestry.

A small nursery is maintained to provide a complete unit for instruction purposes. The nursery and the laboratory, which contain all the trees and shrubs, are fully equipped to carry out the objectives of the program.

The program of instruction includes the study of the various aspects of forestry, including the management of forest resources, the use of forest products, and the protection of the forest environment.

A community service contribution

MACK JONES, Yo-Ag Teacher, Dothan, Alabama

IN THE LATE winter of 1952, County Agent, William Culbertson, came to us with the idea of having the FFA students study the problem of controlling magpies. The students agreed to help the ranchers and farmers in the area to control magpies on their land.

For many years the magpie has been a nuisance, an economic menace, a predator, and a threat to the livestock industry in many sections of Colorado, especially in the lower Piney River Valley. For many years the magpie has been a pest, a menace, an economic menace, a predator, and a threat to the livestock industry in many sections of Colorado.

The magpie has been a menace to many ranchers and farmers in the lower Piney River Valley. For many years the magpie has been a pest, a menace, an economic menace, a predator, and a threat to the livestock industry in many sections of Colorado.

The students were given the responsibility of studying the problem and recommending a solution. They were also given the responsibility of implementing the solution they recommended.

The solution they recommended was to implement a program of trapping and poisoning the magpies. This program was implemented and has been successful in controlling the magpie population in the area.

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J. E. McCARTY, Yo-Ag Instructor, Ursa, Mississippi

The Hinds County Coordinating Council, all agencies are represented.

Effectiveness of cooperation among agricultural agencies demonstrated by the Hinds County, Mississippi, coordinating council

THERE are four teachers of vocational agriculture in Hinds County. These teachers have worked out a procedure for utilizing the services of other cultural agencies in their adult-farmer class meetings. This has been of such a nature that the farmers become better acquainted with the coordinated effort of all agricultural agencies of the county.

Some Accomplishments of the Council

The Hinds County Coordinating Council has been functioning successfully since 1940. It is felt that the work of the Council has been effective in promoting a better agriculture for the community. Among the outstanding projects promoted by the Council are: (1) a brotherhood production program, (2) street-tree planting, (3) pasture development, and (4) potash development. The results of these projects have been gratifying.

One brother project was started in 1940 at which time the county was producing only 200 broilers annually. It is estimated that the county now produces approximately one and one-quarter million broilers. The total weight of these broilers is equivalent to over 3,000 beef steers averaging 1,000 pounds each. Since the county has a large poultry processing plant in the county, there is a demand for large numbers of broilers. It is felt that the coordinated effort in this project has been effective in this area. The number of broilers processed has increased from 200 to over 3,000.

Some projects that have been recognized as a commercial crop in Hinds County for many years, however, little effort has been put forth by the various agricultural agencies in promoting this crop. It was through the efforts of the Council that facilities have been established in the county for storing and marketing sweet potatoes. The Council placed an emphasis on producing quality potatoes, and set up proper machinery for marketing. It is believed that the project will continue to grow in importance.

During September of the last six years, the Council has cooperated in a project for teaching pasture development. These plans included information on land preparation, pasture improvement, and fertilization. To stimulate farmer interest in pasture improvement, awards were made to farmers who improved their pastures. The awards were in size and ranked from $400 to $1,200.

The results of the pasture improvement program are shown below:

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<td>Total</td>
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Civic Organizations Are Behind the Program

The major civic organizations in the country have been instrumental in supporting the efforts of the Council. A strong repre- sentative of these organizations, backed by the extension service and the legislature, have been instrumental in supporting the efforts of the Council.

This organization provided all of the money for the cash awards made to the outstanding projects in the state. It is estimated that from 1952 to 1955, more than 5,000 acres of pasture were produced in the state. The results of these projects have been gratifying.

The council of the Ohio State University has been established to accommodate the needs of the various agencies in the county work. This council is made up of the extension service, civic organizations and commercial organizations, and will provide the leadership to support the program.

Effect of Pasture Practices Carried Out (1940-1951)

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<th>Year</th>
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<td>1940</td>
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Effect of Pasture Practices Carried Out (1940-1951)
A strategy for agricultural education

H. M. HASKIN, Teacher Education, University of Illinois

Agricultural education has been an important part of the educational system of the United States for many years, and it continues to be a valuable tool for preparing students for careers in agriculture. However, it is important to consider the current state of agricultural education and how it can be improved to better meet the needs of students and the industry.

I. The Importance of Agricultural Education

Agriculture is a vital industry that provides food, fiber, and fuels for a growing global population. Agricultural education helps students understand the science and technology behind these products and develop the skills needed to become successful agricultural professionals.

II. Current Challenges in Agricultural Education

Despite the importance of agricultural education, there are several challenges facing the field today. These include:

A. Funding

B. Teacher shortages

C. Technology integration

D. Curriculum relevance

III. Strategies for Improving Agricultural Education

To address these challenges, educators and policymakers can consider the following strategies:

A. Increasing funding for agricultural education programs

B. Recruiting and retaining teachers in agriculture

C. Integrating technology into the curriculum

D. Aligning curricula with industry needs

IV. Conclusion

Agricultural education is essential for ensuring a sustainable future for the agricultural industry and a healthy food supply for the world's population. By addressing the challenges facing the field and implementing effective strategies, we can ensure that agricultural education remains a vital part of our educational system.

(Demonstrated on Page 161)
A county agricultural program that works

MAYNARD BOYSE, Yo-ga Instructor, Sio, New York

Trends in the progress of veterans' farm training in Arkansas

H. G. HOFZ, Foreman Specialist, University of Arkansas

For the five-year period ending December 31, 1951, a number of important changes took place in the progress of the Institutional On-Farm Training Program. The number of veterans who participated in this program and the number of farms on which they operated increased significantly. The results of this program have been very positive, with many veterans successfully transitioning from the military service to farm life.

Service recognized

The University of Florida has established a custom of awarding a certificate of achievement to students who have served for a period of two years or more during their study. During commencement exercises held on August 6, 1951, the students were presented with a certificate of achievement. The verses were inspired by the award.

RESOURCES AT THE UNIVERSITY OF FLORIDA

I have seen the bay at Tampa
And the dunes of the dunes,
Ravens down the swift Swinerton.
When the shadow of night was drawn;
I have stood on the verge of St. Petes,
Viewed the sunset at St. Pete's,
When whispering moonstrea..t
I have been in Panama City,
And the world that know the shell
Of running times along the old streets.
That loved us to the very teeth;
And the city that used to be
Of blooming orange trees at high noon,
And the sea that used to be.
But my soul is always hungry
For the privilege of looking that's
On the campus of the Florida
With drowning palms and pine.
Thoughts of students and of fellow
Travel as I may both near and
And the quarter century is

Head, Department of Agricultural Education, University of Florida.

Resource material on inflation

Recently announced was a publication entitled "The Rationing and Control of Inflation," which may be of interest to teachers for its discussion of the relationship between income and costs. This publication is available from the Division of Research in Teaching the meaning, effect and control of inflation in the American economy and distributed under the auspices of the Office of Price Administration. Copies will be sent to individual teachers who request them.

More than 37,000 FFA members attended leadership training schools conducted last year by 45 State FFA Associations in order to receive instruction in agricultural education on the local level.

In 1954, 34 percent of the students who completed the farmers' training program in their schools were successful on the Farm. In 1954, 34 percent of the teachers in these programs were successful in raising the farm. In 1954, 34 percent of the students who graduated from these programs were successful in raising the farm. In 1954, 34 percent of the students who graduated from these programs were successful in raising the farm. In 1954, 34 percent of the students who graduated from these programs were successful in raising the farm. In 1954, 34 percent of the students who graduated from these programs were successful in raising the farm.
Future farmer exhibits... show windows of the vocational agriculture program

D. A. STORMS, Coordinator, Vocational Agriculture, Plant City, Florida

There is probably no more effective way of letting the public with whom the Farm Programs are acquainting the public with the vocational agriculture program than by the use of attractive educational and interesting exhibits. The public is entitled to know more of the uses of the most worthwhile educational programs in your high schools and a program that is doing much to keep our country strong by providing continuous training in leadership activities and better farming methods which will enable them to be more effective in their jobs. Being in believing and the interest of many potential students for a number of their active group of students and by an attractive exhibit on some phase of the Future Farmer program exhibits. These exhibits are usually shown in connection with community meetings, grade fairs, and may also be shown in local windows and other public places.

Ask your local Future Farmer Club and show a loan to the people who view it. They should show products raised by the Future Farmers, show projects made or repaired by them, or pictures and engravings explaining the projects or demonstrating the exhibits. It is essential to keep the exhibits and the public interested in the projects.

Future Farmer exhibits are windows of the educational programs in the vocational agriculture program. They show the variety of accomplishments, really space and not crowded. Exhibits should show the variety of accomplishments, really space and not crowded.

Financing the chapter

HERSCHEL W. EGGEMANN, Mauchline, Ticonderoga, Wisconsin

Each year there are a number of advisors and their advisors that are interested in how we are financing the chapter program. This seems to be a difficult task due to the nature of school systems being state to state and local chapters being better than others.

There are some problems that the advisor faces in their beginning year in 1949. One problem is the lack of funds and some seeds being used. The advisors have been meeting with the advisors and discussing the problem. These shop projects should be started in such areas as woodworking, mending, sheet metal work, farm work, and the like. The advisors should start this small Chapter from no money to a good beginning in the first few years. They have started the way for the years to come and have expenses paid for the members participating.

Projects on display should be actual work of the students and not the teacher, and articles should have the student's name attached. In fact, care should be taken to have all articles well labeled. Articles made from used materials are always interesting and should always be labeled. The advisor is actually judging the student's work. Equipment should be always available for sale or lease at a reasonable cost. The advisor should always have a reasonable collection of materials.

Future Farmers should be in the booth at all times to demonstrate or explain some of the activities in the display. Exhibits showing action or movement are always more effective. Proper lighting and effective lighting are very important.

One of the most important aspects of the display is to show farm equipment, and it should be on display at all reasonable times. Another approach is to visit the locations in their educational programs. It is essential to keep the exhibits and the public interested in the projects.

Other types of worthwhile exhibits could be constructed by students in agriculture in which pictures, models, maps, and charts illustrating the agricultural program are shown. The work of the students should be visible and the number of the students should be shown.

Concluding the exhibit of farm shop projects constructed by students in vocational agriculture. Most worthwhile of these exhibits have been the shop projects that revolve around the projects that the students will be working in the future. The advisors are meeting with the advisors and discussing the problem. These shop projects should be started in such areas as woodworking, mending, sheet metal work, farm work, and the like. The advisors should start this small Chapter from no money to a good beginning in the first few years. They have started the way for the years to come and have expenses paid for the members participating.

This committee of boys meets at the beginning of each school year to draw up plans for the coming year and to plan new ideas on activities. When a decision has been reached and the committee has agreed on the border and kind of farming activities which are to be used, sub-committees are placed in charge of each sub-committee. The advisor is present at all times. The advisor is always available for the students.

Last summer this year's committee decided to write to all the advisors and ask for a list of activities that they use. These lists were compiled and a report was made to the advisor. The advisor was then able to choose the type of activities that would best fit the objectives.

Future Farmers should be in the booth at all times to demonstrate or explain some of the activities in the display. Exhibits showing action or movement are always more effective. Proper lighting and effective lighting are very important.

A county program

(Continued from Page 156)

Anybody's Weak Result

In addition to the regular meetings which we held during the winter months of the year, I would like to add a few examples of activities which might not have been developed if we were not for the cooperation of all the agricultural agencies.

The work of the Soil Conservation District in our county developed from a group discussion at a monthly meeting in the county. We were formed without our group action, but I doubt if the work would have proceeded as it did without our aid. The winter "Potato Chip" held a southern village of our county was directly the result of such cooperation. The sheriff's aid was essential to make the cooperation of all the agricultural agencies.

Bruce Ayres, Cire, Virginia, winner of the Iowa FFA public speaking contest, also has a reputation in public speaking. His speaking ability is not limited to the debate scene, but he is also an accomplished and skilled debate student. Bruce pitched and won all of them.

The highest level of education is found in rural areas, the farmers in rural areas. The average educated farmer has a college education and has trained in urban areas, 160 years, rural non-farm 9.9, rural farm 8.4.
Timber for the future

M. H. ELIOTT, Yo-Yo Instructor, Magnolia, Texas

Do you know what it is to grow trees as a crop? Well, that’s what the Magnolia FFA Chapter is learning. They are growing trees as a crop, there to replace those that are harvested. In this way the chapter is helping America to grow trees it will be able to supply for 100 years to come. All Americans are learning that trees are an agricultur- al crop and must be managed like one. It’s not a new experience to those of us in the forest industry, but it is to others. Right now we have enough timber standing in our forests to build a room house for every man, woman and child in the United States. And there would be enough timber left over to provide news- paper for all our news.

You probably are wondering, “all right, but what brought about this improvement? Why is it we’re growing more wood today than we did 30 years ago? Our population has increased 15 million. Our standard of living has improved. We’re factory and farm better the way we thought we were 30 years ago. How can the United States possibly be better off in forestry than it was 30 years ago?”

As intelligent, interested Americans, you should realize that good forest management is important. And you have a right to honest, accurate, straight-forward information. As forest managers, we can provide these answers by listing a series of facts now at work in the forests of the United States and also the entire United States.

Facts at Work

First I would like to present a fact. Today we use almost one million trees to harvest them as a crop. The old credo of “Always plant a tree” no longer applies. A tree that is planted and harvested, we use and save a crop of trees. This change has brought with it unpre- cedented progress in forest protection and management. The second major replanting factor is education. The American public has become forest fire prevention con- scious. Effective educational campaigns are making us more aware of the potential responsibility in preventing woods areas. At the same time we’re becoming more effective in locating and controlling forest fires. In the last 20 years forest fires have been cut at least 60 percent and they are con- tinuing to drop every year. At the same time increased attention is being given to the control of forest pests and diseases, which today destroy forest more than fire. Progres- ses in bringing the country’s valuable lands under sound management is re- duceing forest losses from insects and dis- eases.

Sustained yield harvesting practices— the kind that mean planted cuts at regular intervals from every acre of prime forest land—are important replanting factors.

Reforestation is an equally important replanting factor. Last year the forest services of the United States planted 40 million seedling trees to plant half a million acres. All these are replanting every year.

Another replanting factor is man’s increased knowledge and interest in wood technology. We’re learning more and more about trees. Trees like the aspen, oak, pine and other species have been over- looked for years, have come into their own as major supplier of forest products.

As we practice harvesting and re- placeing trees, we’re finding a whole new use for the forest. We’re harvesting for paved roads, for wood products for some, for timber, for pulpwood, for paper and board, for pulp and some for other purposes.

Redecoring Woods

At the same time we’re getting more out of the same trees, a real economic revolution is taking place in the industry. The minimum of wood is used, trees are planted and harvested, a definite cycle in our country’s timber is set up and in shaping our country’s forest future and in keeping it living.

The proper method of building a shedling, making a wedge chop and seed bed and in demonstrated by these two Chaparl members.

Today, any number of forest industries can just as truthfully say “we use every part of the tree, even its bark.” As a final reforestation factor I’d list education. To say my way of thinking this may well be the most important of all. The forest industries and public agencies are gaining wood land owners about the path of sound, profitable timberland management. Our goal as “Ag” teachers should be to help bring all of the 345 million acres of privately owned commercial forest land in the United States into profitable and con- tinuing production.

These privately owned forests now make up about 80 percent of the nation’s domestic wood supply and wood processing potential is enormous. All of this, whether our own timberland, work in the forest industry or merely the wood products in our daily lives, have a definite stake in our community’s timber in shaping our country’s forest future and in keeping it living. The Chapter proceeds to plant the pines on land owned by the students’ parents and land donated by the Chapter for the purpose of demonstration plots.

Relationships must be sought

(Continued from Page 145)


4. Give guidance to Voc-Agr instructors in building course outline and in obtaining teaching aids.

5. Assist Voc-Agr students in developing conservation plans for farm homes and ranches.

6. Direct field study of soil and water conservation on farms and ranches.

7. Assist in campus discussion prior to field study trips.

8. Provide guidance in preparing ex- hibits and demonstrations.

9. Assist Voc-Agr students in training students to lay terraces, run con- trols and build farm ponds.

10. Locate farms not available through commercial channels.

11. Provide speakers for FFA ban- ners and other meetings.

12. Provide or lend copies of farm maps.

The Farm Credit Administration

The establishing of a friendly relationship with this group should not be diffi- cult. The FCA should be able to know the local personality and district leaders through correspondence. The personal contact should be frequent enough to make the FCA think you should be shown and should be informed about the Voc-Agr program. When showing credits in the classroom, Farm Credit Administration bulletin and literature should be used. Local Voc-Agr chapters can be used as a source of Farm Credit when needed and selected by the students.

Production and Marketing Administration (AAA)

PMA leaders are in most cases forward thinkers- farmers of the community. They watch what’s happening with interest and are interested in what farmers are doing. A good business relationship can be maintained.

2. Invite PMA representative to visit Voc-Agr department and go on pro- ject tour.

3. Correlate PMA farmers improve- ment programs with students improve- ment projects.

Farm and Home Administration

If this agency is in the community, it should be associated and in known to the Voc-Agr students and should be used. They should be informed about the Voc-Agr program, especially the adult phase of it.

United States Employment Service

The Voc-Agr teacher should know the serious effort of this agency. The Voc-Agr teacher should assist in locating farm help and also be able to place farm boys in good paying jobs during the slack farm seasons. Give the leaders of this group some time so they know that you know and how to contact you. The relationship can be very good.

There are other agricultural agencies. To “name the mare with this one as a rule be needed by following the agency and showing them how to help them, use them. A guiding principle for folowing a lasting relationship is the giving of the students to us; we would want to show that men should do unto you, do ye even unto them.

Iron rusts from use, relationships wither from disuse, but any relationship, if continued, will bring good program results.
The FFA in a changing agriculture

Cecil Correll, Yo-Ag Student, Wenatchee High School, Wenatchee, Wash.

Changes are occurring rapidly in our world today that it is doubtful if many of us are consciously keeping up with these changes. This is true in agriculture, Vocational Agriculture Education and in the minds of the Future Farmers of America. Let us look at some of the changes and see what they mean to us in Vocational Agricultural Education.

We have all heard of how in the past a young man could homestead and with very little equipment and capital become a farmer owner of a few acres. In the more settled parts of the country he could achieve farm ownership by picking up the spoils of the traditional farm man, hired hand, farm tenant and finally farm owner. Today homesteading is gone and the use of farm labor is almost impossible to make the step upward from one to the next.

I am certain we all realize that $20,000 will not buy much of a farm and this price is just about four times the buying price of that farm twenty years ago. In addition, in order to equip a farm with machinery and livestock so as to produce efficiently and economically, an additional investment is required. Because of these things we may as well face the fact that the doors of opportunity in farm ownership are closed to the young man with capital or family backing. Perhaps the easiest way to obtain a farm is to inherit it or marry the farmer's daughter. But yes, there are not enough farmer's daughters meaning that there are not enough farms.

True, because of scarcity of available property there are not enough farms to supply those that would like to be farm owners.

With the changes that have taken place in our economy, efficient farming has become big business. The farm as an efficient unit is going out of the picture. Small farms are being consolidated. Large farming operations are on the increase. This means more financing and fewer farms available. Since 1930 we have had many new acres go into production but we have 700,000 fewer farms than we had then. According to "The Census Farm this would mean that larger farms are becoming more. Smaller farms are

*Voya's River—Cecil is a 12-year-old son in high school. He received his FFA membership in the state public speaking contest.

The Agricultural Education Magazine, January, 1953

National officers of the FFA for 1952-53 are Jimmy Dixon, 20, Bismark, La., national president; James E. Willis, 20, McColl, S. C., national secretary; Fred Reid, 20, Hanover, Ind., national treasurer; Bill Soren, 18, Northfield, Minn., vice president for the Central Region; and Douglas Travis, 21, college, New, vice president for the Pacific Region.

Featuring... Supervisory Assistance