Agricultural Education

A Part-Time Group at Linville, Louisiana. (See page 144)

"We can not abandon our education at the school house door. We have to keep it up thru life."
—Calvin Coolidge.
Professional

Securing Technical Information and Assistance from the Extension Service

DEAN H. H. KILDEE, College of Agriculture, Ames, Iowa

Surely you want to state that I very much appreciate the honor and responsibility which you have extended to me. The training and guidance I have received from past presidents and other bodies of this organization has been of great assistance to me in the performance of this task. I am very grateful for the opportunity to serve the Extension Service and look forward to working closely with our members. The Extension Service is an invaluable resource for those seeking technical information and assistance. I am confident that we will continue to provide excellent service to the people we serve.
Organizing All-Day Teacher Training Program

A Summary of the Proceedings of the Teacher-Trainees Sub-section of the Department of Agricultural Education, December 4, 1953.

H. M. HAMLIN, Department of Agricultural Education, Iowa State College, Ames, Iowa

TEACHER-TRAINERS ASSEMBLED in November last December presented an excellent exhibition of their ability to do both efficiently and effectively, their critical thinking of a very high order in planning the high school program of vocational agricultural education.

Programs of individualized instruction, suited to the background and capacity of the boys, have been developed by the state supervisor of vocational education. In the south, they were studied and aided by Mr. Wesley Holcomb, who has developed this type of instruction. In the north, they were studied and developed by Mr. Fred J. Hamlin, who has developed this type of instruction.

In several states the supervisors are conducting a large class of vocational agricultural education. In the south, they were studied by Mr. Robert L. Holcomb, who has developed this type of instruction. In the north, they were studied and developed by Mr. Fred J. Hamlin, who has developed this type of instruction.

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The reports of progress of the magazine were made by the Business Manager, Dr. W. F. Wright, and the Editor, Dr. Roy A. Oelze, Wisconsin. The magazine had a circulation of 144,666 copies in 1954, 118,000 copies in 1955, and 113,618 copies in 1956. The number of readers had increased steadily over the years, and the magazine was widely read by farmers and agricultural students.

The magazine was published six times a year, and each issue contained articles on various topics related to agricultural education and rural life. The magazine was known for its high quality of writing and its informative content. It was a valuable resource for both students and educators in the field of agricultural education.

The magazine was supported by the National Education Association, which was a membership organization of educators and educational leaders. The NEA provided financial support to the magazine and helped to promote its publication and distribution.

The NEA was an important partner in the magazine's success, as it provided a platform for sharing ideas and best practices in agricultural education. The NEA supported the magazine's mission to improve the quality of agricultural education and to promote the importance of rural life.

The magazine was an important resource for educators and students in the field of agricultural education, and it played a significant role in shaping the future of the field.

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**Statement Data**

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America Faces A Changing World
FRANK E. GANNETT, Publisher of the Gannett Newspapers, Rochester, New York

I AM glad for this opportunity to address you who are interested in voicing your views on matters which will touch with youth and the new life that flows from the experiments made in financing the minds and ideals of the new generation. I know that many of you—those who will control the destinies of the world—will not forget what you are discussing today, for it is a matter of paramount importance to the future of our nation and the world. What a glorious opportunity it is to work together towards the promotion of peace and understanding! Do not let us fail to grasp this opportunity! What satisfaction you must get out of your great, new work of creating a better world.

There were never so many men under arms, never more devilish machines and devices of war. The world was divided dangerously with a noose, and it was dangerous to think that a new power had emerged. I am not speaking now of the mighty forces we have to fight in the war, but of the danger that we are in today. The danger of the world is that we are not fighting a war, but a war of words and ideas. We are fighting for control of the minds of people, and this is a war that we cannot afford to lose.

The great problem we face is how to create a world that will be free from war, a world in which people can live in peace and prosperity. This is a task that cannot be accomplished by military means alone. It requires a united effort by all nations, working together for the common good.

Last year I went to Europe to study the situation. I found there, so I might have a better understanding of the factors that make for peace or war, I had an opportunity to see many of the countries of Europe in the spring and fall of the last year. I have been to many of the capitals of Europe and have talked with many important people. I have seen the conditions that exist in these countries and have come to the conclusion that the only way to make peace is to work for peace, to work for the support of the United Nations, to work for the establishment of a world organization that will be the保障 for peace.

The British and the American people are a people who are patriotic. They love their country. They love their government. They love their ideals. They love their way of life. They love their freedom. They love their democracy. They love their country. They love their government. They love their ideals. They love their way of life. They love their freedom. They love their democracy.

There are many people in Europe who are trying to bring about a better world. They are working for peace, for democracy, for freedom, for justice. They are working for a world in which all people can live in peace and prosperity.

The great depression which we have suffered was caused by a lack of confidence in the economic system. The confidence was lost because people were afraid to invest their money in business enterprises. The confidence was lost because people were afraid to invest their money in business enterprises.

The small improvement in business is, we are already beginning to feel the effects of the new system. The confidence is returning. The people are becoming more confident. They are beginning to invest their money in business enterprises.

This increase in business is the result of the new system. It is the result of the confidence that is returning. It is the result of the people's belief that the new system will work.

The depression has been caused by a lack of confidence in the economic system. The confidence was lost because people were afraid to invest their money in business enterprises. The confidence was lost because people were afraid to invest their money in business enterprises.

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Agricultural Education, March, 1958

Securing Technical Information Assistance from the Extension Service

Registration and Distribution of Technical Literature

It is encouraging to note that a widespread tendency for the extension and research workers in agriculture is to develop a closer working relationship with their colleagues in the field of agricultural education. Unfortunately, continuing efforts to this end are hampered by the paucity of technical information to which the agricultural teacher has free access.

One of the tasks of the agricultural education program is to provide more effective co-operation between the extension and research workers. Our colleagues in the schools and colleges who are competent to provide us with valuable information have no means of reaching us. The agricultural education program should provide a mechanism through which this problem can be handled.

Leadership Training for Future Teachers

(Continued from page 134)

which instruction is given on conducting meetings, public speaking, budgeting, and other important aspects of the teacher's art. Some of those who are well grounded in these fields will naturally become leaders in the profession and will then have an opportunity to give this instruction in conducting meetings, budgeting, and other important aspects of the teacher's art. Some of those who are well grounded in these fields will naturally become leaders in the profession and will then have an opportunity to give this instruction to those who are just beginning their teaching careers.

Office of Vocational Education. Teachers are the key people in solving our problems. A great deal of the solution lies in the hands of the teacher. The teacher must be educated to understand the problems of the farm and the farmer. The teacher must have the ability to communicate with the farmer in a language that he can understand. The teacher must have the ability to motivate the farmer to take action to solve his problems. The teacher must be able to help the farmer to develop a plan of action to solve his problems.

Office of Vocational Education is working on a plan to provide training for teachers in order to improve their effectiveness in the classroom. The plan includes the development of a curriculum for training teachers in the areas of vocational education and agricultural education. The curriculum will be designed to provide teachers with the knowledge and skills needed to be effective in the classroom.

O'CONNOR is a life-long farmer. Teachers are the key people in solving our problems. A great deal of the solution lies in the hands of the teacher. The teacher must be educated to understand the problems of the farm and the farmer. The teacher must have the ability to communicate with the farmer in a language that he can understand. The teacher must have the ability to motivate the farmer to take action to solve his problems. The teacher must be able to help the farmer to develop a plan of action to solve his problems.

As I have said before, intolerable economic conditions bring forth new ideas to help the farmer. New ideas are needed to help the farmer. New ideas are needed to help the farmer. New ideas are needed to help the farmer.

The remedy for this evil is not to dig deeper into the pockets of the farmer, but to give him new ideas. New ideas are needed to help the farmer. New ideas are needed to help the farmer. New ideas are needed to help the farmer.

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Book Reviews

Electricity in the Home and in the Farm, by F. B. Wright. Published by John Wiley and Sons, Inc., New York, 1956, 191 pages, $3.00.

This book is a comprehensive and practical guide to the use of electricity in the home and on the farm. It covers the fundamental principles of electricity and its applications in both domestic and agricultural settings. The book is divided into two parts. The first part deals with the basic principles of electricity and its applications in the home. The second part covers the use of electricity in the farm.

The book is well-written and easy to read. It is an excellent resource for anyone interested in understanding and using electricity in the home and on the farm.
Aiding Out-of-School Farm Boys to Establish Themselves in Farming Thru Part-Time Education

A. LARRIVIERE, Assistant Supervisor of Agriculture, Louisiana

Since the out-of-school youth problem will occupy our attention for some time to come, it is necessary that we be able to correlate the remedial steps which are being taken to meet this condition with the needs of the day, and as we make it the primary task of our school system, we must be mindful of the needs of rural life.

The idea of part-time farming for young men is not new. It has been practiced in many forms for many years. The idea is not to get young men to farm full-time, but to get them involved in part-time farming activities that will help them develop the skills and knowledge necessary to succeed in agriculture.

The part-time farming program is designed to provide educational and vocational opportunities for young men who are interested in pursuing careers in agriculture. It is also designed to help young men who are not currently enrolled in school to gain valuable experience in the field.

Part-time farming can be a valuable experience for young men who are interested in pursuing careers in agriculture. It can help them develop the skills and knowledge necessary to succeed in the field.

The part-time farming program is designed to provide educational and vocational opportunities for young men who are interested in pursuing careers in agriculture. It is also designed to help young men who are not currently enrolled in school to gain valuable experience in the field.

Co-operative Insurance Assurances for Projects

Within a few years, the first established a co-operative insurance agency was the Co-operative Farmers Mutual Insurance Company. The company was organized in 1913 and began operations in 1914. It was the first co-operative insurance company in the United States.

The Co-operative Farmers Mutual Insurance Company was established to provide insurance coverage for farmers and other agricultural producers. The company was organized by farmers for farmers and was operated by farmers. It was a co-operative organization, and its members owned and controlled the company.

The company was successful from the start, and it quickly gained a reputation for providing excellent service and competitive rates. It became one of the leading co-operative insurance companies in the United States.

The Co-operative Farmers Mutual Insurance Company has continued to be successful over the years. It has expanded its operations to include a variety of insurance products, and it has become a leader in the field of agricultural insurance.

The company is still owned and operated by farmers, and it remains committed to providing excellent service to its members. It is proud to be able to offer its members insurance products that are tailored to their needs.

The company is still owned and operated by farmers, and it remains committed to providing excellent service to its members. It is proud to be able to offer its members insurance products that are tailored to their needs.
Future Farmers of America

What Is Your Part as a Member of Organized Groups?

DR. DWIGHT SANDESON, Department of Rural Social Organization, Cornell University, Ithaca, New York

In a recent article in "Agricultural Week," Dr. Sanderson discussed the importance of organized groups in rural life. He pointed out that membership in such groups can be very important for both the individual and the community. Members of organized groups often have a say in the decision-making processes of their local communities, and they can also serve as a support network for each other. Dr. Sanderson also emphasized the importance of organized groups in providing opportunities for leadership development and personal growth.

There are a few key points to consider when deciding whether or not to join an organized group. First, it is important to consider the goals and objectives of the group. Are they aligned with your own values and interests? Second, consider the resources available to the group. How can you benefit from being a member? Finally, consider the time commitment required to be an active member. Are you willing to put in the time and effort to make a positive impact on your community?

If you are interested in joining an organized group, Dr. Sanderson recommends starting with small groups and building from there. This will help you develop a sense of community and feel more comfortable with the group before taking on a larger role. He also suggests attending meetings and events to see if the group is a good fit for you. Overall, Dr. Sanderson believes that organized groups can be a great way to get involved in your community and make a positive impact.

Helping a Community Grow, and Growing With A Community

JULIAN A. MCPEHEE, Supervisor of Agriculture, California

The five-tenth to one-fifth of FFA Farmers in the United States have an important role to play in the growth of their communities. They are not only leaders in their communities but also in their own fields of study. They are learning how to become better stewards of the land and are working to create a more sustainable future for all.

Helping a Community Grow:

1. Establish partnerships with local businesses and organizations to promote agriculture education and awareness.
2. Promote the use of sustainable agriculture practices.
4. Encourage local schools to incorporate agriculture education into their curricula.

Growing With A Community:

1. Take an active role in community decision-making processes.
2. Be a leader in community events and projects.
3. Work to improve the quality of life in your community.
4. Seek out opportunities to serve on community boards and committees.

Statement of Judges Concerning Star Farmer Award

The judges of the Star Farmer Award have given a special recognition to the work of three farmers this year. They have been chosen for their outstanding contributions to the agricultural industry, their leadership in community affairs, and their dedication to improving the quality of life in their communities. The judges believe that these farmers are setting a high standard for others to follow, and they hope that others will strive to achieve the same level of excellence.

Tune in on F.F.A. Broadcast Over N. B. C. Farm and Home Hour, Second Monday of Each Month with the improved system introduced by the large dairy company, and three ways the farmer had always misused them. While at the end of the period the farmers based on whole milk were separated, so what seemed and heavier, all calves were thinner and, in good conditions, stock fed on dried milk and calf milk had only half as much as the others. Recently as a community fair opened by the Maine Club, 17 of the boys showed 84 of the calves being raised co-operation with the company. Thousands of visitors saw the animals, judges learned about the feeding practices.

In consultation with the U.S. Department of Agriculture and a local farmer, the company has developed an improved system of feeding the cattle, which is second in the value of market pens in the nation. Twenty-two boys have worked on the project, trying savings, yields various no yields in the community, and hybrid varieties which are remoted to disease and heavy packing. The trials, already showing results, are held for several different cultural enterprises.

Many of the market pens for the San Francisco district have been introduced in this system. Four boys are working on projects to determine the comparability of the animals for the company. One boy, Anthony Smith, is working in cooperation with the company in developing worm-resistant varieties—hogs as the single problem in the district. Trimming-horsed lines and feeding the pigs larger heapable is the company's promise for continued progress in ths field of work.

John H. Finley
P. W. Littefield
W. I. Myers (Chambers)
The Out-of-School Youth Problem

S. D. Reech, Teacher of Vocational Agriculture,
Leviile, Louisiana.

LIKE a large body of water flowing thru the breadth of our land, the hundreds of thousands of young people between the age of fourteen to twenty-five who are out of school, and unemployed, constitute a grave problem to our Nation. Yet not unlike that large body of flowing water if “harnessed” the youths constitute a national potential resource.

So the end that these youths might fit themselves for some particular place in our national economic machinery, the vocational-agricultural schools in Louisiana have been teaching these young people various subjects and trades during such time as the vocational teachers are not teaching regularly enrolled pupils. The class in part-time work meets either at school or at other central locations for the purpose of being instructed in some phase of education. The accompanying picture, page 380, part-time classes held in the Leveille High School. This particular class was visited by school officials on the night they completed their fifty-second ninety-minute class in agricultural arithmetic. Standing from left to right are: S. D. Reech, vocational-agricultural teacher; J. A. Larriera, Assistant Supervisor of Vocational Education; L. B. Read, Superintendent of Schools in Union Parish, in which this class was held; Honorable T. H. Harris, State Superintendent of Education for Louisiana, and the remaining four young men, together with the entire front row are members of the class.

Organizing All-Day Teaching Program

(Continued from page 184)

of these finer values of life that it almost overshadows the ability needs for the very important reason that ideals and attitudes determine the direction and the quality of the ability?"

Dr. Stewart brought out the issue clearly in his final statement:

"On the point of teaching jobs vs. abilities I find some evidences in Professor Floyd's paper that abilities are recognized, as the term "ability" is used twice and "understanding" once in the organization of subject matter which he has submitted, but the fact that jobs are used more than two dozen times makes me feel that our points of view are still far from agreement, and on the point of enriched teaching I find no evidence indicating the recognition of desired values. I see no reason why we should expect our teachers to become proficient in the techniques for the development of ideals, interests, and attitudes when all references to them in the organization of subject matter is wrapped in smug complacency. Critical evaluation while farm jobs constitute the sole framework for pupil development."

Dr. A. M. Field of the University of Minnesota concluded the discussion. He held that the individualized programs outlined represent a long step in the right direction, in that:

1. They are designed to train young farmers for specific farming occupations.
2. They eliminate uniform courses.
3. They relate to the entire farming business, which gets away from the single school.
4. They begin with the farm and boy "as is."
5. They get away from purely mental training.
6. They recognize individual differences in boys and farms.
7. They place emphasis on present and future needs of boys.
8. They put emphasis on boy improvement rather than farm improvement.
9. They put emphasis on planning—long-time planning.
10. The programs are designed to take the boys into farming.

While stating that he was, in general, in accord with the first two speakers, Dr. Field raised certain objections:

1. The problem of how all the boys in agriculture classes are to be farmers. The program should provide for those who plan to enter the commercial or professional occupations related to farming.
2. Course of study making cannot be left largely to boys. The problem is even too baffling for teachers and adults.
3. There is danger of making farm practice a miscellaneous mixture of projects.
4. It is too much for a young boy to plan a four-year farm practice program the first month in high school.
5. Occupational choice should precede occupational training. In the first year the boys might study the occupational opportunities in agriculture; learn the abilities, skills, and attitudes necessary in the agricultural occupations; learn their fitness for certain occupations; choose a field for specialization; enter upon a program of study and practice designed to harmonize with their age, interests, experience, and opportunity to practice. A grade or range of difficulty and complexity should be recognized in the material for each year.

Dr. Field contended that, as people in industry do not usually learn a trade by practicing it but as apprentices, the training of farm boys might well be, in part at least, a sort of apprenticeship to their fathers thru the long-time farm practice program.

In the ensuing discussion which continued until the dinner hour, tho the meeting was adjourned at five o'clock, there appeared to be general agreement that there is much merit in the innovations discussed but that there are some who are perhaps over-enthusiastic about them. All agreed that more attention needs to be given to individual differences and needs but all were inclined to avoid narrowly specialized farmer training programs at the high school level which leave out of account the advantages of group thinking and group activities. No one denied the justice of the criticisms of Dr. Stewart and Dr. Field. All declared that they wished to manage their "individualized" programs in such a way that the dangers they pointed out could be avoided.

"Education is guided growth." In spite of diplomas and degrees, the best educated individual is the one who keeps growing and real. A grade or range of difficulty and complexity should be recognized in the material for each year. The Value of a Local F. F. A. Chapter

V. H. Wohlford, Calico Rock, Arkansas

The organization, Future Farmers of America, has a distinct role to play in the activities of the boys who study vocational agriculture in the high schools. The program set up for any chapter can be of such a nature that it serves to motivate the farm practices of the boys and to increase the economic return from the study of agriculture.

The F.F.A. also serves a useful purpose in furnishing a medium by which social inclinations may be expressed thru wholesome activities. There are no "forgotten boys" in communities where active F.F.A. chapters are maintained.

For boys like other boys, enjoy the opportunity of belonging to something. They like to play and engage in recreational activities that are worth while.

Some Advantages to Pupils

1. It gives him a part to play in the national program. He has the satisfaction of belonging to a national organization, yet it reaches him thru the local chapter.
2. It offers to him a training in business which he can use in later life.
3. It gives him an opportunity to study and practice parliamentary procedure.
4. It develops leadership by giving him special responsibilities.
5. It develops hidden abilities which are brought to light thru activities in the organization.
6. It develops his ability to speak before an audience and to lead a group discussion.
7. It gives him an opportunity to put into practice the ideals he has gained.
8. It develops his ability to think for himself and to work for the good of his community and his fellow pupils.

YOUR Future Farmer Organization broadens your opportunities for training. You are taught to work with others and responsibility is placed upon you. One of the first important things to learn is to accept your responsibilities seriously. To succeed, you must be able and willing to adjust yourself in such a way that you can work in harmony with others."—Sidney J. Hall, State Superintendent of Schools, Virginia.

A NEW feature was introduced into our F. F. A. paper. The Farm scope, the name given the column, tells the life story of a Future Farmer each week, resulting from interviews with these boys.—Beaver Dam Chapter, Wisconsin.