

# Study The Past If You Would Divine The Future



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Did you know that many of the hot topics in agricultural education today are decades old. If you were to search for information on these current topics, you could consult these references:

Studying past issues of The Magazine can give us many benefits, including:

*New insights into why we do what we do.*  
Have you ever wondered why we, as a profession, put so much reliance on the problem

Current Topic	Reference
Academic-Vocational Integration	Baker, K. (1934). Teaching Related Science. <u>The Agricultural Education Magazine</u> . 6 (7), 103.
Agriculture in the Classroom	Extension work in rural elementary schools. (1929). <u>The Agricultural Education Magazine</u> . 1 (9), 8.
Agriscience	Massachusetts Chapter Holds Science Exposition (1937). <u>The Agricultural Education Magazine</u> . 9 (9), 135.
Business-Industry Partnerships	Davis, C. L. (1929). County-Wide Agricultural Cooperation in Texas. <u>The Agricultural Education Magazine</u> . 1 (9), 3, 15.
FFA Alumni	Jarvis, J. W. (1934). An Alumni FFA Association. <u>The Agricultural Education Magazine</u> . 6 (11), 173. or Ahrnsbrak, H. C. (1937). Why a Future Farmer of America Alumni Association. <u>The Agricultural Education Magazine</u> . 9 (10), 159.
Improving SAE Record Keeping	Hopkins, J. A. (1931). Recent developments in farm records. <u>The Agricultural Education Magazine</u> . 4 (4), 58, 64.
Leadership Institutes for Adults	Cowart, I. C. (1937). Training Farmers in Leadership. <u>The Agricultural Education Magazine</u> . 9 (11), 175.
Professionalism	Wright, R. T. & Woelfle, F (1929). The National Association of Vocational Agriculture Teachers. <u>The Agricultural Education Magazine</u> . 1 (6), 4, 13.
School-to-Work Transition	Sasman, L. M. (1929). "Wisconsin succeeds with part-time work." <u>The Agricultural Education Magazine</u> . 1 (10), 6.

Are you surprised that these hot topics were discussed way back then? These examples illustrate that the greatest value of The Agricultural Education Magazine may be its historical or reference value. The Agricultural Education Magazine is our professional encyclopedia. It contains a wealth of information.

solving approach to teaching? This is thoroughly discussed in the pages of *The Magazine*. Many of the other practices we use in agricultural education are also documented in the pages of *The Magazine*.

*Information to improve our teaching and programs.* Past issues contain numerous ideas→

that can be used to improve our teaching and our programs. The thought of using clothes pins to teach pruning jumped out at me from the pages of *The Magazine*. Students place clothes pins on branches where they plan to cut **before** they cut. Great idea. It has saved the lives of numerous limbs from over zealous students.

**Information about legislation.** Most graduate programs teach about the legislation that has impacted agricultural education. Often this seems abstract. However, when you read about the legislation at the time it passed from the perspective of an agricultural educator as recorded on the pages of *The Agricultural Education Magazine*, the legislation comes alive.

**Understanding of trends and issues.** It is hard to keep up with all the trends and issues in agricultural education. *The Magazine* helps do this. For example, after the Vocational Education Act of 1963 was passed, considerable emphasis was placed on placement as a type of SAE. For teachers with no experience in placement, the articles about this new trend in *The Agricultural Education Magazine* were helpful.

**Information about our leaders.** For decades articles about leaders in education and agricultural education were printed in *The Agricultural Education Magazine*. This information is invaluable as we try to document our history.

**News.** At one time *The Magazine* was full of news items. Information about conferences, people, states and special events (such as the FFA pilgrimage to Monticello and the FFA radio show) were recorded in *The Magazine*. The only documentation for some of our history is found in *The Agricultural Education Magazine*.

**Additional knowledge about the FFA.** While much of the standard FFA history has been recorded by the National FFA Organization, the real flavor, value and zeal of the FFA in its early days can be gleaned from the pages of *The Agricultural Education Magazine*. Early issues of the publication are complete with stories of FFA students building log cabin meeting facilities, shipping car loads of celery to market and marching in FFA Bands. A renewed sense of the critical importance of the FFA to rural America leaps up from the pages of the early issues of *The Agricultural Education Magazine*.

**An abundance of interesting, but not earth-shattering facts about agricultural education and the FFA.** Teachers can often spice up their teaching with unusual stories and anecdote. *The Magazine* is full of them. Have you ever hear of Blue Boy? He was the champion boar of the Iowa State Fair in the 30s and was featured in a movie (State Fair) starring Will Rogers. After the movie was completed, Blue Boy was given

to the FFA in California. It was envisioned that he would improve the swine projects of the agricultural education students in California. However, Blue Boy had been kept in show condition for so long that he never returned to breeding form and only sired a few litters. This is one of hundreds of interesting anecdotes found in *The Agricultural Education Magazine* that could be used to liven up our teaching.

### Conclusion

Agricultural educators tend to be pragmatist. We place the most value on what works today. We don't spend much time thinking about our past. Yet, knowing about the past is important. Confucius said, "Study the past if you would divine the future." *The Agricultural Education Magazine* is our guide to the past; and it can point to the future. ■

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### Fostering Our Professional Identity

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*The Agricultural Education Magazine* encourages a cooperative forum for articulation by all professional educators, whether secondary, post-secondary, or higher education. This forum is not intended for "one group" administering "down" (or "up") to another group. Although, there may appear to be a preponderance of authorship representing higher education faculty, substantive contributions are published from all sectors — the secondary and post-secondary teaching ranks, as well. *The Agricultural Education Magazine* ensures a shared authority for the professional partners engaged in this profession.

It appears to me that *The Agricultural Education Magazine* is intended to serve as a solid foundation for conversations that need to take place in the profession of agricultural education. The value of the work ultimately resides with the quality of the dialogue and changes that it effects. Without question, agricultural education faculty and preservice students at Colorado State University have benefited from content and curricula gleaned from *The Agricultural*

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*I believe The Agricultural Education Magazine has value because it promises a shared authority in agricultural education.*

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*Education Magazine.* With the impending holiday season and accompanying good cheer, I find myself evermore appreciative of the efforts of our colleagues in bringing us this publication. Lou, thanks for asking.

### Reference

Davis, W. (Ed.). (1988). *The best of success*. Lombard, IL: Great Quotations Publishing Company. ■