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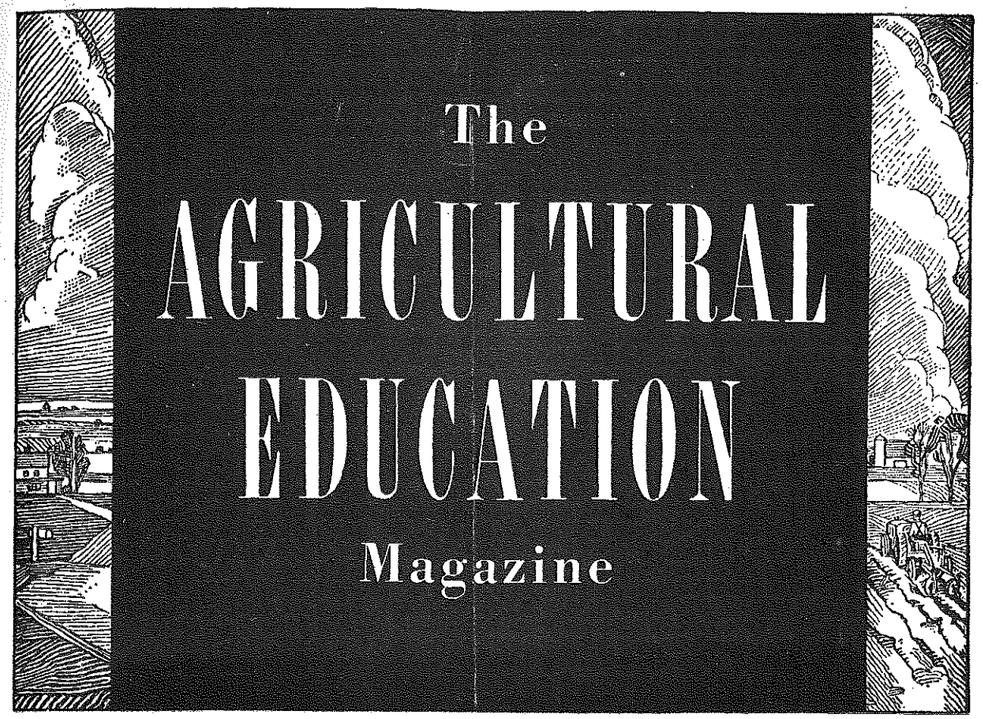

The AGRICULTURAL EDUCATION Magazine

If you want to get the correct slant on somebody,
observe what he does when he has nothing to do.

VOCATIONAL AGRICULTURE
For
TEACHERS
Teacher-Educators
And Supervisors
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Editorial Comment

We Won—Wee One—We, ONE

L. B. Fidler

AN ASSERTION, a condition, an ideal; on which of these is vocational agriculture placing most emphasis?

The above title is not the victory cry of a high-school basketball team nor even that of the Allied Nations on VJ Day. Neither is it an attempt to be facetious. It is only an expression of the opinion of one person as to what many of us are doing, the outcome, and an ideal toward which all of us should strive.

If you have read thus far, you are probably saying—"So What?" My first group project, as a teacher of vocational agriculture 20 years ago, was to train a group of farm boys to win over other farm boys; to be able to come back to their home community and shout, "We Won." From that day to this we have been multiplying competitive contests, training boys and groups of boys to win over others. An actual listing in one state describes 15 competitive contests in which students or groups of students may participate. Oh, yes, I will admit that they win with others, they work as a team. So did the Allies, in the face of a deadly foe. They cooperated to compete, to win over others.

On every hand we are faced with the prospects of winning the war and losing the peace. Our educational program and our philosophy of living seem to really work in winning contests and deadly wars; God be thanked for that. Must we always win wars and never win a peace? Are we destined to continually match group against group, to use competition to teach cooperation, or is there a better way?

Is There a Better Way?

The motto of the Future Farmers of America teaches that the final objective is, "Living to Serve." The Greatest Teacher of all time taught, "He, who would be greatest among you, must be servant of all."

Wendell Willkie flew 'round the globe and after talking with people of many nations was shocked and inspired into giving us the old concept in new form as, "One World." Delegates from many nations met and planned, as others had repeatedly done, for a world peace. On the basis of "We Won," "Wee Ones" are striving to become "WE, ONE."

We probably face one of the most challenging opportunities in all the world's history. The concept of "One World" or "WE, ONE" is fresh in the minds of our people as never before. Farm boys, who have been the leaders of our F.F.A. chapters, have lived and fought on every continent and every sea. Boys who had never ridden a train and who had never been out of their native state, have flown to every point on the globe. Boys who had never personally known a Negro, a Chinese, an Eskimo, or an Englishman, have lived, associated with, and even married into groups to which they were utter strangers. Many owe their very life to peoples whom they formerly classed as utter heathens. Catholics, Jews, and Protestants who formerly were strangers and sometimes antagonistic towards each other, have lived and worshipped together. As a result, new understanding, new appreciation, and increased tolerance have resulted.

Again you must be saying, "So What?" Does all of this have implications which we who are teaching and guiding literally thousands of future rural leaders in our deparments of vocational agriculture and F.F.A. chapters, need to consider seriously. What part can we play? What responsibility do we have in planning the ideal of "WE, ONE" and of helping, to the limit of our opportunity, to achieve it? How can we point our influence and teaching towards "living to serve"?

In the humble judgment of the writer it cannot be done thru high-pressure competition or by teaching cooperation for the purpose of one group winning over or defeating another. Some way must be found to replace the competitive or "fighting urge" with the cooperative or "service urge." Isn't it possible to thrill our boys with the ideal of service? I believe it is. However, in order to do this we will first have to really believe in it ourselves. We will have to inform ourselves. We will have to be not only broad-minded but intelligently so. We will have to think of our responsibility as reaching beyond the mere training for vocational success and excellence. We must help to plan the reading, the hearing, the seeing, and the "doing" of our students. Increasingly, our activities must be pointed towards cooperation for human good rather than competition for personal or group glory.

Have We Really Tried It?

"Impractical, too idealistic," some may say. Have we really tried it? Let the reader answer for himself. Actually count the times that you have urged and helped your students to compete to win. Now count the times they have been urged to cooperate to serve. What is the score? Others may say, "It hasn't been done, so why should we attempt it?" Neither has the atomic destruction of a city been done until recently. Again, "our influence is too small to count." An atom is defined as "the smallest particle of an element that can exist," yet the combination of forces set up among these minute particles has resulted in an atomic bomb, now the worry of all mankind. Truly an atom is a "wee one" and alone is comparatively useless. But a way has at last been found to unite and use their individual power. Under such circumstances they are transformed from "wee one" into "WE, ONE" a force that can be instrumental in saving or can destroy our civilized world.

The discovery of how to use atomic energy has not been spontaneous. It cost long years of diligent research and millions of dollars. It will likewise take time and much intelligent thinking and planning to achieve an effective measure of constructive cooperation activity with our groups. Projects should be developed and launched which will utilize the service motive rather than one purely competitive.

We, One!

An excellent example of such a project is the collection and canning of food by Future Farmer chapters for United Nations Relief. Reports from schools participating in this project indicate that the youth who had a part in this project experienced real satisfaction in their achievements. Any project designed to help those who participate to a clearer understanding of others, and to help persons less fortunate than themselves deserves consideration.

An old adage says, "A rose by any other name would be just as sweet." Nevertheless a mere shifting of emphasis in our programs would in many cases be a step in the right direction. Achievement awards made to all individuals who achieve standards, which they themselves set up, may result in much self-improvement and general group benefit. Group activity, designed to benefit others, involves a worthy motive and, altho it may result in competition, the end results are apt to be worthy. For example, one service club stresses the relief of blind children and those whose sight is impaired. Altho teams or individuals might compete in securing funds for such a project, the over-all results should be highly desirable. A means may not always achieve a satisfactory end, but a worthy, altruistic motive should be the first step toward any worthwhile achievement.

Certainly we are not condemning our competitive activities as being entirely bad. There is seldom great loss without some small gain.

It is rather a plea that we, who are so active in training future leaders, in this, the most influential nation of the world, give serious consideration to the world in which we are actually living.

Shouldn't we guide these potential leaders of tomorrow into a realization of the fact that they can constitute a mighty force in this hour of human destiny? Can we not help them to learn to take all men into their thinking and sympathetic understanding and thus to move out from the little boastful attitude of "We Won" to that broad human concept of "WE, ONE?"

Supervision

LANO BARRON

Secondary Schools Provide Agricultural Training for Veterans

RAYMOND M. CLARK, Supervisor, Lansing, Michigan

TRAINING for veterans is one of the most significant challenges facing the public schools today. Adequate training for all veterans who are returning to the community is a responsibility which we must meet if we are to discharge properly our obligation to the veteran.

Raymond M. Clark

It is estimated that approximately 25,000 Michigan veterans will want training in vocational agriculture. A portion of these will secure their training in colleges; however, the majority of them will want to secure their training on the job, in the home community.

The Training Program

The division of vocational agriculture under the direction of Eugene B. Elliott, Superintendent of Public Instruction, has prepared plans to assist public secondary schools in meeting this challenge. The plans are designed to provide a training program to meet the requirements of the G. I. Bill for payment of tuition to the Veterans' Institute and for subsistence payments to the veteran.

The plans provide for 150 hours of training in agriculture annually. Not more than 100 hours of this training is to be in related agricultural instruction and not less than 50 hours of training on the job with the instructor of vocational agriculture present to demonstrate and assist the veteran with his problems.

Guidance and Counseling

Each veteran who enters the training program should have received counsel and assistance to help him decide that he can profit by the instructional program. It is assumed that each veteran will also be employed full time on his own farm as owner, partner, manager, or tenant, or that he will be employed as a farm worker under an employer who has agreed to terms of employment which provide for definite wage rates, and also that he will provide opportunity for the learning of new skills and abilities as the veteran progresses.

Training on the Job

The program of on-the-job training is not new. It has been used in trade and industrial education, in distributive education, in agricultural education, and other phases of education for many years. However, it is receiving new emphasis in the veteran-training program. It will provide opportunity for the veteran to learn in a specific situation, under his own individual operating conditions. He will not be asked to study the theoretical problem from a textbook or even to observe the process on a neighbor's farm, but rather he will have an opportunity to learn on his own farm with the equipment and facilities available at the farm.

The instructor of vocational agriculture will work with the veteran on his farm at least every two weeks thruout the year, helping him to learn the necessary skills and abilities and to make the right managerial decisions as they arise during the season.

Related Instruction

Related instruction will be given in organized classes. These classes will provide opportunity for discussion of problems with others in the community. Each individual will have opportunity to learn of the experiences of others in similar situations.

These classes may be organized for any type of agricultural subject such as repair of farm machinery, dairying, swine production, land appraisal and farm credit, farm partnership and rental agreements, and the like.

Instructors for the Program

Instructors may be the regular instructors of vocational agriculture, who can be assigned by the superintendent of schools to the job of agricultural instruction for veterans. When the regular instructor cannot be made available for the veteran-training program, individuals in the community who can be given special certificates to teach specific subjects such as dairying or swine production may be employed. They would be certificated on the basis of experience plus training in the specific field of work for which they are qualified.

Financing the Program

Veteran-training programs may be financed by local boards of education. The local board may be assisted (in Michigan) by the State Board of Control for Vocational Education thru reimbursement of a portion of the salary of the instructor.

In other cases the board of education may organize a veterans' institute. When the veterans' institute is organized, the veterans' administration will reimburse the veterans' institute for tuition costs and costs of books and supplies for approved training programs for veterans.

The Superintendent of Public Instruction has the responsibility for recommending all veteran-training programs for approval.

Financial Aid to the Veteran

Veterans receiving training under the program described above are eligible to receive subsistence payments under the G. I. Bill while they are in training. For a veteran who is employed as a farm worker, these payments amount to the difference between the wages he is receiving at the time and the wages he would receive if he were fully trained, with a maximum of $50 per month for a single veteran and $75 per month for a married veteran. For veterans who are on their own farm, the full amount of the subsistence would probably be allowed.

Veterans who qualify for disability payments would be eligible to receive greater allowances.

Allowances on Aid to Establishment

Subsistence payments should aid veterans in becoming established in farming. This is particularly true since the veteran will be in training at the same time. The training plus the regular subsistence payment should help each veteran meet his financial obligations and smooth out the rough spots on the road to complete establishment in farming.

In and Out of the Hog Business

NOLAN J. ROBNETT, Teacher, Wilson, Texas

MANY Texas farmers have a habit of going into the hog business when the outlook is good and then getting out when the outlook is bad. This is especially true in Lynn County in West Texas. This type of farming is not to be recommended in any livestock program and is especially dangerous in pork production. The farmer who is eager to get the benefit of low-priced grain and high-priced hogs usually gets his pork production under way just in time for low-priced hogs and high-priced grain. A farmer or any other businessman cannot be successful if he is the type that is constantly "jumping in and jumping out" in order to get the cream.

Teachers of vocational agriculture have a definite responsibility of advising our students in agriculture on matters of this nature and should be alert with helpful suggestions to farmers on long-time planning. It is true that the hog raiser will profit by the use of a flexible program where he can increase or decrease production as the need occurs, but rarely should he go completely out of the business with the expectation of returning when conditions are more favorable.

There are many reasons why the "inner and outer" usually fails. In the first place, he is not properly equipped. The equipment he has is inferior but is expensive. His hogs are of inferior quality and poorly bred or else he has paid too much for them. He has, as a general rule, to buy his feed and has planned no pasture. He is confronted with problems for which he has no solution because of his lack of experience and haphazard methods. He is doomed to fail but he does not realize it until hog prices drop or feed prices rise. He then starts to sell only to find that others of his type are doing the same thing. Disgusted and blue he takes a loss on his equipment and unfinished hogs.

Good "Bad Examples"

Specific examples of the "in-and-out" method were very noticeable here in the Wilson community in 1944. Altho the prices received for top hogs remained fairly stable at ceiling ($14.25), the price of grain went as high as $2.40 per hundred—after the majority of the farmers had sold. This high-priced grain frightened the farmer and he began to hunt a "getting-out" place. Many of the hog raisers had the same idea at the same time causing a market glut on pigs, feeder shoats, and brood sows.

At the Lubbock hog market, good feeder shoats weighing from 100 pounds to 160 pounds sold for as low as five cents per pound when the top price remained at ceiling of $14.25 per hundred. This meant that hogs were selling for nine cents per pound less than they could be sold for if they were kept a few days longer until tops. Since the Wilson F.F.A. chapter was equipped to handle a few more feeder hogs, we bought 10 of these cheap shoats averaging 133 pounds each at six cents per pound. This cost us $79.80 plus $2 for hauling, making a total of $81.80. We fed the 10 hogs 38 days to an average weight of 203 pounds and sold them for $14.25 or a total of $289.27. These hogs were fed 2,800 pounds of grain and 350 pounds of protein supplement at a total cost of $66.50. For a total investment of $158.30 for a period of 38 days, plus a little work on the part of the F.F.A. boys, we cleared $130.97 for our chapter, but at the expense of our own farmers.

There is definitely money to be made in hogs, especially here in West Texas, if good management including long-time planning has been the policy. Hogs will produce a pound of gain on less feed and attain a market finish in less time than any other farm animal. The investment necessary for hog production is comparatively low. Hogs utilize by-products and waste that otherwise would be lost. They produce a highly nutritious food that is peculiarly suited for home use because of the ease with which it can be cured.

Suggestions

All farmers should not raise large numbers of hogs, but every farmer should at least produce his family's requirements for pork. Many farmers could sell their surplus grain at a much higher price by feeding it to thrifty hogs. Numerous experiments have proved beyond doubt that 100 pounds of gain can be produced with 400 pounds of feed if good hogs and good management are used. With grain at $2.40, supplement at $3.50, and top hogs at $14.25, there is still some profit in feeding hogs.

A Jersey Cattle Club

J. N. MITCHELL, Teacher, Ralls, Texas

THE two objectives considered most important in the program of work of the Crosby County Jersey Cattle Club are the improvement of dairy cattle in Crosby County and assisting boys to become established in dairy farming.

The Club was organized last summer with headquarters at Ralls. Future Farmers and 4-H Club members are allowed to join upon paying a very small membership fee. They are given an opportunity to express their opinion and have a part in determining the activities of the Club.

There are 14 men and boys who are participating in some part of its program. These activities include the following: testing under Herd Improvement Registry of the American Jersey Cattle Club, D.H.I.A. testing, Jersey Herd Classification, cooperating with the United States Bureau of Animal Industry in the eradication of Bang's disease, and sponsoring a county dairy show.

T. G. Herring, Jr., a Ralls Future Farmer, owns three registered Jerseys. One of his cows, a senior 2-year-old, made 50.22 pounds of butterfat for the month of October. This is, at present, a record for the county.

Bobby Mack Williams, a first-year boy in the Ralls chapter, won under the 4-H Scars program in the county, a registered Jersey heifer which he plans to enter on Herd Improvement Test when she calves.

A total of 36 registered animals have been signed up for an official Jersey-Herd Classfiication, which will be held next spring. This will be an all-day affair and will be climaxed by a banquet for breeders and visitors. The banquet will be sponsored by the Ralls Chamber of Commerce and will provide an opportunity for the representatives of the American Jersey Cattle Club and the Texas Jersey Cattle Club to explain their respective programs.

The Club has just completed a drive to eradicate Bang's disease from Crosby County. To do this, several meetings were called by the Club, and all interested persons were given an opportunity to sign a contract with the Bureau of Animal Husbandry. As a result, over 1,000 animals have been tested and approximately 200 calves immunized against the disease.

With one exception the officers and directors of the Club were chosen from the dairymen and farmers of the county. The secretary is the teacher of vocational agriculture at Ralls, John Mitchell.

Thus far, much interest has been shown by farmers and businessmen alike. As the organization grows, more work will be done under the program of the American Jersey Cattle Club.

New Board Member

WITH the naming of Buffalo as the next convention city for the A.V.A., John A. Mack, teacher of vocational agriculture, Ithaca, New York, and president of the New York Association of Teachers of Vocational Agriculture, becomes, exofficio, a member of the editing-managing board. He succeeds Glenn Bressler of Pennsylvania.

Young Farmers

Approximately one person in nine who entered military service had experience in farming or in related occupations. It is reasonable, therefore, to expect that many veterans interested in agriculture will quite naturally be interested in receiving systematic instruction in refreshing or retraining for an agricultural career. Some have already returned and many more will be coming home to farm in the immediate future. It behooves all teachers of vocational agriculture to be replanning their program of instruction in order that the veterans as well as war-industry workers and those who remained on the farm may have the benefit of systematic instruction if, as, and when they need it, and want it.

A recent exploratory study in Ohio was based upon the fact that there would be serious need for work with young farmers in the postwar period. The study indicated that postwar young-farmer groups will consist primarily of four major groups:

1. Young men who had remained on farms during the war period as a result of occupational deferment or physical disability
2. Young men who had returned to the farm from military service
3. Young men who had graduated from or dropped out of high school in the immediate postwar period
4. Young men who had not been inducted into or had been discharged from military service and had accepted temporary employment in industry on account of high wages.

Information secured thru discussions with teachers of vocational agriculture and from representatives of the four groups of young men (given above) revealed the following facts:

1. There is no antagonism between young farmers in military service and those who have remained on farms.
2. Practically all young farmers from full-time farms who are in military service plan to enter or reenter farming if they have opportunity to do so.
3. Teachers who have a definite plan whereby young farmers at home keep in touch with those in military service seem to have performed a distinct service. If any reorientation of servicemen is needed, they prefer to have it conducted thru young men of their own age group in a normal program of educational, social, and recreational activities. Young men in military service do not wish to be considered as "problems" when they return home.
4. Much bitterness is expressed by all groups with reference to the labor situation. Many farm boys who had accepted employment in critical war industries during vacation thought they were performing a patriotic service. In their opinion some of these plants were falling far below maximum production and not performing maximum service. Regardless of the actual causes, they placed the blame on labor control.
5. Young farmers at home fear inflation and eventually a disastrous reduction in prices for farm production.
6. Farm boys in military service fear that an attempt will be made to place a large number of veterans, from cities, on farms.

(Continued on page 147)

Methods of Teaching

G. P. DEYOE

A Study of Occupational Opportunities for Agriculturally-Minded Veterans

CULVER WILCOX, Teacher, Marshall, Michigan

THE problem of placement and guidance of returning veterans gave us the incentive for a study of occupational opportunities for agriculturally-minded veterans and other persons in Calhoun County, Michigan. This survey proved to be a useful new tool for teaching agricultural occupations from an approach quite different from the ordinary. As a result, the boys in our classes showed a high level of interest and each boy began to think more definitely of his own future. For example, a boy from a dairy farm may dislike cows but he usually has not given thought to the various occupations in milk processing where he can use the skills he already possesses.

Culver Wilcox

Class Develops Survey Form

As a class exercise, we set up a survey to cover all the items which the boys thought they should know about any job of an agricultural nature in which they or returning veterans might engage. These items were then sent to Mr. Harry E. Nesman, Chief of Agricultural Education; and Mr. Carl Horn, Chief of Vocational Guidance, both of the Michigan State Board of Control for Vocational Education; Dr. Harold M. Byram, Professor of Education at Michigan State College, and others for suggestions.

The items listed below in condensed form were included in the survey form:

1. Name of occupation
2. Openings for new men after the war
3. Training required and where to get it
4. Placement: how to get placed or established
5. Opportunities for leisure time, to advance to other jobs, to advancements in salary to meet increased family needs
6. Working conditions: hours, time of year, health hazards, safety devices
7. Special problems: effect of booms or depressions, places of loss, for single or married men, competition
8. Income: amount, regularity, value of food and lodging
9. Capital: to start, upkeep, source, retirement, insurance
10. Physical disabilities which can be tolerated without retarding earning power

With a copy of the survey form in the hands of each boy, several days were spent in preparing them to meet the public and conduct the survey. This included discussions of appearance and manners and how to make a clear presentation of the kinds of information desired.

The writer of this article used to have a commercial apiary so he had the boys interview him in class as a beekeeper. The boys took turns asking the questions. They were shown how an improper approach or careless wording of the questions brought inadequate answers. Then a manager of a local farm implement store and a manager of a feed store agreed to serve as "guinea pigs" and the process —each boy asking at least one question —was repeated.

After the boys were trained in the use of the form, the real survey was started. Postal cards of introduction preceded the boys to other stores and shops. These businesses related to farming were surveyed during classtime. The boys then visited farmers, outside of schooltime and without introduction. We kept a master chart of farmers' names, arranged by townships, to avoid interviewing the same farmer twice. This work was started at the beginning of school and continued thruout the year. From this we have a fair sample of the area so our totals are set up on a county basis.

Findings Are Summarized

Calhoun County is in a general farming area with very little specialization. It is located between the Cornbelt and the hay and pasture belt. There are three fair-sized cities—Albion, Battle Creek, and Marshall.

From the census we found that 40 percent of the farmers are over 60 years old. Farming requires too great a physical output for most men of that age so we arrived at the figure of 1,500 farms in our county which should be available for sale or rent as soon as there are younger men to take them.

Our survey findings list 42 different kinds of work in our county for which it is desirable to have a farm background and training.

Farmers can employ 1,880 more farm hands after the war. To simplify this, it means that every second farm can employ another man.

Businesses related to farming can hire 166 men. Breaking this down, we find on the average that each business wants to hire another man. Of these businesses, farm implements seemed to be the most in need of more men.

The training needed for the various occupations is quite specialized, many employers preferring to train the employees on the job. In other cases the information is now summarized as a guide for special training courses.

The placement question emphasized the difficulty of getting started in farming. The "G. I. Bill" will not provide sufficient money to buy farms. The farmers still think of the steps up the ladder, such as hired man, tenant, and owner.

The opportunities to improve or expand seem to hinge largely on the inventiveness and aggressiveness of the individual.

The question of working conditions and health hazards brought out more specialized information which can be shown with two illustrations. Flour and feed mills and feed stores are unsatisfactory places for persons with respiratory trouble to work. Beekeeping, commonly considered as light work, requires the ability to lift and so is no place for a person with an injured back.

The question about income was not answered well in terms of exact figures but did show that farm incomes are irregular and hired men usually have a more steady wage.

Capital required to start would vary too much to summarize in this small space. We were amazed at the small number of farmers who thought of federal farm credit as a source of money. Also, there was a painful lack of any provision for old-age security in the jobs studied.

Occupations for the Disabled

The inquiry about physical disabilities that can be tolerated brought surprising results and holds promise that the disabled veteran can earn his own way in many kinds of agricultural jobs. Two samples will show the pattern:

1. Agricultural occupations which can tolerate one arm lacking: Hatchery, real-estate broker, onion grower, general store, orchard, poultry, general farming, meat market, flour or feed mill, hardware, veterinarian, farm implements, auctioneer, harness or leather work, milking-machine company.

2. Agricultural occupations which can tolerate one leg lacking: Cucumber raising, hatchery, real-estate broker, onion grower, general store, orchard, poultry, beekeeping, general farming, meat market, feed store, slaughterhouse, hardware, veterinarian, blacksmith, caretaker, Agricultural Adjustment Administration, farm implements, auctioneer, harness or leather work, milking-machine company.

It would seem desirable for each locality to have a similar study. It will distinctly motivate teaching, give definite information to assist in guidance and placement, and, best of all, the boys will receive some valuable educational training.

The Editor's comment: This is a new phase of the problems of veterans which Mr. Wilcox has presented very completely. The fact that the boys in his classes made the survey is a feature not to be overlooked. Have any other teachers had experience in this type of service to veterans?

Do You Really Know Your Boys?

E. B. KNIGHT, Teacher Education, University of Tennessee

"MR. TEACHER, what kind of a boy is Bob Jones? He's a member of your Agriculture IV Class, I understand."

"Oh, Bob's a pretty good sort of a boy—one of my better Senior students. I like him a lot."

Does this conversation have a vaguely familiar ring? Why did Bob's teacher rate him as a pretty good sort of a boy and one of his better Agriculture IV students? If pressed, could he have supported his statement with some specific facts and observations which would have satisfied the person inquiring about this fictitious Bob Jones? Would these facts have to come from memory or might the teacher substantiate his opinions by consulting his records? Supposing Bob had left school five years ago and time had made hazy the teacher's memory? Or perhaps Bob himself was asking for occupational counsel?

Admittedly, teachers of vocational agriculture know their students more intimately than other high-school instructors. They ought to, for they see these boys for a longer time each school day, take them on trips, and visit them at their homes. Yet, how many of the various activities in all-day vocational agriculture are designed to systematically reveal the abilities and weaknesses of each student? And if the work is so planned, are brief notes as to the outcomes recorded on the boy's permanent file card?

Rural youths need to be oriented vocationally and personally. Much occupational tryout and testing can be done thru the run-of-mine activities of the classes in agriculture. The various phases of shopwork—electricity, mechanics, welding, woodworking—will soon shed light on the boy's interests and capacities in this area. Simple tasks can easily be set up to test individual proficiency in fundamental operations. Periodically, his development can be measured in terms of his classmates' and the instructor's own standards. Likewise, superiority in laboratory jobs such as milk and soil testing, apparatus manipulation, and in scientific attitudes can be checked, then recorded.

Performance in the more academic forms of vocational agriculture is also an important index to the boy's potentialities. Is he mentally alert? Does he apply intelligently that which he studies? Is he truly interested? Can he organize information and discuss it satisfactorily? What ability does he demonstrate in oral discussion? Does he write acceptable English? How do his class grades compare with other students? Of significance also are the social qualities he manifests, his resourcefulness and his persistence. All of these points should be summarized, written up concisely, and filed at regular intervals.

The student's farming program affords an opportunity second to none for really knowing the boy. The way he plans his program, the judgment he uses, and the entire phase of record keeping, all are highly informative. Managerial ability and skills associated with farm machinery and livestock are either demonstrated acceptably or not as the youth carries out his farming program. The home background and its possibilities vocationally should also be carefully appraised by the teacher and appropriate notations recorded. Too, his physical make-up and his general health are important.

Activities in his Future Farmer of America chapter reveal certain characteristics of our boys. Does the individual work smoothly with others? Is he a leader or a follower? Can he speak well? What about his cooperative capacity? Does he prepare effective plans? Is he at ease socially? Can he take criticism and follow constructive suggestions? How does he perform when given definite responsibilities? Is he honest and upright in his dealings with fellow members? And incidentally, do the local chapter activities give your boys a chance to demonstrate these abilities and to develop themselves accordingly?

The better we know each boy, his assets and his liabilities, occupationally and personally, the more constructively we can guide and train him for a life of useful, happy citizenship.

A "Late" Suggestion

ELWOOD M. JUERGENSON, Teacher, Linden, California

HOW many of us have had to race to get to class so as to be there before the students? Perhaps no fault of ours, but traffic jams, car trouble, flat tires, and a host of other unmentionables do occur, and that demonstration so carefully planned can easily go amiss if all tools, equipment, and supplies necessary are not on hand to begin with as soon as class takes up.

Here is a suggestion, probably in general use by some, that will smooth over the unlucky incident. It even has some merit as a way of adding variety to the technique of giving demonstrations.

Suppose we have a freshman class in farm mechanics, and are going to give a simple demonstration on how to rip a board or plane it to size.

Conventionally, we would have sawhorses arranged for proper seating, all tools and supplies on hand, and then proceed.

But this time the bell has rung, the students are standing around, and all tools and supplies are in cabinets and racks. Try calling the class to attention and telling them you are going to give a demonstration that will need certain articles. Designate which tool each boy will get. The one who didn't pay attention last week can get that five-point ripsaw. The one standing back can bring a 14-inch jack plane. Perhaps your bright student can bring a 1″ x 12″ x 12′ S 4 S No. 1 Ponderosa pine or Douglas fir. Tell them to hold them until you ask for them.

By the time they have carried out their assignments several other students have arranged the seats and the group will assume an orderly, comfortable appearance.

Call for the articles, one by one, discussing reasons and characteristics of tools and materials.

When all equipment is called in, some teaching has already been accomplished and there is a definite, farm-mechanic atmosphere that is really receptive to the demonstration to follow.

Young Farmers

(Continued from page 145)

7. A very high percentage of young farmers in military service are interested in establishing homes of their own and making a start toward satisfactory family life as promptly as possible. Only 2 percent planned to enroll for a four-year college course unless they had already completed part of their college education.
8. Practically all young men who were interviewed expressed interest in the following types of activities:
   a. Those who expect to enter or reenter farming are most interested in intensive short unit courses in agriculture. Servicemen in particular are anxious "to catch up on their farming" (as they express it) including particularly more information on financing.
   b. Young men who are interested in farming are highly interested in securing help in placement.
   c. Next in interest is a program of social activities. Some unmarried young men in military service think that those, who have remained at home, have had the advantage in selecting a life mate.
   d. Young farmers in military service are especially interested in discussions on national and international problems and to a more limited extent on state and local problems.
   e. Servicemen are less interested in recreation while other segments of the young farmer group would give recreation more attention than (c).
   f. In general, school administrators expressed a limited knowledge of the interests and needs of this post-high school group 18-27 years of age.

In the areas of interest in item 8, above, it is clear that young farmers need more than agriculture in a program of instruction. This is easily understood when we realize that young men who are gradually becoming established in the rural community are aware of their responsibilities in citizenship. This naturally includes, in addition to preparation for farming, an interest in the social, recreational, civic, health, conservation, family problems, and economic aspects of the rural community. The organization of young farmers into a Young Farmers Association with officers and a definite program of activities for the year will provide an opportunity for all of these areas of interests to be explored.

When the food production war training program was made a part of the responsibility of every teacher of vocational agriculture in Pennsylvania practically all Young Farmer programs, as such, were discontinued. The need for adult instruction was more pressing and is so well established in many instances that it will quite naturally go on as a major service of the department of vocational agriculture. The time has now arrived when we should make a resurvey of our responsibilities with respect to the young farmers and plan a course of action. Let us act *now* in replanning Young Farmer programs.

Some Basic Information Contributing to the Replanning of the Young Farmer Program in Ohio. A Preliminary Report. Ray Fife, Department of Agricultural Education, the Ohio State University, December, 1944.

(—Pennsylvania Newsletter)

WATSON ARMSTRONG

Farmer Classes

W. HOWARD MARTIN

Improving the Program of Instruction in School-Community Canneries

R. E. NAUGHER, Specialist in Agricultural Education,
U. S. Office of Education, Washington, D. C.

R. E. Naugher

ACCORDING to a survey made by the Agricultural Education Service of the U. S. Office of Education in March, 1945, there are 3,142 of the larger-type school-community canning plants in the United States. Recent studies made in states where this program has been in operation for a number of years indicate that:

a. The number of school-community canneries has increased every year since they were first established,
b. The number of families trained has increased every year, and
c. The total number of cans of food processed has increased every year.

If the school-community cannery is to operate successfully and become a permanent school-community educational institution, all groups of people using the cannery must become increasingly skilled in the operation and use of equipment. This involves training. Training must be provided in planning and producing foods, in preparing the produce for canning, and in operating the equipment required to process the food. If the instruction in school-community facilities is to be effective on the local level, provisions must be made to train prospective teachers, employed teachers, and persons who may be employed as "special" teachers.

The consensus of those who have been connected with the school-community canning program for the past few years indicates that the intensive workshop is one of the best methods of use in training the regular vocational, as well as the special, teachers to supervise and operate school-community canneries. An intensive workshop conducted for a period of from four to five days' duration is necessary to train teachers in the fundamental skills of supervising and operating the canning plant and in the techniques involved in processing food. This does not take into consideration the many problems involved in planning food budgets nor the problems in producing and harvesting the food to be canned. The "workshop" method of training the teachers who are on the job has been used in most of the states.

The instruction given in these workshops has varied from state to state depending largely upon the experiences of the members and the problems involved. The problems supervisors and teachers had encountered in supervising and operating this program were used as a basis for developing the workshop programs. The problems most frequently raised in the workshops were:

1. How to improve the quality of instruction in the plants?
2. How to improve the quality of produce canned?
3. What factors should be considered in locating new plants?
4. How to finance the program on a local level after the plant is equipped?
5. How to arrange equipment to operate most efficiently?
6. Techniques involved in processing fruits, vegetables, and meats?
7. What size and amount of equipment is needed?
8. How to operate and maintain equipment?
9. How to solve plant management problems?

The experience gained by those conducting these workshops indicates that certain factors should be considered and evaluated in planning for and in conducting workshops for regular vocational teachers and/or for persons employed as special teachers in processing food and in operating equipment in school-community canneries. Some of the factors are:

A. *Importance of instructors*

One of the most important decisions to be made in planning the school-community cannery workshop is the selection of the instructor. The leaders of the school-community cannery movement agree that the instructor largely determines whether the canneries operate as educational institutions or only as service centers. Therefore, instructors should be obtained to conduct the school-community cannery workshops who,

1. Recognize the importance of the instructional program in the local plant
2. Can organize the problems of the trainees into a course of instruction
3. Know how to operate the equipment
4. Know the techniques of processing food
5. Are familiar with plant layout and management problems
6. Are able to teach others to adopt approved practices.

B. *The personnel to enroll for training*

This problem cannot be solved for each situation until the size of plant to be used as the training center and the number of instructors available to help with the training program are determined. Generally speaking, the attendance at each workshop should not exceed 15 to 18 persons for the average-sized canning center or for each instructor employed. *Only those persons* who will have the responsibility of training others *should attend the state or district workshops.* These persons should be state and district leaders who will conduct similar workshops for local teachers and supervisors of school-community canneries.

C. *The cannery to use as the training center*

Some things to consider in selecting the cannery to use as a training center are:

1. A cannery that is large enough to accommodate the persons who plan to attend.
2. A cannery that has adequate and well-arranged equipment which is similar to that used in other canneries.
3. A cannery that is centrally located for those who are to attend.
4. A cannery in which the equipment has been checked to see that it has been properly installed.
5. A cannery that has a classroom near by.
6. A community that has convenient subsistence accommodations for those attending.

D. *The time to conduct workshops for teachers*

The workshops should be conducted just prior to the opening of the canning season. A series of workshops (one or two days in length) conducted at different seasons of the year may be needed in order to put the training program on a seasonal basis. This will prove beneficial to teachers as they would not have to be out of the community for long periods. Workshops conducted in early summer for processing vegetables and fruits and others conducted in late fall for processing meats have proved satisfactory in a number of states.

E. *The length of the workshop*

The length of the workshop will be determined by:

1. The number and types of commodities to be processed on which training is to be given.
2. The experience of the trainees.
3. The intensity of the training program determined by the number of enrollees per teacher and the amount of equipment available per enrollee.

A minimum training period of four to five days is needed to cover the essential problems on operating equipment and the techniques of processing fruits, vegetables, and meat.

F. *Finances*

Adequate funds must be provided to purchase (1) consumable supplies, (2) utilities, (3) commodities when not supplied by the consumer, and occasionally (4) to hire needed cannery employees.

Workshops have been financed in many ways. The most common pattern followed in state workshops has been for the trainees to pay a laboratory fee to cover costs. The food which was canned was then divided among those attending the workshop.

The meat used in all workshops was furnished by an individual and the canned meat returned to the owner.

G. *The content of course*

The most successful workshop conferences have been those where most of the time was spent in the cannery in participation training. The following activities should be included in training programs for state or district workshops:

1. Operating equipment
a. Sealers
(1) Changing chuck and base plate
(2) Adjusting seaming rolls
(3) Adjusting base-plate pressure
(4) Operating
(5) Checking seam on a sealed can
(6) Maintaining and repairing
(7) Observing safety precautions
b. Boilers, steam
(1) Preparing the boiler for firing
(2) Firing and operating
(3) Maintaining while in operation
(4) Cooling at the end of operation
(5) Maintaining during off seasons
(6) Observing safety precautions
c. Retorts
(1) Inspecting, adjusting, and repairing accessories (safety valve, gauges, thermometer, petcock)
(2) Filling retort baskets
(3) Closing retort
(4) Raising pressure or temperature
(5) Observing safety precautions
(6) Cooling retort
(7) Removing worn and replacing lid gaskets
(8) "Rounding up" retorts
(9) Maintaining during off seasons
d. Exhaust boxes
(1) Preparing for use
(2) Heating with steam
(3) Operating efficiently
(4) Observing safety precautions
(5) Cleaning after use
(6) Maintaining during off seasons
e. Steam-jacketed kettle
(1) Preparing for use
(2) Operating
(3) Observing safety precautions
(4) Maintaining during off seasons
f. Food choppers
(1) Assembling
(2) Adjusting knives and plates
(3) Operating
(4) Cleaning
(5) Maintaining
g. Other

Patrons of school-community canneries will not be trained to do all activities connected with operating and maintaining all pieces of equipment in the plant. Activities on repairing and maintaining equipment should be the responsibility of persons other than patrons.

2. Preparing and processing food
a. Meats

Group discussions should be held on approved methods in butchering, chilling and handling meat before it is brought to the cannery. This discussion should be followed by butchering an animal to put into practice the approved methods (if time permits). All trainees should participate in cutting and boning meat, preheating and packing the various cuts of meat, in marking cans, topping, scaling, processing in retorts, cooling, cleaning utensils and in checking out of the cannery. A similar procedure should be followed for canning other products.

b. Nonacid foods—preparing and processing
c. Acid foods—preparing, processing

At least a full day should be spent in outlining and discussing the techniques to use in preparing and processing at least one nonacid and one acid product. Some of the techniques used in preparing and in canning acid and nonacid food products are different. The processing times are also different for these products, but the processing techniques are about the same for all acid products and about the same for all nonacid products.

3. Plant Management

The management problems such as financing the plant, scheduling patrons, obtaining cans, plant sanitation and determining the responsibilities of patrons and hired help should be discussed and understood by those who are responsible for the instruction and supervision in school-community canning plants.

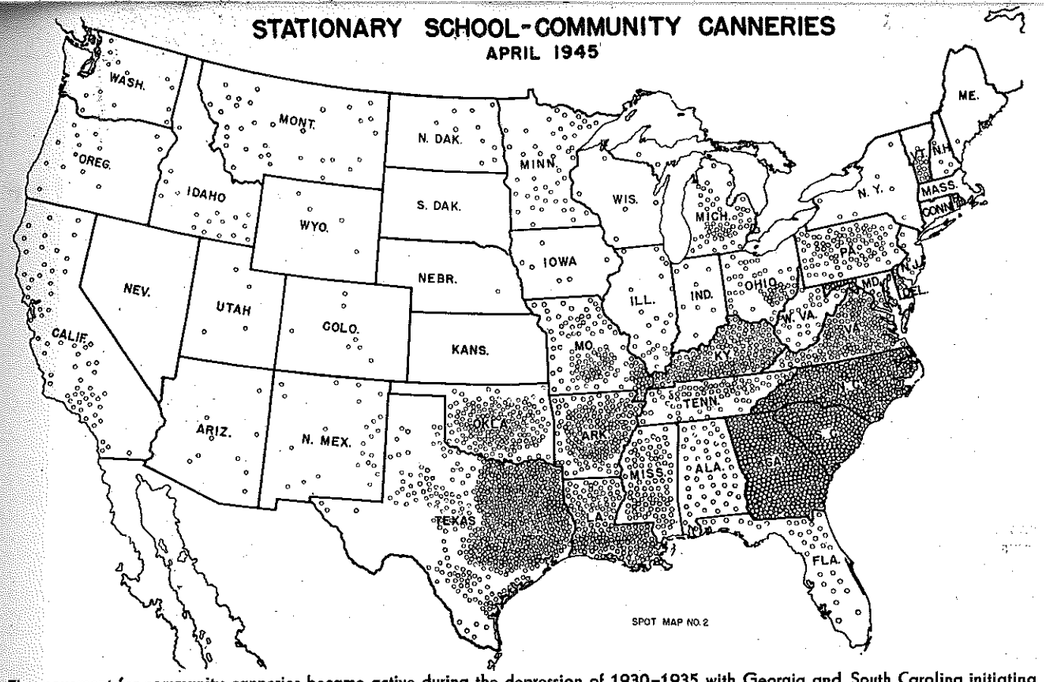
H. *Daily schedule of work*

The problems related to selecting, arranging and operating equipment, preparing and processing food, and managing the canning plant should be organized into a daily schedule of work. The following outline has been followed in workshops which were scheduled for a period of five days:

First Day

8:30 8:40 Welcome and introduction of trainees
8:40 9:00 Purpose of workshop
9:00 10:00 Develop problems on operating school-community canneries

(Continued on page 153)



The movement for community canneries became active during the depression of 1930–1935 with Georgia and South Carolina initiating the action. Due to the drive for increased food during the war the movement has spread thruout the United States with the southern states definitely leading. Over 3,000 canneries are located on this map

Farm Mechanics

R. W. CLINE

The Cooperative Use of Farm Machinery by Students of Vocational Agriculture*

R. W. CLINE, Teacher Education, University of Arizona, Tucson, Arizona

R. W. Cline

FUTURE Farmers, like all American youth, enjoy the speed, power, and efficiency of modern machines. The ever-increasing mechanization of agriculture has given new significance to the problems the young farmer encounters in tooling up his farm. Altho a Future Farmer may borrow operating capital and rent land, it is usually necessary for him to own the minimum equipment essential for his particular type of farming.

In recent years students of agriculture in some schools are attempting to solve the machinery problem thru cooperative ownership and use of equipment. In procuring and using machinery, teachers and students have encountered many problems. They have also discovered certain educational values in these projects, and the number of such outfits is steadily increasing. This study was therefore conducted to determine the practices, problems, and educational values of present cooperative farm-machinery projects as a basis for recommendations on future activities.

Kinds of Equipment

The study which included 18 departments of vocational agriculture in Arizona, California, and Oregon was made by means of a survey form supplemented by interviews with students and teachers in seven departments. A majority of the outfits had been in operation less than three years. The equipment included 23 tractors and 16 other implements as follows: Combines, cultivators, disks, drags, drills, feed grinders, hammer mills, mowers, harrows, plows, rakes, renovators, scrapers, trailers, trucks, and wood saws. While a majority (17) of the tractors were of the smaller type, Ford Ferguson or similar, five departments own two tractors each, one of which is a larger tractor such as Farmall M and two-ton Caterpillar.

The typical outfit is a tractor with plow, disk, harrow, cultivator, drill, and mower. Other equipment is added as needs arise. Only two departments owned combines and three had feed grinders. Two groups purchased wood saws, but one was sold because it was too dangerous.

*Excerpts from the report of a study conducted under the direction of the Research Committee on Agricultural Education for the Pacific Region.

Ownership and Use

In 13 departments the machinery is owned and operated by the Future Farmer chapter. Four outfits are owned by schools and one by the teacher of vocational agriculture.

A total of 3,052 acres, or an average of 166 acres per department, was farmed with the machinery last ycar. The outfits were used by 330 students on their individual farming programs and by 300 students on cooperative group enterprises. Seventy percent of the students using the equipment are farm boys who farmed an average of eight acres per student last year, while the town boys farmed five acres each. A total of 3,529 tractor hours of custom work was done by all departments during 1944. In transporting machinery from the school to individual farms the greatest distance traveled in three communities was four miles from the school, while one department traveled 45 miles from the school. The average maximum distance traveled for all departments was 12.5 miles from school to farm.

Organization and Management

The following means were used to raise funds for the original purchase of equipment by 13 F.F.A. chapters: From F.F.A. group project, funds advanced by the students, P.C.A. loan, loan from bank, Farm Security loan, selling shares to members, chapter award ($250), school-board donation, borrowed funds from individuals, and funds from scrap drive. Six of the 13 outfits were paid for in full at the time of purchase. Three chapters financed their unpaid balance thru local banks and one thru a Farm Security loan.

Fourteen of the outfits are managed directly by Future Farmer chapters, one of which is chartered as a legal cooperative. The management is usually handled by a chapter committee and/or a machinery manager. Normal servicing of equipment is usually done by the student using the machinery, and repairs are made by farm mechanics classes.

All departments conduct training programs for tractor drivers including performance tests. Basic, on-the-job training time ranges from four to six hours for a trainee. Only three chapters charge a membership fee in the machinery cooperative in addition to regular F.F.A. dues.

Eleven of the 18 departments carry accident insurance. In seven schools this is provided by the school board. Only three departments indicated any accidents in using the equipment.

Summary of Findings

Two-thirds of the teachers believe a tractor and equipment are necessary for teaching agriculture and that school boards should provide such facilities.

Seventy-seven percent of the teachers' replies indicated that school officials, parents, dealers, and custom operators are enthusiastic about the machinery projects.

The trend is toward a decrease in the amount of custom work done with chapter- or school-owned equipment.

The following problems ranked in order of importance were encountered by teachers in conducting machinery projects:

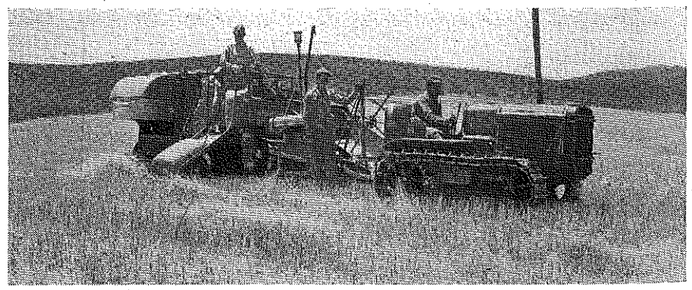
1. Procuring adequate land for student use.
2. Financing equipment.
3. Avoiding excessive demands on the instructor's time.
4. Arranging schedule to meet the needs of students.
5. Getting students to properly care for equipment.
6. Getting enough work to keep equipment in use.
7. Developing organization to manage the project.
8. Interfering with regular classwork in agriculture.
9. Financing large student-farming programs.
10. Collecting payment for use of equipment.
11. Accidental injury to students.

The educational values of a machinery project were ranked in the following order by teachers of agriculture:

1. Ability to service and repair equipment.
2. Increased scope of farming programs.
3. Skills in operation of farm machinery.
4. Ability to conduct business matters thru a cooperative organization.
5. Increased amount of student work on farming programs.
6. Interest of students in vocational agriculture.
7. Quality of student-farming programs.
8. Establishment of students in farming.

The following were listed as important factors in deciding whether to conduct a cooperative machinery project:

1. Number of boys having tractors on home farm.
2. Distance the majority of boys live from school.
3. Number of boys who will and can profit from training and use of the equipment.
4. Use that will be made of equipment in helping boys become successfully established in farming.
5. Plan for financing on a chapter-owned basis.
6. Interest and enthusiasm of boys.
7. Tenure of teacher of vocational agriculture.
8. Support of parents and school officials.
9. School administrative problems that may develop.
10. Fitting the training into a well-balanced program of instruction in vocational agriculture.



In operation here is a tractor and combine owned by the department in Hemet, California. This is typical of the 23 outfits reported in this article

Recommendations

1. Teachers of agriculture should conduct careful studies on community needs and conditions before deciding to buy either school-owned or chapter-owned farm machinery.
2. In communities where there are sufficient needs for training equipment, school officials should be encouraged to provide the machinery necessary for an adequate training program.
3. Farm-machinery projects conducted thru departments of agriculture should be integrated with the regular instruction in agriculture to avoid exploitation of the school time of students and teachers.
4. All students who use equipment not owned by the school should have some individual equity in the outfit thru the purchase of stock or other means of direct ownership.
5. The group owning and using the equipment should be as small as possible and yet make maximum use of the various implements.
6. Machinery projects should be soundly financed by the use of credit from regular lending agencies serving agriculture in the community.
7. Chapter-owned equipment should be used mainly on the farming programs conducted by students rather than on group enterprises and custom work.
8. Chapters purchasing machinery should guard against equipment that is too small or too light for the production job to be done.
9. Cooperative groups should be organized and work schedules arranged so as to keep travel at a minimum.

These young farmers of the Dickson, Tennessee, community are taking advantage of the community shop maintained by the agricultural department of the local high school. The membership list of the Club includes practically every farmer in each of seven communities. J. H. Clemmer, teacher

Community Shops

J. H. CLEMMER, Teacher,
Dickson, Tennessee

WHENEVER farmers are interested in a local problem to the extent that they will organize and invest effort and money, some worthwhile community developments are likely to follow. This has been proved by the fact that $14,646 worth of farm-machinery repair and construction work was done by organized community-shop clubs in the Dickson, Tennessee, High School service area in 1943–44 and 1944–45.

Prior to 1943 the local teacher of vocational agriculture had been giving farmers a limited amount of help thru a "rolling shop." When O.S.Y.A. funds became available for courses in machinery repair, seven Dickson County communities organized Farmers Shop Clubs, each of which had the usual officers. The shop program was planned by the members of these various groups which included practically every farmer in each of the seven communities.

The initial activity was to plan and construct a community shop. After deciding on size, materials, and locations, a bill of materials was prepared. Then the cost of materials was estimated and divided by the number of members. The assessments, which ranged from five to 10 dollars per farmer, were paid to the club treasurer. Construction work on the community shops was done by members of the group. Rules were drafted governing shop usage; a reliable farmer was made responsible for shop equipment and hours set for the courses. Provision was also made for shop usage at odd times.

Neither the local high school nor the county board of education has furnished equipment. Together with necessary supplies, this equipment has come from either O.S.Y.A. funds or the club treasury. The shop buildings vary in size from 20 feet by 30 feet to 30 feet by 60 feet. Excluding labor, the construction cost has run from $250 to $1,800

Instruction

During the O.S.Y.A. era, the same special instructor served all seven communities. While the termination of the O.S.Y.A. program has greatly curtailed the amount of instructional service, the shops are still being used constantly by the neighborhood farmers. These men usually go to the shops in groups, often utilizing the ability of a member who is especially skilled in farm-machinery repair. In general, the farmers report they can get along reasonably well with all repair jobs except welding. Therefore, in certain of these seven communities evening machinery-repair courses emphasizing welding will be conducted during the current fall and winter months. The teacher of vocational agriculture at Dickson will be in charge of these classes.

At present the club treasuries contain sufficient funds to maintain the shop equipment and care for the operational expenses of the current year. For the most part the money on hand came from fees for additional memberships granted after the buildings had been paid for by the original members. In the absence of future assistance similar to the O.S.Y.A. program, other means of meeting expenses will have to be devised.

Along with the development of community shops have come cannery-construction programs in each of the seven communities. To date 365,000 cans of food have been processed. Community-improvement clubs have replaced the separate shop and cannery units and further expansion is indicated. A number of other communities within the Dickson High School service area has investigated the possibilities of developing similar organizations. Altho it has been impossible to date to give them much encouragement as to additional funds for equipment and instruction, the people are aware of their needs and will doubtless use their own resources insofar as possible toward further community improvement.

Shop clubs and community shops, discussed by Mr. Clemmer, provide a practical program thru which farmers can apply their shop training in the maintenance of their own equipment. Such programs would seem to be a logical step for many communities in the further development of educational services to farmers.—R. W. C.

Studies and Investigations

E. B. KNIGHT

Lexicon of Agricultural Words and Phrases

WM. F. HALL, Teacher Education, Pennsylvania State College,
State College, Pennsylvania

Wm. F. Hall

IN 1930 Howard Frank Fox had scarcely begun his career as a teacher of agriculture at Middleburg, Pennsylvania when he sensed the need for a ready reference of definitions of various agricultural terms. A change in position in 1935 to Hopewell Township (Pennsylvania) High School, his present post, appeared not to have mitigated the need. Rather, it appeared to have increased with the passing of time.

"What does it mean?" is a never-ending question put to teachers of agriculture by pupils and patrons. In many instances the answer may be found in a good standard abridged dictionary or in the glossaries found in some textbooks on agricultural subjects. And most words and phrases are defined in the unabridged dictionaries. The latter, however, are the exception rather than the rule among the resources of the high-school offering instruction in vocational agriculture. This writer cannot recall ever having seen one in an agricultural department. Further, as a result of scientific developments in agriculture in relatively recent years, words and phrases in considerable number have been added to the language of the field but have not yet been recognized by the lexicographers.

Accordingly, at a time when Mr. Fox's residence-study requirements for an advanced degree from The Pennsylvania State College were nearing completion, it occurred to him that a compilation of this needed ready reference would serve as a most appropriate thesis problem. As such it was initiated and completed.

In a very brief introductory chapter Mr. Fox presents the "why" of the work.

Chapter 2 is a development of the specific problem, beginning with the definition of terms. The "Statement of Aim" follows, thusly: "It is the purpose of the compiler of this dictionary to assemble in one volume a collection of agricultural terms that are used by teachers, students, farmers, and other agricultural workers, and to define them in concise, accurate, commonly-used phraseology."

A number of paragraphs devoted to the "scope of the study" are summarized in these words: "The dictionary is composed of ordinary, present-day English words, common in the United States, related to agriculture or its allied fields, with the exception of botanical and zoological terms (These, Mr. Fox contends, are too technical to be appropriate and so numerous as to require a special compendium), regardless of their time or place or origin."

As sources of words and phrases Mr. Fox used standard dictionaries, encyclopedias, textbooks and bulletins on agricultural subjects, monographs, magazines, catalogs, and the like. Webster's New International Dictionary, Second Edition, 1943, he used as his authority for spelling as well as for refinement of definitions. Some definitions had, however, to be constructed from meanings implied by the authors of textbooks and other sources of material.

Mr. Fox concludes Chapter 2 with a description of the methods he used. A recording of words and phrases with their definitions in an alphabetized notebook was the first step. Later each term and its meaning were typed on a three inch by five inch card. This facilitated a correct and complete alphabetizing and checking of terms as assembled. Then the cards were sorted according to subject-matter fields such as animal husbandry, farm crops, forestry, soils, and the like. The cards in each field were then given to an authority in the field here on the Pennsylvania State campus so that each term and its meaning could be verified or corrected. Finally, the cards were re-alphabetized.

Chapter 3 of Mr. Fox's study is *A Dictionary of Agricultural Terms for General Modern Usage.* This reviewer estimates that it contains at least 5,200 words and phrases. To convey an idea of the character of the work done, a sampling of words and phrases is now presented.

agrobiology—The study of plant nutrition and growth and crop production in relation to soil control.
agronomy—That branch of agriculture dealing with the theory and practice of field-crop production and soil management.
bing—A heap or pile of stones, grain, etc.
clout—An iron plate or an axletree or other wood to keep it from wearing; a washer.
clover—A low herb, having three leaves and flowers in dense heads. There are many kinds, as white, red, sweet, alsike, crimson. They are legumes and are valuable for forage, hay, and honey plants.
drag—A heavy wooden or steel frame drawn over ground to smooth it; either a field or road, tho the types used on each differ somewhat.
erode—To wear away, as soil by the action of water.
ergot—A fungus disease of rye, and certain other plants, in which the grains are replaced by black or dark-purple club-shaped bodies called ergots.
fecund—Fruitful in offspring or vegetation; prolific; fertile.
germination—A device for testing the germinating capacity of seeds.
hermaphrodite—An animal having both male and female reproductive organs.
Hessian fly—A small two-winged fly which is very destructive to wheat in America.
immunization—The act of rendering a crop or animal 100 percent resistant to attacks by specific organisms or pests generally established in an area.
Jersey black giant—A general-purpose breed of fowls, bred for heavy meat and egg production. They have yellow skin and lay brown eggs.
kerf—1. The slit or notch made in cutting or sawing.
2. Something cut off; a cutting, as of wool in shearing.
land wheel—The wheel of a sulky plow which travels on the unplowed land.
multiple cropping—The taking of two or more crops from the same field in one year.
nubbin—Any small or imperfect ear of Indian corn; any imperfect or undeveloped fruit.
ooscope—An instrument for viewing the interior of an egg.
oosperm—A fertilized egg.
pelt—1. A skin and wool of a sheep.
2. The skin of any fur-bearing animal.
quill—The hollow, horny, basal part or stem of a feather.
rind gall—A defect in timber, caused by the growth of annual layers of wood over a bruise in the bark.
scarify—1. To stir the surface of the soil with a scarifier.
2. To scratch hard-coated seeds, as clover, to aid germination.
topknot—A crest of feathers, as on a cock; a tuft of hair on the top or forward part of an animal's head.
umbilical cord—The cord or stalk arising from the navel, which connects the fetus of a mammal with the placenta.
vice—A failing; a bad habit; said of horses, dogs, and the like.
wire nail—A nail made of wire.
xenia—The direct influence of foreign pollen on the part of the mother plant that develops into endosperm.
yeld ewe—A ewe not in milk.
zoetic—Of or pertaining to life; living; vital.
zoonosis—A disease communicable from animals to each other or to man; a disease due to animal parasites.

In the final chapter Mr. Fox points to the possible need for a similar dictionary for each of the various agricultural enterprises such as dairying, fruit growing, and the like. The United States Forest Service has issued, for example, a pamphlet of terms peculiar to fire-control work. Useful and profitable compilations in other fields, homemaking for example, he suggests as worth consideration.

If Mr. Fox's dictionary is to have optimum use and value, it must be made available in adequate numbers for the use of those for whom it was designed and compiled. Just how this may be effected Mr. Fox does not suggest.

From the Boys' Angle

E. B. KNIGHT, Teacher-Trainer, University of Tennessee, Knoxville, Tennessee

E. B. Knight

BOYS enrolled in high-school classes in vocational agriculture are realists when they choose productive enterprises for their farming programs. At least, a majority of 142 youths enrolled in three Tennessee departments went on record to this effect by stating that home-farm needs and the opportunity to make money were the principal determinants in project selection.

Named less frequently were such considerations as personal interest, available materials, market demand, and suitability to the local area. However, as a group, these latter factors also are of a practical nature showing again that the boys were following in the pattern of generations of farmer ancestors. This variety of selective criteria indicates that productive-enterprise possibilities were scrutinized carefully before being incorporated in the students' programs.

Program Difficulties

Viewed as a group, the boys reacting to the questionnaire, on an average, had approximately two years experience in conducting farming programs. The school year was nearly completed when the study was made so even the ninth graders had a reasonably good background from which to formulate their replies. Their teachers were well seasoned by experience and tenure. Altho one department had been established just three years when its students were interrogated, the other two had been in existence for at least a decade.

Almost half (45.6 percent) of the boys reported little or no difficulty in planning and conducting farming programs. Those naming specific difficulties mentioned most frequently such items as: obtaining suitable livestock, securing proper equipment, getting an adequate supply of labor, and locating seed or feed. Of lesser importance were problems like insect and disease control, writing up plans, and overcoming weather handicaps.

Value of Classroom Study

Teachers of vocational agriculture endeavor to relate classroom activities to their students' farming programs. In this way it is felt learning becomes more meaningful by attaining a high degree of practicality. Therefore, to test out the merit of this teacher procedure these 142 Tennessee all-day boys were requested to indicate the ways, if any, their classroom study of agriculture had helped their farming programs.

Only 10 boys, either by their replies or lack of comment, seemed not to have been aided thru the materials studied in the classroom. One hundred twenty-one declared that the in-school phase of vocational agriculture had been of service in assisting them to solve problems which had arisen as they carried out their farming programs. Record keeping was stressed by nine individuals while five said they had avoided serious "pitfalls" due to classroom activities. Judging by these boy-provided data, the current teacher practice of instructing with student programs constantly in mind is justified.

Supervision by the Teacher

All questionnaires were filled in under the direction of a member of the teacher-training department. To encourage greater frankness, the boys were assured their teachers would not be permitted to examine the completed forms. The nature of occasional replies tended to show that the facts and opinions obtained represent rather reliably the opinions of the group surveyed.

Of interest is the response to an item inquiring as to the number of supervisory visits the respective teachers had made to each boy since the start of the school year. As might be anticipated, some students had not been visited at all while others stated the instructor had come to their home farms on as many as six occasions. The average number of visits was slightly under one.

No doubt, the vastly increased load of wartime duties was an important factor in keeping teacher supervisory visitation to a minimum.

In the eyes of the boys, there were four distinct aspects of teacher visitation. The two outstanding activities, mentioned by 84 and 75 students respectively, were (1) making suggestions regarding their farming programs, and (2) checking upon the progress of the various enterprises. According to certain youths, the questions the teacher asked and the encouragement he gave were also prominent features of his supervisory visits.

Thirty-two individuals (22.5 percent) declared their teachers had made special trips to see them when some emergency had arisen in connection with their farming programs. Among the problems needing solution on these occasions were matters concerned with the following items: castration, pruning, livestock selection, disease control, egg and vegetable grading, vaccination, seed selection, preparation of fair entries, and building construction. Evidently the remaining 110 students to date had not felt the need of special visits from the local instructor.

Additional Help for Programs

A surprisingly long list was compiled from the answers received to a question asking what sort of additional help the boys would like to have for their farming programs. Foremost were needs like more adequate farm shop equipment, training in castration and caponizing, amplified class discussion of pasture management and soil improvement, and additional information regarding diseases. Particularly pertinent were desires for more field trips, talks on program improvement, a larger supply of agricultural bulletins, and increased visitation by the teacher. Approximately one-half the students indicated no additional help was needed as far as they individually were concerned.

Clues for Teachers

Despite the limited number of all-day students reached in the survey, several of the points made by the group are worthy of teacher consideration. Of special significance are the following:

(1) Home-farm needs and the possibilities of making money are the outstanding factors in determining the kind of productive enterprises which will be included in the boys' farming programs.

(2) In planning farming programs it is wise to make certain that the required livestock, feed, seed, labor, and equipment will be available at appropriate periods.

(3) As far as possible, classroom activities should anticipate the major problems students will encounter as they carry out their farming programs. Opportunity must be given whereby the youth knows beforehand how to solve the normal difficulties of enterprise management.

(4) Visits by the teacher of vocational agriculture ought to be planned so as to: (a) check project progress, (b) give the boy encouragement thru judicious praise, and (c) stimulate the student's vocational growth by means of questions and suggestions.

(5) The number of special visits by teachers could be reduced thru increasing the amount of class time devoted to fundamental farm skills like castration, pruning, grading, immunization, and livestock selection.

(6) From time to time it might be advisable to secure the views of students regarding the course content, program planning, and kindred items.

School Canneries

(Continued from page 149)

10:00 12:00 Plant layout—arrangement of equipment, drainage, ventilation, light, and sanitary facilities of the building
1:00 5:00 Operating retorts, steam-jacketed kettles and cooling vat

Second Day
8:30 12:00 Operating and adjusting sealers
1:00 5:00 Operating boiler
Developing steps to follow in canning a root crop
Canning one or more root crops
Operating exhaust box, retorts, and sealers

Third Day
8:30 12:00 Developing steps to follow in canning a nonacid product
Canning one or more non-acid products
Checking patrons in the cannery, assigning to work areas
Instruction on and participation training in operating and using washing vats, exhaust boxes, sealers, retorts, cooling vats, and checking patrons out of the cannery
1:00 5:00 Developing steps to follow in canning an acid product.
Canning one or more aid products
Instruction and participation training in operating

(Continued on page 158)

Future Farmers of America

A. W. TENNEY

The Future Farmers Are on the March

THE Future Farmers are on the march —in the classroom, behind the plow, thru the feed lot, and in the armed services.

The Nebraska F.F.A. lads have just completed their biggest year. Most former records have been broken. One member, Lloyd Bevans of Waverly, produced and sold over 92,000 pounds of turkeys, another lad, Donald Clement of Ord produced and sold over 10 tons of pork. The Fremont F.F.A. chapter, with 30 members, last year produced over 89,000 pounds of meat. Bob Beck, state F.F.A. president for the past year, had one of the greatest purebred boar sales ever held in Nebraska. He sold one boar for $1,205 and another for $1,000. Jack Sauder of Chappell made $4,560 from F.F.A. projects in his four years of high-school work. Robert Raun of Campbell has a labor income of $1,766 from F.F.A. projects, and will graduate with an average grade of over 94. The Gothenburg F.F.A. chapter served at the famous North Platte Canteen. Over 250 F.F.A. lads took part in local, district, and state public speaking contests.

That isn't all. The Nebraska Association has 6,095 of its Future Farmer members in the armed services. They are in all branches of the service and in all parts of the world.

Usually each year a state meeting is held. State officers are elected and a state program of work is outlined. This year the state convention was canceled.

State officers elected for the coming year at these area meetings were Lowell Feye, Columbus, President; Paul Quackenbush, DeWitt, Vice-President; Robert Raun, Campbell, Secretary; Jerry Johnson, Red Cloud, News Reporter, and Richard Peterson, Neligh, Treasurer.

Lowell Feye, the new president, is 17 years old and a senior in high school. His present F.F.A. farm program includes 10 sows and litters, six beef calves, 100 baby chicks, 20 acres of corn, and 20 acres of oats. He has been president of his local chapter, and president of his Luther League. He won the 1945 Carl Raymond Gray Union Pacific $100 Scholarship for Platte County. He is an active member of the Junior Farmers Union. Lowell plans to attend an agricultural college, and then return to the farm.

There are 43 outstanding farm boys in the 1945 class of State Farmers. This degree is the third highest in F.F.A. advancement, and is the highest that can be conferred upon a member by the state association. This year's class is the wealthiest group of boys ever promoted to the State Farmer degree in Nebraska. Their average labor income from projects conducted during their high-school course in vocational agriculture is $1,274. The previous high was $904. Their average high-school grade is 88, and their average age is 16.6.

In this group of 43 F.F.A. lads, two are now in the armed services and six more expect to go this year. All state that their immediate future depends upon the war situation. However, 29 want to go directly into farming, seven want to attend college, and then return to the farm, and seven desire to attend college, and then become teachers of vocational agriculture, veterinarians, county agents, or agricultural engineers.

Each local chapter is organized with a full set of officers. They hold regular meetings each month. A well-planned program of activities is carried out. Popular events and activities carried out by chapters this past year include: public speaking contests, parliamentary procedure contests, scrap drives, project tours, parent and son fun feeds, junior fairs and corn shows, ton litter contests, cooperative feed mixing, treating cattle for grubs, treating seed, and writing to members in service.

Each year a state chapter contest is sponsored. It is second on the number of worthwhile activities planned and conducted by the chapters. Blue ribbon winners were Neligh, Beatrice, Wisner, and DeWitt. Red ribbon winners were Nebraska City, Bassett, Columbus, Gothenburg, Kearney, and Crete. The third place or white-ribbon group included Fairbury, O'Neill, Fremont, Sargent, and Auburn.

Wisner, one of the winning chapters has 53 members. They held 18 meetings with an average attendance of 49. They have full meeting equipment, and use the official ceremonies at all meetings. All members have worked on at least one committee. They visited two neighboring chapters.

Their 53 members have $10,150 invested in farming, $3,303 in bonds, and $7,820 in savings and other investments. They produced 75,950 pounds of meat. They collected 106,150 pounds of scrap metal, and 3,470 pounds of paper.

They conducted a public-speaking contest, with 20 contestants, held a parent and son fun feed with 101 present. They sponsored a junior fair, with 50 percent of their members exhibiting animals. They conducted a project tour, with the businessmen of the town as their guests. They took pictures of 40 percent of their projects, and held a judging contest. They have a cooperative mineral mixing ring. They have mixed over 2,000 pounds this year.

In Community Service they gave educational demonstrations, assisted with the food production war training classes, sponsored a rat-killing campaign, cooperated in sponsoring rooster day, started improving the high-school grounds, and built a machinery trailer.

They organized a Swine-Improvement Association and held a purebred boar and gilt sale.

They sponsored two educational trips and presented one radio program. They sent 25 letters to their members in service. They entertained at the Norfolk Canteen. One hundred percent of their members donated over 225 pounds of food for this activity.

Lester Bevans of Waverly won the state F.F.A. public speaking contest. He talked on the subject, "The Rural Church in the Reconstruction." Wayne Carpenter of Neligh was second and Robert Graff of Beatrice was third. Young Bevans will represent Nebraska in the regional F.F.A. public speaking contest. He will compete with the state winners from 12 midwestern states.

At each of the area meetings the state F.F.A. service flag was dedicated. There are 6,095 active and associate F.F.A. members from Nebraska now with the armed forces. These lads are in all branches of the service, and are stationed in all corners of the world. They range in rank from privates to lieutenant colonels.

Leland Johnson, state officer from Fairbury, in his speech at the service flag dedication stated, "It would take a long time to name our F.F.A. leaders who have left their homes and friends to serve in the armed services. I will name only a few, Duane Munter, 1941 Star Farmer of America, is a U. S. naval air gunner, Willard Visek, former state and national officer, is a staff sergeant in the Field Artillery, Paul Hammer, last year's state president, is serving in the Navy, Merlin Hansen, state secretary of last year and a 1944 American Farmer, is with the American Army now in Germany. There is Vanve Varva, former local officer from Crete, who just a few weeks ago received the Presidential Citation for gallantry in action. State Farmer Adrien Tolen from Ord is now a lieutenant colonel. Duane Foote, state secretary of two years ago, was wounded in action last fall and is now in a hospital on the west coast. Then there is Bob Osler, 1942 state president, who is a prisoner of war in Germany. Paul Hofmann, state president in 1943, made the supreme sacrifice on the European battle front on December 15, 1944.

It is fellows like Bob, Duane, and Paul that have made the F.F.A. go forward. These fellows are now giving everything, making it possible for the Future Farmers of America and the people of the entire nation to continue to prosper as free and peace-loving citizens. The F.F.A. members still on the home front are proud of the records made by their member in service."

The Future Farmers of America exists today because of a cooperative spirit and a desire on the part of farm boys, 14 to about 21 years of age, preparing for farming thru vocational agriculture, to have a national organization of their own in which they can secure practical business experience, act as their own instructors, and enjoy the fellowship of one another. Improved agriculture, better local communities, a more satisfying farm home life, and more efficient farmer-citizens are developing as a result of the boys' experiences.—Nebraska F.F.A. Publicity Service.

Financing a Chapter

J. E. SEAMANS, Teacher,
Livingston, Texas

J. E. Seamans

SECURING the money to carry out a good program of work has always been a problem in East Texas Future Farmer chapters. Most of the chapters in this section are in rural schools and in communities where the income is relatively low. The dues paid by members are never enough to finance a chapter program of work. The farm boy cannot afford to pay more than one dollar in dues and this will just about take care of the expense of his dues to the area, state, and nation associations plus his degree pins and record books.

One of the essentials of a good chapter is adequate financing. The chapter should have a little reserve of cash for recreational purposes, for the securing of Future Farmer paraphernalia, and, possibly, items of equipment for the department of vocational agriculture. There are many ways a chapter can spend money, but I want to discuss a few methods of raising funds that have been used in the Livingston chapter.

The chapter sets up its program of work to render the most service possible to the community and still allows some opportunity for the chapter to get paid for its services. One of the oldest projects is the pruning and spraying of fruit trees, charging five cents per tree for the work. The farmer realizes this is a service at far less than cost and is glad to pay it. During the war the boys have built laborsaving equipment in their shop and sold it to farmers at a small profit. The largest source of revenue the chapter has had in recent years is the sale of scrap paper collected by the chapter. Chapter-sweetheart contests with voting by money has always worked well in raising funds for chapter work. The chapter bought and paid for a $300 power sprayer by spraying pecans in a three-year period.

The chapter has sold candy during recess periods for the past several years and this helps out considerably. The boys have made money by poisoning gophers at five cents per acre for farmers. There are many ways to raise money by entertainments and shows, but our chapter has been able to finance its work by rendering many services that people want and are more than willing to pay for, because they understand it will be used for the benefit of the chapter.

The financing of projects for members needing help is another finance problem we have worked on in the Livingston chapter. The chapter received a bred gilt from the Sears, Roebuck Foundation fund in 1943, and from this start we have a chapter loan fund of $150. This fund is used by members on projects running up to six months. The interest rate is 5 percent.

Chapters have little trouble raising money at the present time, but they should build up a reserve fund and Victory Bonds or other investments, for a "rainy day," thus giving the members confidence.

Developing State Farmers

K. D. CHANDLER, Teacher,
Jasper, Texas

LOCAL chapter advisers often give excuses for not developing State Farmers, the most common being that "We just do not have the material." Others say that "We do not have the time." They contend that other phases of our job are more important. Yet we advisers report that an active Future Farmer organization is functioning in our local chapter. Any time we have a successful local Future Farmer organization operating, we definitely must have potential leaders or candidates, and the inspiration and opportunities for leadership offered the members by the adviser will always be the determining factor in the future advancement of the boys in the organization.

Advisers who contend that we just do not have time to attend to these matters dealing with leadership training for the rural youth of America have undoubtedly never given our mission or occupation in life a thoro study. The main objective of all agencies for vocational agriculture is to improve the farm home and farm living. Then, we must admit that the present and the future leadership training of the rural boys of today is our most substantial method of assuring ourselves that we are actually doing the job for which we have been trained.

As teachers of vocational agriculture and advisers of Future Farmers of America, we must be awakened to the fact that it is up to us to determine the destiny of farm boys and the future of farming. After determining that we are going to give the rural boys the break that they have always needed, training in leadership, we may start developing State Farmers without too much effort.

Before any progress may be attained, we must first actually have a well-organized and smoothly-functioning local chapter. To attain an active chapter, the entire program must be built around membership responsibility and this responsibility must be definitely outlined so that each and every member will know his job. The chapter program should be built by the membership and should be composed only of activities that the members desire to accomplish. An annual program of activities few in number but brief, definite and of interest to the group is often more desirable than a long, general program that the membership does not understand or in which it is not interested.

Providing the local chapter has this active status, State Farmer degree candidates must begin work in V.A.I. First, they must become interested in the program of work. Initiation of all candidates for membership to the Greenhand degree should be held soon after the opening of school. The plans developed and the enthusiasm aroused this first year will generally determine whether or not the boys will progress satisfactorily with their farming programs to meet such requirements set up for Chapter Farmer and State Farmer degrees the following years. Much time should be spent on the planning of each long-time farming program and definite agreements must be made between each member, his parents, and the adviser.

F.F.A. degree pins. From 1928 to 1937 the only F.F.A. degree pin or key surmounted by the American eagle was the American Farmer degree key. The Green Hand Degree pin was of bronze, the Future Farmer degree pin was of gold, and the State Farmer degree emblem was a gold key. At the Ninth National Convention of the F.F.A., 1936, recommendations by the National Board of Trustees concerning degree pin regulations were adopted. At the Tenth National Convention the degree pin recommendations were made official. The degree pin regulations adopted, follow: The Green Hand degree pin to be made of bronze; the Future Farmer pin to be made of silver; the gold State Farmer key to be changed to a gold State Farmer charm. Thus all F.F.A. degree insignia for active members carries the complete emblem which consists of the cross section of the ear of corn surmounted by an American eagle with outspread wings, a shield on its breast, holding an olive branch and sheaf of arrows in its talons.

— —F.F.A.— —

The national F.F.A. chapter contest was sponsored by the Farm Journal in 1929–31, and by the American Farming Magazine in 1930–31. The national organization of Future Farmers of America took this contest over in 1931–32 and has sponsored it since that date.

— —F.F.A.— —

The Marion County, Ohio, F.F.A. band furnished the music for the Third National F.F.A. Convention, 1930, and had the honor of being the first official F.F.A. band to play at a national F.F.A. convention. Each year since that date, one or more official F.F.A. bands have furnished music for the national F.F.A. conventions.

— —F.F.A.— —

The first edition of the official F.F.A. Manual was printed in April 1930. The price was 15 cents. The Manual was printed and distributed by The Farm Journal of Philadelphia, Pa.

— —F.F.A.— —

Seven thousand copies of the F.F.A. Purposes were printed and distributed by the national organization in 1938.

We must see that leadership activities are available to possible candidates and this may be easily done by competing in district leadership contests and preparing programs for service clubs, school assemblies, etc.

With satisfactory progress in the farming programs and increased interest and enthusiasm in Future Farmer activities, the remaining responsibility of members actually acquiring the State Farmer degree will be determined by the advisers. We must impress the possible candidates with the importance and the honor that goes with the State Farmer degree and must convince them that the advancement will give an opportunity for further training in leadership activities and privileges that go with the degree.

Briefly, we advisers must first decide that we have time to develop State Farmers. Then we must be willing to put out our time and effort in helping to plan a program which will be of interest to the potential candidates, and help them to set up a plan to follow which will lead them to the State Farmer degree and, if possible, from this degree to the American Farmer, that degree so eagerly sought by all worthy members.

Clippings and Fillers

Colleges Must Recognize Value of Average Student

IN NORMAL times liberal education faces an odd predicament. It offers the cream of human experience from the past 3,000 years to boys too inexperienced to appreciate what they are offered. War has reversed this. Our educational system now awaits the return, as students, of youthful veterans who, in the grimmest of schools, are already more mature than most of the men who will teach them.

Anxiety is felt in our most exalted educational penetralia. This anxiety is twofold: (1) lest institutions be swamped with veterans unequipped to qualify for college work, and (2) anxiety over the lost crops of the more highly educated. It is true that the war-years' gap in professional men of the arts and sciences trained at advanced levels is a grave vitamin deficiency for the immediate future of American mind. But there is a graver deficiency which does not seem to have occurred to these custodians of higher learning. It is the gap which was always in our educational system even in the best of times, is there still, and must be closed before our experiment in an 18th-Century self-governing political democracy fallen upon a 20th Century economic system can hope to function safely. It is the man overboard—millions of him—the loss at adolescence or in young manhood from our educational system of the less articulate, the less nimble-witted, the less discernibly gifted, the later-blooming variety of American youth.

This type is the norm. He is clever with his hands, manly, self-reliant, resourceful, looks the world in the eye, can turn his handcraft to a hundred uses. He may, but often does not, take to books. Yet at 30 or 35 he is a substantial citizen, is in fact the vast majority of our electorate, depends mostly on newspapers and the periodical press for his information, and needs the equipment of formal education as an instrument with which to grasp life with understanding and turn his experience to account. Whoever knows this type well, and knows it by the hundred or by the thousand, prizes its human worth higher than that of a largish block in the so-called educated classes who utilize their advantages mainly for personal ends. This type of the sturdy, resourceful, independent American boy is, in short, the G. I. who has won this war for us.

He is needed in our colleges. Let him enter in as large numbers as the colleges can adequately train, as fast and as far as he can qualify scholastically, and this under tests open to public scrutiny which shall protect him from technicalities designed to shield the institution at the expense of the boy.—From an editorial in the *Boston Daily Globe*.

Adaptability to changing conditions is the law of business progress today.

This department makes its appearance for the first time in the history of the magazine. Obviously its use is due to only one cause—the lack of copy. Nearly 6,000 subscribers to this magazine which has as its main purpose service to its readers—teachers, supervisors, and teacher-trainers—and yet a dearth of copy, not excellent copy as would be desired, but copy of any kind. Really, subscribers and readers, that doesn't make sense. Is that the way you want it? There is an abundance of good intentions among you but they don't fill space. What are you going to do about it?

Education for Leadership Must Co-ordinate Learning

THE end of the war will see a huge increase in college attendance. Everybody expects it and plans for it. The nation will show its gratitude to the young people in the armed services by subsidizing their higher studies out of government funds.

The returning veterans who plan to study will be no ordinary freshmen. They will be men matured by the experience of war, men who will have suffered and thought deeply about the meaning of life, death, and democratic society. Still at the threshold of their careers, they will be the group on whom we must rely for our leaders during the next 25 years. Our future lies in their hands.

This is where the problem of the American college begins. Reinducting the soldier into civilian life, fitting him to play a leading role in his community, is not simply a matter of giving him a scholarship and an instructor. These are only machinery. What must colleges teach to fit the returning soldier for the responsibilities of leadership?

It is around this question that a violent controversy has been raging. The groves of academia resound with charges. . . . Yet there is no need for such confusion. The answer stares us in the face. For the truth is that education for leadership must co-ordinate and effectively present the three great divisions of ancient and modern learning: science, social science, and the humanities. Any one of them without the other two gives a lopsided, incomplete, dangerously ignorant product. A false "specialization" that chooses to neglect even one of these fields is like a three-legged stool with only two legs. And the education which aspires to train men for leadership in a complex postwar world must not wobble or collapse under the strains and problems that will be laid upon it.—Dean Harry James Carman, Columbia College, Columbia University. From *Saturday Review of Literature*.

Experience Will Give Veterans' Education Deeper Perspective

FROM the foxholes, battle decks, convalescent wards, and redistribution centers comes the ever-questioning and perplexing problem from the G.I. Joes: "Just how will I adjust in American colleges and universities as a civilian when the war is over?"

There is profound sincerity, yet a ring of pessimism in the letters received from men whose college education was halted by the call to the military services. Many are not waiting until the day of victory to continue their education but are pursuing their professional interests thru the U.S.A.F.I.

True, returning veterans will be older than many students regularly enrolled, but they will be heartily welcomed back to their alma mater or, for many, to a new college campus. Because of their military training, there will be without doubt a noticeable difference between the attitudes of the civilian and the veteran. Having experienced thru actual contact the horrors and brutality of war, plus the suffering of comrades and peoples of oppressed nations, G.I. Joe will be more likely to play a fairer game of give-and-take than the everyday college student. Those who have spent hours in cramped foxholes or amidst filth, stench, and hunger will have a deeper perspective and a more thoro appreciation of the little things which make life worth while, in addition to being able to get along with their fellow men.

Extracurricular activities which virtually ceased when the halls of educational institutions echoed with emptiness in 1942, will help bridge the gap between the veteran and the regular college student. It may be difficult for many to settle down to the routine of everyday living; yet athletics, music, art, dramatics, and veteran-student-government projects will help ease the tension.

Refresher courses and different educational approaches will undoubtedly help the G.I. who hasn't forgotten as much as he thinks he has. Probably upon request of veterans, nonessential courses that do not pertain to the profession will be eliminated. Instead of being "old," hazy, and out of touch with education, the serviceman will be richer and keener for his experiences and will have new techniques and skills which could never have been attained in peacetime college classrooms.—From the Ball State *News*.

Education is anything that makes you different because you know more, or can do more, or think differently, or have a changed attitude.

Imagination without practical ability and labor avails nothing. Absolutely nothing. If a dreamer is not a doer he is another Rip Van Winkle.—Jos. Faus.

A Free Country?

SO THIS is a free country!

The crack Indiana Farm Bureau band of Rush County will not be on the program of the Indiana Farm Bureau's convention in the Murat Theater, November 15–17, because the musician's union of Indianapolis says the band will not be permitted to play unless a union band is hired to stand by while the amateurs are performing.

The band was placed on the program, not for entertainment, it is said, but to show one of the achievements in the advancement of farm youth in Indiana, but the musician's union of Indianapolis says "nothing doing" because if the band were permitted to play, it would be competitive with the local musicians.

Thousands of returning veterans will not be permitted to go to work unless they take their job according to their seniority. As a result, thousands of men who have been offering their lives in sacrifice and working at what would be termed in these high-price times as a very, very small wage, are returning to find they cannot go to the job that they wish in the "free country" which they fought to perpetuate.

Thousands of men in Detroit who wanted to go to work found automobiles bumper - to - bumper preventing them from crossing the street. And, writes Wilbur J. Brons, in the Round Table in the Chicago Journal of Commerce: "One of the most disheartening things about present labor unrest is the tendency of so many uninformed people to look upon the wave of strikes and walkouts as nothing more than a series of bargaining quarrels between management and the big union. Actually, what the country faces today is a very real crisis in government—a complete breakdown of a federal policy that was doomed to failure from the start."—*Indiana Farmers Guide*.

The Veterans' Task

VETERANS returning to the campus are bringing and will bring with them new and more broadened views on the world's social and political ills and it is hoped that they will be prompted to seriously consider possible remedies for these ills.

The men who have returned thus far are serious students. Their manner and outlook is mature and sober and they are, in many instances, vitally concerned with the present state of the world.

The men who have been in combat are resolved that the future generations of Americans will not have to face the hell which they have seen.

To many students and faculty the war has been a rather distant and unfortunate occurrence. Only those who have been brought face to face with the war's harsh reality thru the death of a close friend or relative have the awareness of war which the veterans possess.

Perhaps it is necessary to become personally acquainted with the war before one is fully able to realize that wars should be stopped thru effective means by the nations of the world, large and small.

It should be the task of the veterans on this campus to aid in making the University community aware of its responsibility to aid in the prevention of future wars.

They should lead the campus in attaining tolerance of the views and customs of others. This is a necessary requisite for future peace because understanding among individuals can be extended to understanding among nations and when we reach this goal, wars between nations will be eliminated.

Many discouragements and setbacks are to be encountered but it is hoped that the veterans will not fail.—Sam King, in *The Daily Illini*.

Teacher-Education Needs More Effective Direction

IT IS unfortunate that professional education has developed away from rather than more closely to the liberal arts and the humanistic tradition. It may have been unfortunate when the professor of pedagogy became a professor of education, a change in title which seems sometimes to be license for him to wander all over the catalog. More unfortunate, however, is the apparent fact that schools and departments of education in the colleges and universities have not yet been able to attract a healthy quota of the best and most promising students. This condition is not a high tribute to those of us who engage in this important work.

The history of teacher education clearly shows that at no place in our educational structure should greater care be exercised than in the selection of teachers of teachers. It shows the necessity for those who teach teachers to be men and women of the best minds, broad and generous education, scholarly habits, and cultivated and attractive personalities. Here is a responsibility for effective education al leadership which we cannot escape or shift to others, if we and our institutions play our expected part in the advancement of real learning, in the maintenance of superior standards of intellectual integrity, and in strengthening the desire for excellence among prospective teachers and teachers in service. When all of our teacher-education institutions are staffed with such personalities, derision and scorn for professors of education will disappear and more promising young men and women may be attracted to teaching.—From "A Century of Teacher Education" by Edgar W. Knight, U. of N. C., in *The Educational Forum*.

College Education Pays

A STUDY of the college graduate after he leaves college, directed by Walter J. Greenleaf, has been made by the United States Office of Education, based on information from 46,000 college alumni who graduated from 31 institutions of higher learning between 1928 and 1935.

The typical college graduate was 22 years old when he graduated. If a man, he was more likely to marry and to marry earlier than if a woman, especially if he lived in the West. Likewise, families of western men alumni have a larger proportion of children. Fifty-seven percent of the men and 61 percent of the women have no children. Divorce rate in this study, is 19 per 1,000 marriages.

More than half of the men and women alumni live in cities of 100,000 or more.

Men tend to find work eventually that is in line with their specialization in college, usually in engineering or business administration. Women find their work less in line with their major college studies; namely, education and English. One-half of both men and women continued later with graduate studies.

Half of the college graduates obtained their first jobs thru personal initiative plus experience prior to graduation. Fifty-eight percent of the men and 61 percent of the women have never been idle since graduation. Ninety-six percent of all the men and 93 percent of all the women reporting were either permanently or temporarily employed. After the first year out of college about three-fourths of the men and women find gainful employment. After eight years, 97.9 percent of the men are employed and 37 percent of the women have become homemakers.

The average college man out of school one year receives a salary of $1,314. At the end of eight years he receives $2,383. Women graduates receive salaries ranging from $1,092 the first year to $1,606 the eighth year.

About two-thirds of the college alumni were in the professional group. Seventeen percent of the men were teaching and 48 percent of the women. After eight years, men who earned typical salaries of $2,500 or more were in dentistry, medicine, law, public office, architecture, insurance, research, forestry, business, and telephone work. Those who earned from $2,000 to $2,500 were in manufacturing, merchandising, engineering, banking, pharmacy, teaching, agriculture, and real estate. Those who received less were in other occupations which include journalism, ministry, and clerical service. Nursing and teaching are the best paid occupations for a woman during her first year out of college.—The Phi Delta Kappan

The Grate Fire

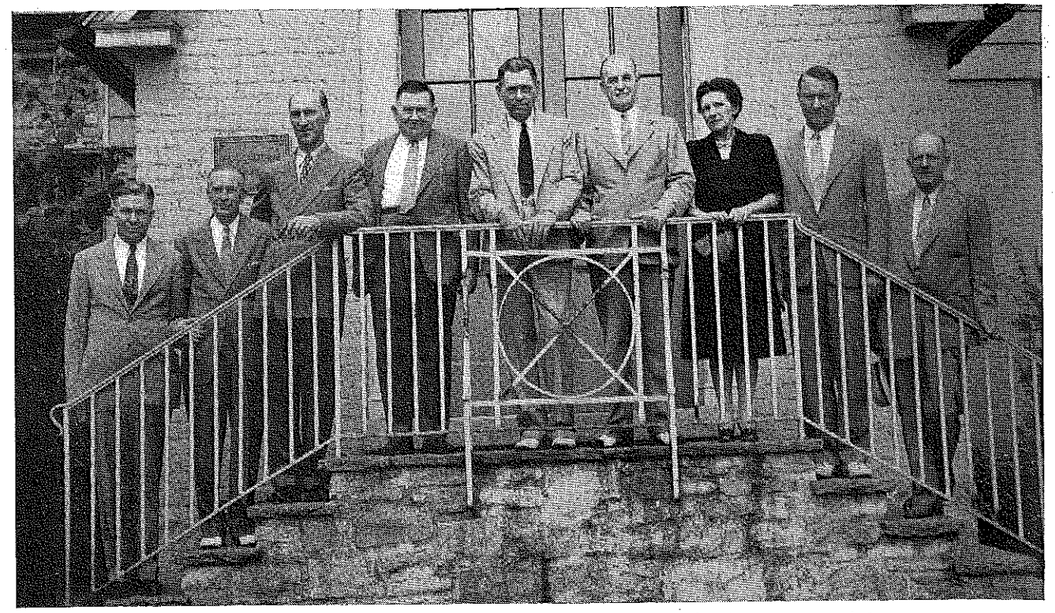
I'm sorry for a fellow if he
cannot look and see
In a grate fire's friendly flaming
all the joys which used to be.
If in quiet contemplation of a
cheerful ruddy blaze
He sees nothing there recalling
all his happy yesterdays,
Then his mind is dead to fancy
and his life is bleak and bare,
And he's doomed to walk the highways
that are always thick with care.

When the logs are dry as tinder and
they crackle with the heat,
And the sparks, like merry children,
come a-dancing round my feet,
In the cold, long nights of autumn.
I can sit before the blaze
And watch a panorama born of all
my yesterdays,
I can leave the present burdens and
the moment's bit of woe,
And claim once more the gladness
of the bygone long ago.

—Edgar A. Guest

The lecture system is that mysterious process by which the contents of the professor's notebook passes into the students' notebook without passing thru the brain of either.

The A.V.A. Executive Committee



This picture of the executive committee of the American Vocational Association was taken last summer at their committee meeting at Pennsylvania State College in front of the entrance to the Department of Agricultural Education—offices, classroom and workshops. Reading from left to right and omitting titles: Andrews, Florida; Moore, Ohio; Fern, Washington, D. C.; Past-president McCarthy, New Jersey; President Mobley, Georgia; Secretary Dennis, Washington, D. C.; Miss Banks, New York; Stewart, Ohio; Sylvester, Maryland

School Canneries

(Continued from page 153)

and using scalding and cold-dip tanks, pulping equipment, and hot-water-bath processing equipment

Fourth Day

8:00 12:00 Instruction on and participation training in cutting and boning beef or other meat; operating and using food choppers; sharpening and conditioning knives

1:00 5:00 Developing steps to follow in canning meat
Canning roasts, steaks, stews.
Instruction on and participation training in operating steam-jacketed kettle and other equipment used in canning meat

Fifth Day

8:00 10:00 Instruction on plant management problems

10:00 12:00 Individual instruction on operating equipment

1:00 2:00 Causes of food spoilage

2:00 3:30 Examining food processed and evaluating the workshop program

3:30 Discussing plans for local workshops

Due to the noise caused by steam escaping from petcocks and other noises in a cannery, it is often very difficult for the instructor to do an effective job of teaching. To partially overcome this handicap, charts may be used very effectively. A chart giving the procedures to follow should be developed for each product. These charts should be posted on a bulletin board or on the wall near the center of cannery. When not in use, they should be taken down and stored.

The charts should be brief, but give all of the essential information needed to prepare and process a given commodity. The letters used in making the charts should be about one inch in height in order to be read at a distance of 20 to 25 feet. This type of chart or teaching device has had a twofold effect:

1. Teachers check over the outline with patrons when they are assigned to a work area and determine the job or jobs on which to give special instruction, and
2. Patrons know *what to do next* without having to ask the instructor.

Charts with instructions on how to operate equipment and posted near each piece of equipment have proved valuable in training patrons. Safety precautions should always be posted near the piece of equipment that might cause injury unless properly operated.

The future development and success of school-community canneries as educational institutions will depend in a large measure upon a well-planned and well-executed training program for special teachers as well as for teachers of vocational agriculture and home economics.

The Editor's comment:

This very detailed review of the program of instruction in operating community canneries is most ably presented by Mr. Naugher. Supervisors and teacher-trainers wishing to strengthen their programs in this area might very well have this presentation printed and made available in their respective states. It is a distinct contribution to the community cannery project.

We are led to the conclusion that the best time to learn a thing is just before we need to use it, for it is using a thing that makes it an organic part of our education.—Thorndike.

BANQUET BANTER

Toastmaster: As you know, we ask one of our honorary Future Farmers to represent that group on our banquet program each year and this year these remarks, I am pleased to report, will be made by our banker, Mr. Perkins, a member of one of the earliest classes admitted as honorary members. I am wondering if Mr. Perkins wasn't the man the speaker had in mind when he said the best example he could give of wasted effort was that of telling a hair-raising story to a bald-headed man. If not, he will soon be in that class because his wife says already his head reminds her of heaven—there is no parting there. As spokesman for our honorary members, I give you our very good friend, Mr. Perkins.

Speaker: Ladies and gentlemen, I accepted this honor with some hesitancy because, after attending these banquets a few years, you learn that these Future Farmers always have something on the ball. More than that they are such poor marksmen that you never can tell where they are going to hit. I heard just recently that one of our high-school boys left his girl's home early and when someone asked him why, he said, "Well, we were on the sofa and she turned out the light. I guess I can take a hint." But I hardly think that was our toastmaster. He is more apt to be the fellow who, in talking with some of his classmates, gave this bit of sage advice. He said that there is nothing that makes as bad an impression on your girl as the impression of another girl's lipstick on you. As near as I can tell, that is about the speed of our toastmaster.

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