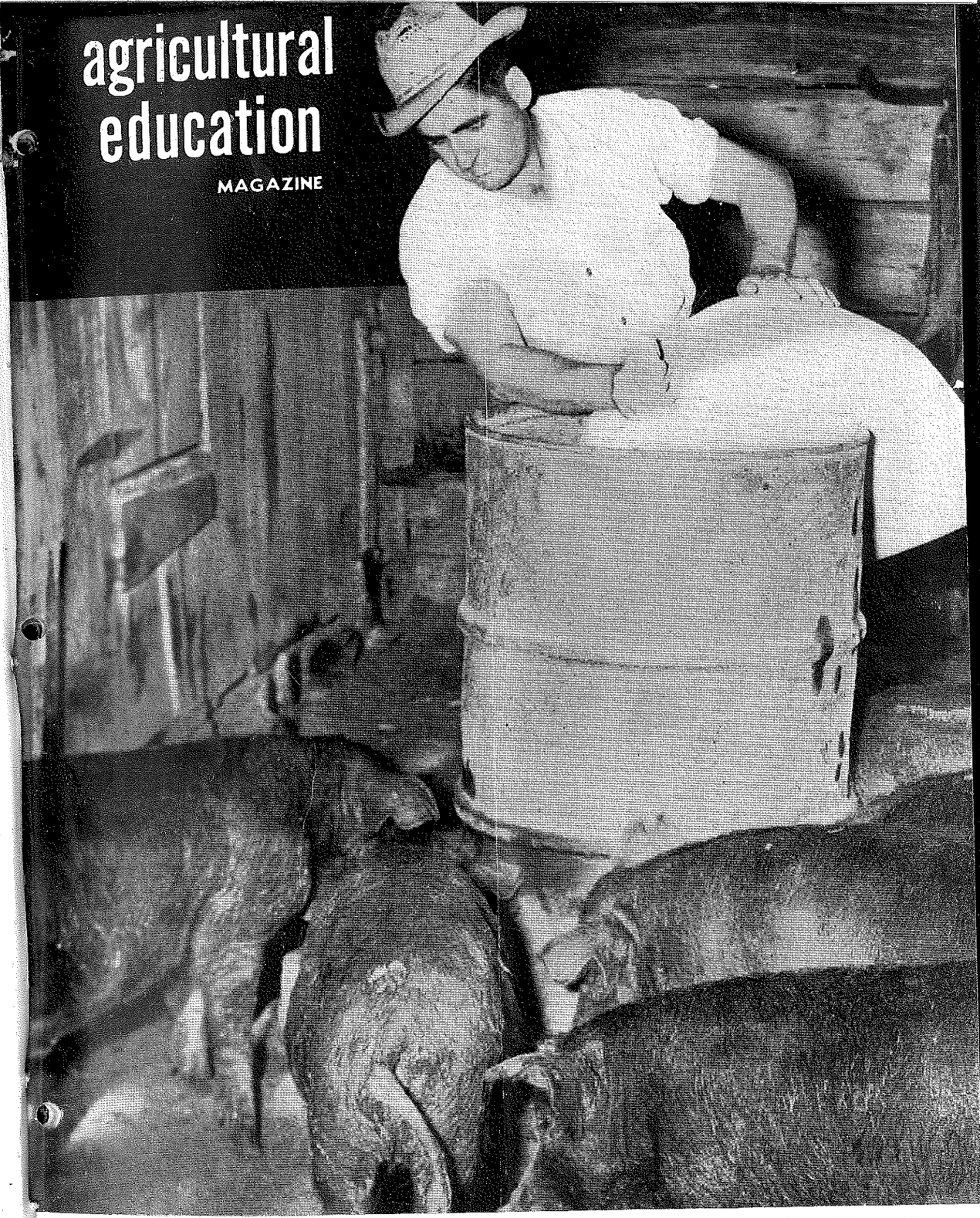
agricultural education

MAGAZINE



Veteran Student of Vocational Agriculture in Texas Feeds His Livestock
Photo Courtesy *Texas Week*

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The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Successful Farming at Des Moines, Iowa.

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Editorial Comment

Win, Place, or Show

THEY'RE off! Again we are headed for the races—races to pick the winners in state and national judging contests.

In resuming peacetime activities in vocational agriculture, the question of judging contests has already come up for considerable discussion. Since judging activities and preparation for various contests have come to occupy a large portion of the students' time in many departments in recent years, it is important that the outcomes of such activities be carefully evaluated in terms of present objectives and trends in vocational agriculture.

Let's take a look at the problem. Livestock judging contests are usually justified on the argument that:

1. They increase the student's ability to select superior animals.
2. They increase interest in the entire agricultural program and especially livestock enterprises.
3. District, state, and national contests afford broad social and educational experiences beyond the abilities to judge livestock.

There is rather common agreement that these are worthwhile objectives. How efficient are judging contests as a means of attaining these objectives and what are their limitations? This is the question on which our study should center. Since judging activities vary widely among schools, each teacher should ask himself these questions:

1. To what extent does the economic performance of animals correlate with standards for placement used in the show ring?
2. Are skills developed for show ring judging those most needed by the practical stockman?
3. Do members of judging teams conduct superior farming programs and become more successful stockmen than those not on teams?
4. Do departments of agriculture with winning teams show superior results in training and placing students in successful farming occupations?
5. Does the community place undue emphasis on winning judging teams as a basis for evaluating the teacher and the work of the department?
6. Does the desire (and demand from the community) to win make it expedient to spend more time on training a team than can be justified on the basis of the value of the abilities involved?
7. Has the training of judging teams caused the teacher to neglect the students who do not make the team?
8. Could the time spent in training teams have been more profitably spent on other educational activities?
9. What student activities can be used to replace present judging contests that will be more in line with sound practices in vocational education?

The article by Dr. G. P. Deyoe, "If Not Judging, What Then?", *Agricultural Education Magazine*, August 1941, contains a good analysis of the above questions and guides for future activities.

In his article "Vocational Education in the Postwar World," *A.V.A. Journal*, September 1946, Dr. R. W. Gregory emphasizes the fact that vocational education is entering the second phase of its development in this country. This new era calls for increasing vocational competence for which teachers must use the best-known practices rather than the activities developed thru tradition.

In all agricultural enterprises today, especially animal production, actual performance is the "pay off." The war years brought new duties and responsibilities that make ever-increasing demands upon the time of the teacher. To train a winning judging team requires time and more time, and no teacher or community is content with a losing team. Teachers who have trained winning teams often devote two to three periods each week to this activity.

Can we replace the judging contest of the past with activities more appropriate to the objectives and needs in vocational agriculture today? The answer is yes, if we are willing to break with tradition and face facts.

Elmo C. Jenson, Arizona

Professional Organizations of Workers

A NUMBER of reports pertaining to the organization and activities of state associations of workers in vocational agriculture are presented elsewhere in this issue. Organically such organizations provide a medium whereby the groups in vocational agriculture may become affiliated with state vocational associations and with the American Vocational Association. More than this, however, they provide a means for projecting professional activities of direct concern to the membership.

Characteristically the state associations of workers in vocational agriculture are concerned with the welfare of the membership and with professional matters in which they share responsibilities. Evidently, subdivisions within the associations assume responsibilities in many of the states for semisocial meetings which enable the members and their families to become acquainted and also permits the teachers to exchange observations and experiences.

The editors welcome this opportunity to present these reports and invite officers of other similar groups to make use of our columns.

Suggestions for Submitting Copy

OUR special editors are experiencing some difficulty in obtaining a sufficient amount of suitable copy to meet space requirements. This situation is due, no doubt, to the fact that the readers are busy people and as individuals are inclined to think that others will be inspired to perpetuate an exchange of professional ideas. All workers in the program of vocational education in agriculture—teachers, supervisors, teacher-trainers, and others—are potential contributors and are encouraged to evaluate ideas and experiences which might well be made available thru the medium of the magazine.

The editorial staff includes a number of special editors whose responsibility it is to obtain contributions for their respective areas. The names of the special editors are included on the index page of each issue. As a matter of facilitating the handling of copy, their mailing addresses are listed herewith:

S. S. Sutherland, Professor of Agricultural Education, University Farm, Davis, California. *Professional.*

B. C. Lawson, Professor Agricultural Education, Purdue University, Lafayette, Indiana. *Professional.*

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A. P. Davidson, Professor of Agricultural Education, Kansas State College, Manhattan, Kansas. *Book Reviews.*

The observance by contributors of certain recognized standards for copy will be of much assistance to the editorial staff and to the publisher, viz:

1. Use 8½ x 11 inch paper.
2. Leave sufficient space at top of first page for the addition or revision of title. Allow wide margins at both sides and at the bottom of all pages.
3. Double or triple space all copy.
4. Attach clear pictures and other forms of illustrative material whenever possible.

S. S. SUTHERLAND

Professional

HENRY S. BRUNNER

Activities of the Nebraska Vocational Agriculture Association

LEWIS KLEIN, President, Seward, Nebraska

Lewis Klein

A GLANCE at the abbreviated title (N.V.A.A.), and the politician might have to shuffle his cards to decide which new organization in the governmental alphabet he should play for votes in the fall election. This is not the spirit which prevails, however, in the Nebraska Vocational Agriculture Association.

A bit of history regarding the organization may enlighten the reader before he tries digesting its methods of operation and its activities. The state is divided into eight districts. Their boundaries have remained constant with the exception of two districts which were altered when highways were changed. The size of the districts is governed by the number of departments. An attempt is made to maintain equal numbers insofar as that is feasible.

The democratic functioning of the F.F.A., with its boy officers, committee activities, yearly program of work, and financial independence, was an inspiration to L. D. Clements while he was a high-school teacher of vocational agriculture. When he became state supervisor of agricultural education in Nebraska, he envisioned a future in his service to teachers similar to his responsibilities as local F.F.A. adviser. "Why," he asked himself, "should not teachers of vocational agriculture function similarly?"

They could have their own state officers and develop their own program of activities to become financially independent. Thru their state and district conferences they could work together, cooperatively, to develop a desirable curriculum in vocational agriculture for use in the state. They could prepare a suitable project record book and other helps as needed. Other objectives might be professional improvement, preparation of teaching devices, fellowship, and development of prestige among educators of the "Cornhusker" state.

After 15 years of effective work, the N.V.A.A. expects all teachers, supervisors, and teacher-trainers of vocational agriculture and the state director of vocational education to hold membership. There is a friendly rivalry among the eight districts at the annual conference in June to be first to report 100 percent membership. The annual dues of $3.75 gives each teacher a year's membership in both the Nebraska and American Vocational Associations, and subscriptions to the *A.V.A. Journal* and the *Agricultural Education Magazine*, and also provides funds for state N.V.A.A. activities. This practice has created and maintained a fine attitude among all personnel in the group. Furthermore, it has nurtured interest in the American Vocational Association.

The N.V.A.A. is a self-supporting organization whose finances are zealously used in the improvement of the organization.

Projects sponsored by the N.V.A.A. include the following:

1. The Nebraska Project Record Book has been written and revised by a standing committee. The latest revision (1946) is a fine piece of work and exhibits continued improvements over previous editions.

2. After a number of years of steady and careful planning, *The Nebraska Project Manual* has evolved. It is designed to acquaint the vocational agriculture student with his program of supervised farming. Here again a standing committee assisted by the assistant supervisor completed a much-needed compilation of teaching material.

3. *A Curriculum in Vocational Agriculture for Nebraska High Schools* is another publication in which teachers supplied material, suggestions, and evaluation. It serves teachers in planning each year's course.

4. The N.V.A.A. Planning Committee consists of six members, two retiring each year. This committee is alert and studies the many problems pertinent to such a vast field as vocational agriculture. Some items receiving immediate attention by the members of the committee are: 1. Revision and reprinting of the curriculum; 2. a state F.F.A. camp; 3. evaluation of visual aids and equipment—especially films; 4. publicity; 5. market days at Omaha; 6. summer school courses; 7. equipment and facilities for teacher-training; 8. subject matter and helps; and 9. state plans for the future.

Encouraged by Assistant Supervisor H. W. Deems, the teachers, thru letters and telegrams to congressmen and senators, publicized the needs for additional funds for vocational education.

Each year the state president attends all district conferences held in August with expenses paid. Each year the president and secretary are given a trip to the regional conference, the A.V.A. convention, or another similar meeting. The vice-president has the opportunity to attend a state conference in some neighboring state each year. All expenses of such trips are financed from the N.V.A.A. treasury.

In Nebraska today, the N.V.A.A. is regarded and respected by educators generally as one of the strongest, most influential, and best organized groups of teachers in the state.

Minnesota Association Has Group Insurance Project

C. E. LUKE, Secretary, Minneapolis

IN PAST years, the activities of our state association were quite limited because of infrequency of meetings and the distance between members in the state. The usual custom was to select committees at the annual meeting and hope that they would or could function during the year. Some carried out activities while others merely formulated resolutions to be presented before the group.

One of the committees that had always been appointed was referred to as the teachers "welfare" committee. Offhand, it is difficult to recall any specific accomplishments along the line of welfare until the insurance plan was adopted.

The group policy for the association had its inception in 1941 and is now in its sixth year of operation. Basically, the scheme followed in setting up the plan was this—several companies were contacted by the insurance committee as to rates and plans of group insurance that were available. After extensive study by the committee, designated companies were asked to prepare briefs of their plans for members of the association which in turn voted on the policy to be adopted.

75 Percent Minimum

The plan selected by the association required that 75 percent of all members sign up for the policy. If any headache was encountered in securing group insurance, this was it. After diligent labor by the committee and other members, the required number was secured.

With insurance for some and not for others, the matter of keeping records was a difficult one. Later the plan was amended so that at the present only two types of membership are available. The regular membership fee for 1946-47 is $10 which includes affiliation in the Minnesota Vocational Association, membership in the American Vocational Association, a $1,000 group life insurance policy, a subscription to the *Agricultural Education Magazine*, and necessary dues for the operation of our own association activities.

Only those that cannot qualify for insurance are permitted "Associate Membership," which includes all benefits except the insurance. Membership in the insurance project is limited to full-time employees of a board of education in the state of Minnesota.

No medical examination has been required since all members of the association under this plan are now automatically enrolled in the group insurance.

Each year experience rating refunds, ranging from $100 to over $400, have been returned to the association since no

(Continued on page 126)

Oregon Agricultural Teachers Have Active Association

WILLIAM P. McKinney, Salem, Secretary, Oregon Agricultural Teachers' Association

OREGON teachers of vocational agriculture are organized into a group that meets at least twice a year: once during the meeting of the Oregon State Teachers' Association at Portland in the spring, and once at the annual summer conference of agricultural instructors. At the former, the officers take charge of the section meeting, and arrange a program. Last spring a group of young farmers, representing various schools, were interviewed on the advisability of starting a young farmer organization. They expressed themselves as being favorable to the idea. Wherever possible, the association attempts to get speakers from the field of agricultural education on the main O.S.T.A. program.

Fun and fellowship always prevail at the summer conference meetings. Ten-year service keys are awarded by members who assess themselves a few cents each year to pay for the keys. Officers are the president, secretary-treasurer, and a vice-president from each of the state's six districts to serve on the executive committee.

Hold Joint Conferences

Last summer the annual conference was held jointly with all of the vocational services in the state at Waldport. Committees planned a beach party and tournaments between sessions. Families came along and enjoyed the good fellowship.

Allen Lee, president of the Oregon Agricultural Teachers' Association and of the Oregon Vocational Association last year, has this to say about the O.V.A. which has representation from agricultural education on its advisory council:

"Our Oregon Vocational Association really has just one function:

"That is to improve the lot of vocational workers and to help them in any way possible. These things can be partially measured in dollars and cents, but only partially. I believe this can be best illustrated by telling an actual case.

"This year we have been 'breaking in,' as a new instructor in our vocational agriculture department, a young fellow, unmarried and just out of college. There came a time when he was literally so far behind in his work that he thought he would never catch up. All week long, and the week before, he had been working hard all day and then attended meetings of one sort or another each evening after dinner.

"Our new man was really quite discouraged. I held a brief conference with him to talk over plans for the coming week. I mentioned that along about Friday we should plan to go down to a place called Waldport to attend a state conference and some special meetings of the Oregon Vocational Association which we ourselves had planned.

"He almost exploded. Meetings? More meetings? Didn't we have enough others without planning some on our own hook? Faculty meetings, Farmers' Union meetings, Grange meetings, veterans' meetings, meetings day and night! And still planning more? Was I crazy?

" 'No,' was my reply, 'I don't think so. You see, O.V.A. meetings aren't like other meetings.'

"He was skeptical, but went along with me when the time came.

"Waldport is a pleasant, different, little town on the Pacific ocean. We met there for conferences of the various services under our state department of vocational education and for official sessions of the O.V.A.

"Many of the 'breadwinners' had families of course—and the families came along for the week. Housing was previously arranged for with facilities for everyone. Five days of the week we had group meetings of the various services with all meetings ending early in the day. After that the fun began.

"A number of teams had been formed for competition in games: softball, basketball, horseshoes, and others.

"A group picnic involving an amateur show with talent from the agricultural instructors was a huge success. The food committee had arranged for a mountain of food—more than we could devour—and 'devour' was what we did after swimming, playing, and strolling on the beach.

"The official O.V.A. meetings were something a stranger would wonder about. And if he were to watch and analyze, he would marvel at the good fellowship and interest shown by everyone, and also at the amount of business conducted.

"Ag teachers; home economics girls; workers in distributive education, trades, and industries; and all the rest mingled together with free exchange of opinions and ideas before, during, and after business sessions.

"After business sessions of the O.V.A.,

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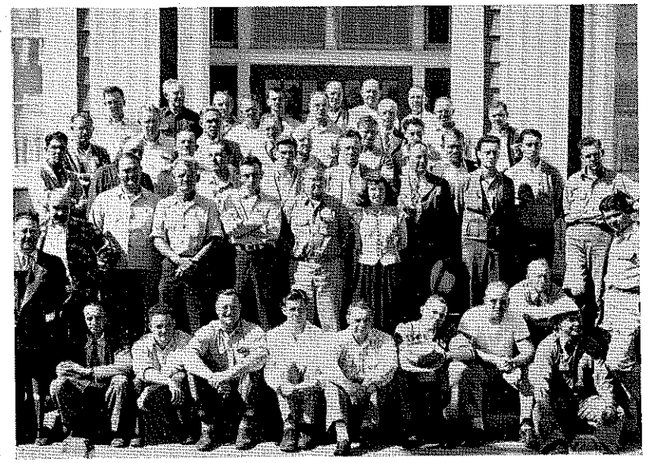
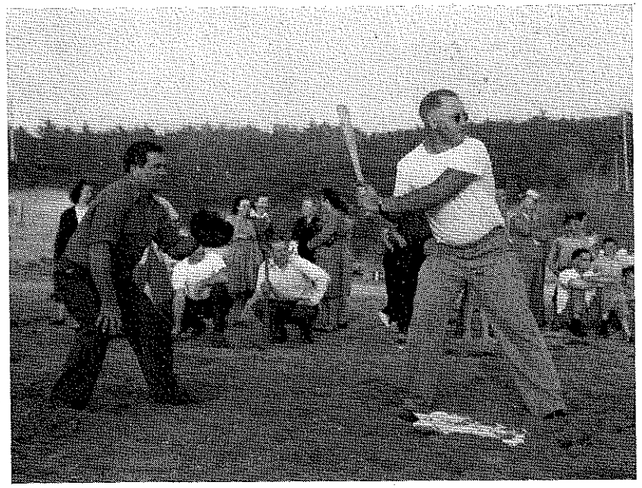


100 percent of the Oregon instructors of vocational agriculture are present in this picture of the group taken at Waldport on the coast this past summer. Frances Ricket, state office secretary, is also in the picture



A softball game on the beach between the Agriculture and T. & I. instructors enlivened the joint conference at Waldport and encouraged friendly rivalry between the services

Tennessee Association Has Code of Ethics

B. CLARK MEADOWS, Carthage, President, Agricultural Teachers Association

B. Clark Meadows

THE Tennessee Vocational Agricultural Teachers Association, composed of all the white teachers of agriculture in the state, is amply provided with officials to conduct the business of the group. It has a president; three vice-presidents, one from each grand division of the state; a secretary; and a treasurer.

The state, oblong in shape, is divided into three divisions: east, middle, and west. Each division has its own officers who are in charge of teachers' meetings and conferences held in October. In addition to the state officers, each division has a president, vice-president, and secretary. The vice-presidents of the state group are automatically selected as presidents of their respective divisions.

The state officers are elected annually at the state conference held at Camp Clements, a facility of the F.F.A. situated on the Caney Fork River in middle Tennessee. These officers function at the annual conference, at the state teachers' meetings held each spring, and at other meetings called during the year.

In order to give each division its share in organization leadership, a rotation plan is in force whereby each division has the presidency once every three years. Middle Tennessee now has the presidency, with east Tennessee next in line.

Three Classes of Membership

Three classifications govern the membership of the organization: new teachers, and teachers with fewer than 10 years of continuous service; 10-year club members, those who have served 10 or more continuous years; and 20-year men, those who have served for 20 or more years without interruption in their profession.

The 10-year club had more than 100 members this year. Each club also has its own officers. The various divisions enmesh their activities with the whole, making a compact organization effective not only in the divisions, but in the state.

During the annual conference, A.V.A. dues, group insurance, and state dues are paid. Members are practically 100 percent cooperative in these items. Other phases of the meeting programs include inspirational talks by outstanding men, discussions of impending or proposed legislation, state and national problems affecting the group, and passage of the numerous necessary resolutions.

The organization is guided by a code of ethics, to which each member must subscribe at his initiation. The code follows:

1. That we will maintain a high standard of conduct and avoid any action that might bring discredit on our group.
2. That in order to lift our profession to its appropriate level, we will abstain from:
   (a) Bidding on vacant positions;
   (b) Criticizing a fellow member's character or ability in the presence of non-members; and
   (c) Making application for a position already held by another member, and we decline to associate professionally with a proved violator of this provision.
3. That we will defend a fellow member's character, reputation, and standing as far as possible.
4. That we will use every effort to work in harmony with school authorities and academic teachers.
5. That teacher-trainers be urged to familiarize their students with these standards.
6. That the officers of this association shall constitute a grievance committee to investigate any violation of this code.

Members feel that their code has meant more toward the upbuilding of their profession than any other single factor.

Minnesota Association

(Continued from page 124)

death losses have occurred to date. These funds have been used for the purchase of bonds, the reduction in cost of membership, the $50 salary of the secretary-treasurer, and in some cases, cash rebate to members.

The association now feels that they are doing something for teacher welfare by providing a $1,000 life insurance policy for all members regardless of age at a net cost of about $6 per year. Furthermore, the project has given prestige to the organization from the standpoint of the membership.

Oregon Association

(Continued from page 125)

after picnics, after athletic contests, people gathered in small groups to exchange ideas and problems.

"Our new man was amazed. 'Gosh, I never thought it would be like this!'

"At one of our business sessions we made plans to continue the new policy of having district or geographical area meetings. All of the vocational workers in an area, with their families, would get together several times a year for a short business meeting and social time. Usually one or more state officers would try to attend.

"Plans were also made to start a statewide newsletter patterned after the Washington Newsletter of the national association. Ideas were discussed on ways and means of working more closely with the state teachers' association. These are just samples of matters that came up at the meetings of the O.V.A.

"This association, made up and controlled by the members, is doing much to improve the lot of the vocational worker, to make his life more enjoyable. It is the American way.

"When we had finished the last group meeting and had closed the final business session, everyone headed home. The 'new man' in every department had been straightened out. He had a better perspective. New ideas were in his mind—new energy.

"We older members were 'out of the old rut'—less grumpy and possessed of a better perspective. Things looked better to everyone. Problems which had looked so gigantic once now seemed quite insignificant.

"That is what meetings of the Oregon Vocational Association and its activities do for us Oregonians."

The executive committee of the Missouri Vocational Agriculture Teachers Association are charged with administering the activities of the state organization including: (1) Establishing a code of ethics; (2) promoting group, district, and state contests; (3) arranging for fairs, shows, and market days; and (4) assisting with the development of a state F.F.A. camp.
Back Row: Maxwell Lampo, member of the executive committee; Bratton Wallace, parliamentarian; C. E. Grace, president; Carl Humphery, vice-president.
Front Row: E. J. F. Early, secretary-treasurer; E. E. Schmid, member of the executive committee; Kenneth Russell, sergeant-at-arms

Our Leadership

John W. Goodman

IN THIS issue we are pleased to introduce the presidents of three state associations of agricultural teachers. The first of these is Mr. John W. Goodman, president of the New Jersey teachers, a group which has been organized as an active association for 25 years.

Mr. Goodman was reared on a farm in New York State and did some undergraduate work at Rutgers as a poultry major before meeting the qualifications for vocational agriculture in 1927. He worked with the State Department of Agriculture and with the State Experiment Station from 1927 until 1932, following which he did sales and service work for four years. From 1936 to 1942 Mr. Goodman served as an instructor of adult classes at the Minotola center of the Atlantic county vocational schools. Since then he has been the teacher of vocational agriculture at Pemberton. Earlier this year Mr. Goodman received the Master of Education degree at Rutgers.

Jess S. Smith

MR. JESS S. SMITH, president of the Wisconsin Association of Vocational Agricultural Instructors, graduated from River Falls State Teachers College in 1929 with the B. E. degree. He did graduate work at the University of Wisconsin in 1930.

Previous to completing his work at River Falls, he had four years of experience as a high school principal in northern Minnesota.

Mr. Smith taught vocational agriculture at Lancaster, Wisconsin, from 1929 to 1938. Since that time he has had charge of the department at Lake Geneva, Wisconsin. He was elected vice-president of the Wisconsin Association of Vocational Agricultural Instructors last year and president this year. He has also been vice-president for agriculture of the Wisconsin Association for Vocational and Adult Education. As president of the WAVAI he is an ex-officio member of the advisory council of the Wisconsin Association of Future Farmers of America.

Harry Hoffman

HARRY HOFFMAN, who is our representative from the western region, is chairman of the Montana Vocational Agriculture Association. He has served as instructor at the Custer County High School, Miles City, Montana, since he received his B.S. degree from the University of Illinois in 1922.

Mr. Hoffman organized a local Agriculture Club during his first year of teaching. In 1928 the club was reorganized as one of the first F.F.A. chapters in the state and has since had an outstanding record. Up to the present time the chapter has produced four American Farmers, two of whom were elected to a national office. Thirty-six State Farmers have been elected from the chapter and four of the 36 have held the office of State President.

Mr. Hoffman served with Battery B. 54th Field Artillery in the First World War. He has taken post graduate work at Montana State College and Colorado State College.

Good Publicity and Vocational Agriculture

BILL OLIVER, Teacher, Kerrville, Texas

DURING the past years in vocational agriculture, the attitude of the teachers has generally been unfavorable toward the use of publicity in selling the program in the local communities. There have been some reasons for such an attitude. Most teachers have felt that if they were putting over a sound program in their communities the local people would find out about it thru the results of their work. Some teachers have seemingly leaned over backwards to keep from sounding as if they were bragging about their work or trying to hold their job thru stories about their work in the local newspapers. Possibly some have become disgusted with the idea of using publicity because of the type of publicity used by other agencies working in agricultural education.

On the other hand, it might be well for the teachers to give this matter of publicity some thought if vocational agriculture is to maintain its present high standard and continue to grow. Talk among people in a community about vocational agriculture is good provided they talk about the right things. If the right things appear in black and white in the local and state newspapers, then the people are going to talk about the right things. Occasionally, the people we would like most to know the real facts about our program will not learn them except thru stories they read in newspapers. Good publicity can serve as an excellent device which will make our teaching job easier as we go along. The outstanding farming and ranching program of our Future Farmers, our Future Farmer chapters, and our adult farmers are sources of publicity on improved farming or ranching practices. A well-written news story is an excellent way to get such ideas over to others. Good stories on the development of our outstanding boys into advanced Future Farmer Degrees certainly provide inspiration for our younger boys. We owe the boys and adults who have done an outstanding job under our supervision the courtesy of the recognition they have earned. Possibly, we have earned the right to brag a little if we are putting over a sound program—provided the bragging is done in the right way. Certainly, we can make our program more effective if we will include the use of good publicity in our thinking.

There are some points concerning publicity which deserve consideration. If the teacher of vocational agriculture is going to utilize publicity to its best advantage, he must first be doing things in his community which deserve publicizing. With most teachers of vocational agriculture, however, this point is not the problem. Usually the problem is the fact that most teachers do not take advantage of the many good stories which actually exist in their communities. A number of stories can be found in any community where the teacher is doing a good job.

Stories by Teachers

The teacher of vocational agriculture should write the stories himself. If he writes them, the information which is included will be correct. Incorrect information will often do more harm than good. At the present, most local newspaper people are not familiar enough with the details of our program to use the proper terms and keep the information straight. I once had an American Farmer who, according to the local newspaper, won a Farm Mechanics Award at the national 4-H club convention. When the teacher writes the stories himself, the local editor will unconsciously become familiar with our program. The editor is one of the most important friends which the individual teacher and our program can have. He will actually appreciate not having to write the stories himself. The local chapter reporter in most cases cannot or will not write the right kind of stories. If he does, the teacher has usually worked harder in getting him to do it than he would have had he written the story himself. Encourage the chapter reporter to write some news stories, but do not depend on him for all of the publicity for vocational agriculture in the community.

I do not believe in the old idea we have of 52 news stories each year. If we follow this plan, our publicity will become dry and unimportant. Rather, I believe that publicity should become a part of our everyday thinking and that our stories should be written and published when the time is ripe. I like the idea of no publicity when we have nothing to publicize and four or five stories in one week when they are available.

More Publicity?

I wonder if our work wouldn't be more effective if we would gear our thinking to utilize our possibilities for publicity more and, in some cases, not try to do so many things. Anything that we can do to keep the local school before the community will certainly engender a better spirit of cooperation on the part of the local school authorities.

Briefly, there are three important points which teachers should have in mind concerning the use of publicity in selling vocational agriculture to their people. First, keep publicity in mind every day and take advantage of the opportunities for publicity as they occur. Second, write the stories ourselves so that the information will be correct. Third, do not ask an editor to publish a story unless it is a good one—poor stories or stories about trivial or insignificant things are worse than none at all.

Methods

G. P. DEYOE

Let Us Teach*

CARSIE HAMMONDS, Teacher Education, University of Kentucky, Lexington

Carsie Hammonds

WE ARE employed as teachers of vocational agriculture. Our job, primarily, is to train present and prospective farmers for proficiency in farming. That, you will recognize, is the aim of vocational agriculture. It is the purpose of vocational agriculture. And no man has a right to be in a work and to draw a salary from a fund set aside for a work whose purpose he does not accept.

Vocational agriculture is part of the work of the school. If vocational agriculture is to remain a part of the public school system, it must contribute to the primary function of the school. Schools exist in order that desirable learning may take place in and thru them. If vocational agriculture is to remain a high-school subject, it must contribute to the function of a high school. Our closest tie-up with the public school system is in the high school. We must not lose sight of that fact.

Function of Teaching

The whole function of teaching is to promote desirable learning. Teaching is directing the learning process. Good teaching is directing the activities of the learners so as to result in the largest amounts of the most desirable learning and the smallest amounts of undesirable learning. That is good teaching anywhere, any time, with any subject.

Let us teach. Let us do a good job of teaching. The business of the teacher is to teach. The amount and quality of learning secured can never be a matter of indifference to the teacher. Teaching implies a contemplated product in learning. One never teaches unless he intends to teach—unless he knows what learnings he is attempting to secure.

We have been disturbed in my state by the lack of teaching in vocational agriculture. Since the onset of the war, there has been less careful planning of the instructional program than before—less good teaching—whatever the causes and whatever the justification. I am merely stating a fact, not criticising anybody. During the war the country was geared to winning it. The duties of teachers were multiplied, often almost beyond human endurance. On top of all this, many good teachers were drawn into other jobs and into the armed forces. In desperation, school boards filled vacancies with men poorly prepared and poorly suited to teaching. But not all the poor teaching can be blamed on the war. It is a well-known fact that men are still employed to teach vocational agriculture who entered the service more than 20 years ago and who never have taught well. We greatly need, for the sake of vocational agriculture, a lot of good teaching done. Poor teaching will not wipe out millions of people overnight, as is said of the atomic bombs. Poor teaching just saps the strength and kills over a period of years. It can kill vocational agriculture.

One does *good* teaching only to the extent that he knows what learnings he is attempting to secure, that he has made a wise choice of the learnings that are most desirable, and that he secures the learnings he sets out to secure.

Learning Process

Learning is the process by which one, thru his own activity, becomes changed in behavior. Have you mastered the implications of that statement? To master them, would revolutionize teaching. Learning is the process by which one, thru his own activity, becomes changed in behavior. He comes to act or perform or feel differently from the way he did before. Only to that extent has one learned. Only to that extent has the teacher taught.

Teaching is directing the learning, and learning is a self-active process. Activity on the part of the learner is essential to his learning. No one can engage in the activity for him; therefore, no one can learn for him. This leads to the first of several statements I should like to make in discussing *Let Us Teach.*

1. If we are to teach, the learners must engage in the activities that will result in the desired learnings. One "learns to do by doing," as we say. One learns to do what he does, not something else. If one does only what he is told to do, he learns to do only what he is told to do. If one recites only, he learns to recite only. As all of us know, the doing or practice is not limited to manipulative practice. Attitudes are practiced too. One practices feeling toward a thing by feeling that way toward it. Undesirable learning is as much a self-active process as is desirable learning, and the learning takes place in the same manner. The boy disliking record keeping is learning to dislike record keeping. One learns what he *does*, not something else. Even the information one may possess depends on what he has done with that information, how he has used it. Don't kid yourselves into believing that because a boy or young man can recite something he possesses the information in any usable form. He may be utterly unable to use it when the life situation presents itself.

Activity does not result in improvement of performance irrespective of the standard in the mind of the learner. This leads to my second statement.

2. If we are to teach, the learners must have worthy standards of performance to be drawn toward as they engage in their activities or, as we say, as they practice. *As one practices, he is drawn toward the standard he accepts.* Part of what one practices is the standard he holds in mind as he practices. The learner's standard of performance is exceedingly important. One learns to do by doing, but not by just any doing. As one practices, he is drawn toward the standard he accepts. However great the amount of time devoted to practice, the learner is not likely to exceed his standard of performance.

It is the business of good teaching to supply or establish the standard in the mind of the learner—the standard of performance, the standard of attainment, the standard of what constitutes the good. As the learner engages in his activities he is drawn toward his standard, the standard he has accepted. He'll probably match it if he keeps on striving.

The writer of this little poem may not have been trained in education, but he caught part of this fact.

"The plane he builds with glue and wood and twine
Is frail beside the model in his brain.
And when he fails, he plans and builds again
To match the master pattern's brave design.
The ship he dreams is eagle-winged and fine;
It thunders cleanly over miles of plain,
And sky-blockading mountains pile in vain
Their peaks against it in a lofty line.

With wrinkled brow and fumbling fingertips
He maps his model on a better scheme,
And failing, then with tight determined lips
He builds another. Following the gleam,
He labors on and glues and bends and snips.
Some day his deed will match the soaring dream."

Securing Understanding

3. If we are to teach vocational agriculture, we must secure understanding on the part of the learners. Not all understanding of agriculture comes from science, but most of it does. Selected portions of sciences brought to bear on the problems of farming make agriculture the science that it is. Prescription teaching does not secure understanding. By prescription, I mean merely a recipe for doing.

If one does not understand what he does and why he does it, he moves blindly; what he does is not likely to seem plausible to him; and he is poorly prepared to adjust himself to changes in the situation. Understanding is an essential part of a great many effective abilities.

4. It is rather trite to say that good ences. So suppose we state it this way: If we are to teach (and let us teach), we must give due consideration to the "worth" of each learner. The student is something more than a learning machine. The worth of man, the very basis of democracy, is a concept which Christianity has given to the world. The worth of the individual—tho his I.Q. be low or high, no matter how crude his flesh, tho he be stunted by poverty or gorged by wealth, no matter where he lives or from where he has come, tho he be ill-kept and unkept, tho he be well clothed or in rags, ill-behaved or well-behaved—deserves due consideration. Every individual in his class deserves and receives the respect and consideration of the good teacher. I live not very far from Henry Clay's old farm home. Would young Henry Clay have received proper consideration in your classroom or mine? I imagine that as a boy his frame was bony and awkward. I imagine he wore a straw hat and that his hair often stuck out thru its crown, that one suspender often held his trousers in place when he rode that bare-backed mare and guided her with a rope bridle as the millboy of the slashes.

Good teaching respects and gives due consideration to the worth of each person taught. The teacher is interested in each student. Good teaching goes beyond taking care of individual differences. That comes as a matter of course.

Interest in the Learner

The good teacher is interested in those he teaches. Many great men have credited much of their success to teachers who were interested in them—personally interested in them. I have watched and informed myself on the achievements of a number of outstanding Future Farmers. In many instances their achievements have been made possible only because the teacher of agriculture had a keen personal interest in their success and future well-being.

It matters not how much you may know about your subject; it matters not how many courses in agricultural education you have had nor with whom you have had them. If you are not interested in the persons you teach, not just people in general, you have no business in their school room. I want somebody interested in me, somebody interested in the things I am interested in.

5. At the outset we said that good teaching is directing or promoting the activities of the learners so as to result in the largest amount of the most desirable learnings. Good teaching is not solely a matter of method of teaching. Good teaching is concerned with *what* shall be taught as well as *how* it shall be taught. Good teaching must always concern itself with *what* to teach; what learnings to secure, what learnings are relatively most essential. It is a tragedy that many teachers are not aware of this fact. If they were aware of it, they would give more attention to it. What to teach is the most baffling problem in agricultural education. A prerequisite to good teaching is to know definitely what learnings one intends to secure. Call them objectives or what you will. *Let us teach.* Are you sure that this year you will attempt to secure the very learnings that you ought to secure? Are your boys learning agriculture? I am firmly convinced that are going thru high-school vocational agriculture knowing pitifully little agriculture when they get thru.

6. Good teaching enhances the quality of life of those taught. It reinterprets to them their experiences. It causes them to see where they didn't see before and would not have seen. It gives them a new world in which to live. Things take on a new meaning. What am I talking about? Any subject handled by any teacher which enhances the quality of life of the learners is an educational subject. Any subject handled by any teacher which does not enhance the quality of life of the learners is not an educational subject.

Vocational agriculture is not always an educational subject. The teacher makes it so or fails to make it so. If agriculture doesn't cause the students to see where they didn't see before, it is not an educational subject. Our students come to us with a wealth of experiences that must be reinterpreted to them. *Reinterpreted.* Good teaching in vocational agriculture enhances the quality of life of the learners, it develops in them abilities and attitudes that contribute to enhancing the quality of life.

In this characteristic of good teaching I have passed to what may be called the human side. Good teaching of vocational agriculture can be done only by men who feel that their work is significant. To feel that one's work is significant, one must feel that something of importance is being accomplished. Is it important to train present and prospective farmers for proficiency in farming? How do you feel about it? No man can be happy unless his work is significant.

Does your work seem significant to you? Do you believe that a good kind of life is possible on the farm and that your teaching contributes to that kind of a life? If you do not, you cannot be the best possible teacher of vocational agriculture. I believe that a good kind of life is possible on the farm, that farming can enrich the soul of a people, that civilization and culture need not be left behind when one passes through the door of the farm home, that life on the farm can be essentially satisfying. And I believe that teaching vocational agriculture can contribute to that kind of life.

Glory in Our Work

If you and I are to teach effectively, we must get a glory in our work. Asked how he succeeded in making a thing of clean shining beauty out of a rusty, filthy old tugboat engine, the Negro engineer said, "Well, it's this way—I got a glory."

"Oh, you gotta get a glory
In the work you do;
A hallelujah chorus
In the heart of you.
Paint, or tell a story,
Sing, or shovel coal,
You gotta get a glory,
Or the job lacks a soul.

To those who get a glory
It is like the sun,
And you can see it glowing
Thru the work they've done.

Oh, Lord, give me a glory
And a workman's pride,
For you gotta get a glory
Or you're dead inside!"

In closing, I should like to ask, *why* should you and I do a good job of teaching? Because it is our duty? Hardly. I do not recall that Jesus ever suggested that a man do a thing because it was his duty. There is a higher motive than duty. Jesus had an expression, "Love constraineth me," by which he meant "Love compels me." Do you want to be a master teacher? Do you want to teach well because love of teaching compels you? Becoming a master teacher requires painful practice, much study, a great deal of effort, putting a lot of self into it—a lot of one's heart, if you please.

A great gulf exists between what the mediocre teacher does and the work of master teacher, between good teaching and poor teaching. From poor to excellent is always great. The touch of a master's hand makes a world of difference.

The Touch of the Master's Hand

'Twas battered and scarred, and the auctioneer
Thought it scarcely worth his while
To waste much time on the old violin,
But held it up with a smile:
"What am I bidden, good folks," he cried,
"Who'll start the bidding for me?
"A dollar, a dollar"; then, "Two!"
"Only two?
"Two dollars, and who'll make it three?
"Three dollars, once; three dollars, twice;
"Going for three—" But no,
From the room, far back, a gray-haired man
Came forward and picked up the bow:
Then, wiping the dust from the old violin,
And tightening the loose strings,
He played a melody pure and sweet
As a caroling angel sings.
The music ceased, and the auctioneer,
With a voice that was quiet and low,
Said: "What am I bid for the old violin?"
And he held it up with the bow.
"A thousand dollars, and who'll make it two?
"Two thousand! And who'll make it three?
"Three thousand, once, three thousand, twice,
"And going, and gone," said he.
The people cheered, but some of them cried,
"We do not quite understand
"What changed its worth." Swift came the reply:
"The touch of a master's hand."

Let us teach

During the past year, members of the Breston, Texas, F.F.A. chapter sprayed 1,000 head of cattle with DDT, planted 430 trees, analyzed 18 soil samples on 75 farms, and laid out 12 pond dams.

The Virginia Association of Agricultural Instructors was organized in 1940, and has as its purpose the bringing of the teachers' interests into closer relationship with the programs of the state and teacher-training staffs. A banquet for the instructors and their guests is a feature of the annual meeting of the association which is held at the time of the state conference.

* Address delivered at state conferences for teachers of vocational agriculture in Ohio and Missouri.

W. HOWARD MARTIN

Farmer Classes

J. N. WEISS

Veterans Education in Comanche County, Texas

E. V. WALTON, Teacher Education, Texas A. and M. College, College Station, Texas

Nearly five thousand farm veterans are enrolled in county vocational schools for veterans in Texas. The first school to begin operation was approved in September, 1945. Since that time 120 counties have begun operations.

On July 1, 1946, a contract was negotiated between the Veterans Administration and the State Board for Vocational Education. A joint Manual of Operation was issued by the two agencies setting forth the standards and defining the responsibility of each. The State Board for Vocational Education appointed a Director of Veteran's Training and 10 area supervisors. The program is administered in the same manner as the regular program of vocational agriculture. A small part of the tuition for each trainee is set aside for state administrative expenses.

County Co-ordinators

On the county level, the county superintendent and county school board administer the operation of the school. A co-ordinator is employed with such clerical assistance as may be needed. Competent instructors are put in the field with the farm veterans.

A veteran must be either a tenant or an owner. He must be operating a farm of sufficient size to assure his eventual success in farming.

Comanche County, Texas, is one of the counties that is making real progress in getting veterans established in farming. Paul L. Whitten was employed as co-ordinator by the county school board last February. He was faced with the task of employing good instructors, geting a program of work set up, and selling the veterans on the idea. He employed five Smith-Hughes teachers of agriculture to go out and meet the veterans and set up an educational program.

The teachers of agriculture met with the veterans in their local communities over the county. The veterans suggested the problems with which they were most concerned. The teachers led the groups to decide upon the programs of study and practice that would most effectively solve the problems listed by the groups of farm veterans. The program of work was then made out by months according to seasonal sequence.

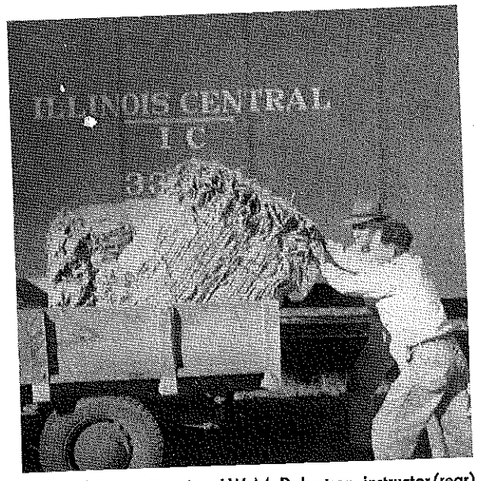
Each veteran, with the aid of his instructor, made out a farm and home plan. Various agricultural agencies such as the Farm Security Administration, Soil Conservation Service, and the Extension Service cooperated in making the farm and home plans. Advisory councils of established farmers were set up in each community. The veteran set up objectives that seemed within his abilities to reach and listed the jobs necessary to achieve those objectives. Farm ownership is a universal goal.

Classes meet in various vocational agriculture class rooms and shops thruout the county under an agreement with local schools. Ten and one-half hours were spent with the veterans in group instruction. These classes met in shops, on farms, on experiment stations, in hatcheries, or in the class room. Visual aid equipment was secured. In addition, the teacher of agriculture gave each veteran two hours per week of individual instruction on the home farm. The veteran agreed to devote 96 hours per month to new and improved farming practices.

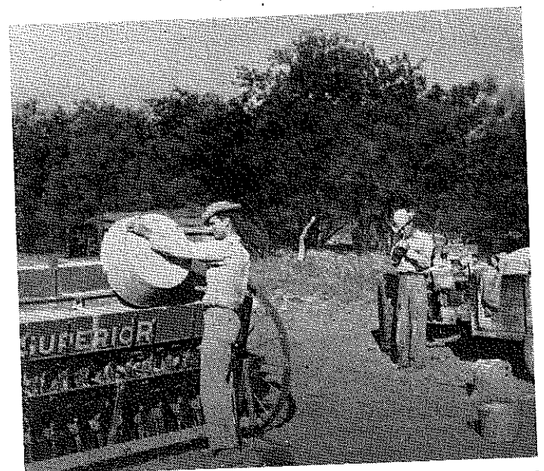
Cooperative Activities

Group meetings accomplished much in the way of cooperative activities. For instance, the veterans were convinced that sowing vetch and winter cover crops were good practices. There was a shortage of super-phosphate distributers, grain drills, and seed. The veterans pooled their resources and bought drills and seed cooperatively. They could not get fertilizer distributers. They made them in the shops. When harvest time came they found that peanut sacks were going to cost 15 to 16 cents each. They decided they could pool a large order and save money. They purchased 90,000 sacks at a saving of over six thousand dollars. They are assisting each other at harvest time. Houses are being built and repaired. The home and farm improvement jobs are keeping both the veterans and the teachers busy. Bankers in the county are enthusiastic about the program. They believe that a new kind of farmer is in the making. They believe that it is significant when 100 veteran farmers get in busses and cars to drive 100 miles to find out what experiment stations are doing.

The things that Paul Whitten and his staff of teachers of agriculture, composed of Gayle D. Adams, Herbert Goodson, Percy L. Parsons, Ebert L. Pierce, Roy V. Pinson, Wm. M. Robertson, and James L. Smith, are typical of what many county schools are now doing with thousands of farm veterans in Texas under the provisions of the G.I. bill.



Orville W. Jones (front) and W. M. Robertson, instructor (rear) loading peanut sacks purchased cooperatively by the students. 90,000 peanut sacks were purchased at a saving of 7½ cents per sack



Keith Lane, Jr. (left) and Jack Lane (right) sowing Hairy Vetch and Speltz with combination drill purchased cooperatively by the class. Herbert N. Goodson and Roy V. Pinson, instructors, Comanche County Schools

Texas Veterans Learn "Know How"

F. GIMBLE, Publicity Director of Veterans Training, Austin, Texas

Of the 7,500 veterans now enrolled in Texas Veterans' Vocational Schools, approximately 75 percent are studying agriculture. In the field of vocational agriculture much has been learned from our experimental stations and our A. & M. colleges thruout the country. Thru the organization of the veterans' schools, this information is being taught to the men who need it most—the farmers and ranchers who are now making their livelihood on land which they own themselves or which they are renting or leasing.

Vocational agriculture is a broad subject, and it has been divided into six different courses of study: (1) General Farming, (2) Dairy Farming, (3) Crop Farming, (4) Livestock Farming, (5) Poultry Farming, and (6) Fruit and Vegetable Farming, each course to cover 36 months of class instruction *and* practical application of the principles taught in the classroom, under the leadership of experienced instructors. Each veteran works out his proposed plan of work, in cooperation with the teacher, and maps out his objectives for the three-year term. Then together they keep a record of progress and accomplishments.

Some Accomplishments

Just what are some of those accomplishments? Let's take a look at a few, some of which are planned with a view toward immediate return, and some of which are projects of long-term development, with "the long look" toward the future of the land, and of the nation as a whole.

In the matter of increasing crop yields, and thereby enlarging farm income, the key to increasing production is the selection of the variety of seed used. One of the most striking examples of this is in the use of a seed corn known as "hybrid corn," a "cross-pollinated" seed which increases the yield from 6 to 13 bushels per acre above the average yield obtained from the old type "open-pollinated" variety of seed. After learning of the results obtained by experimental stations in developing the hybrid seed, one group of veterans saw the value, in dollars and cents, of the new type of corn, and planted some 300 acres this year. When the corn was harvested, the yields were of such improved quality as well as increased quantity that many of the veterans have declared they will never again plant anything except the hybrid variety of seed corn.

Another accomplishment of immediate value to the veterans in the midwestern part of the state, where sheep and goats are raised, is the improvement of the process of dipping their stock. Using DDT, the "wonder chemical development of World War II," and a portable sheep-dipping vat constructed in their own shop, several communities have successfully controlled sheep ticks and other external parasites on their animals, thus insuring a finer, cleaner growth of wool and better meat as a result of the healthier animals. Human health is often tied-in closely with the health of livestock, and by controlling diseases in stock, the general level of health of the community as a whole is improved.

The picture which appears on the cover page was provided by B. C. Davis, State Supervisor, Veterans' Education Division, Austin, Texas. The accompanying article by F. Gimble and the one by E. V. Walton on the preceding page are an indication of the program being projected for veterans in Texas.—Editor

One feature of the Veterans' Vocational Training which has come into prominence is the spirit of cooperativeness among the veterans themselves and between the veterans and the members of the communities. A number of classes who have found the cost of farm machinery prohibitive as far as individual ownership is concerned have "chipped in" to purchase said machinery: tractors, feed mixers, bulldozers, phosphate distributors, and grain drills. The equipment is owned by the class, used by each of the members, and often "hired" by other farmers in the community, sometimes with one or more of the veterans to operate it.

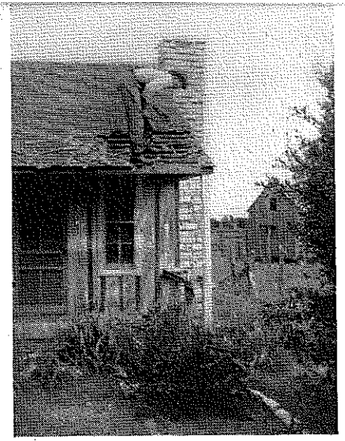
Cooperation in the matter of purchasing quantity lots of seed, superphosphate, feed sacks, etc., has resulted in material cash savings to the boys. The aid of the A.A.A. in many of these cooperative ventures has been enlisted, especially in the purchasing of legume seeds for long-term enrichment of the soil.

Farm Machinery Repair

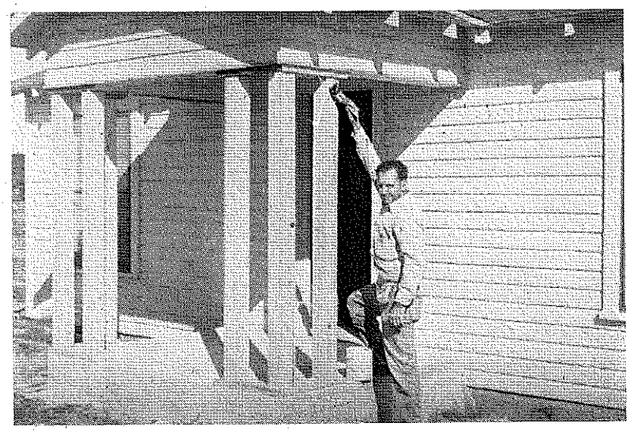
A phase of the training in vocational agriculture called "Farm Machinery Repair" is creating a great deal of interest, and bringing about many ingenious "contraptions" to aid the farmers in their over-all programs. One recent item concerns a peanut harvester, similar to a hay-loading device, which was designed and constructed by a class in East Texas. Farm labor is quite a scarce item right at harvesttime, and expensive as well. Shaking peanuts by hand will cost $5 per acre, and one man can do only an acre per day, on the average. Estimating a 20 acre tract of peanuts, which the harvester can dig and shake clean of dirt in one day with one man operating it, there is a saving of the labor cost of 20 men. The first harvester, entirely shop-made, cost $115, but due to some waste because of the trial-and-error method of construction, the boys say that they can make the next one for $100 even. The class members are harvesting other crops than their own, charging $3 per acre for operator and machinery, saving money for their neighbors as well as making a profit for themselves.

Other projects of permanent improvement in methods of farming have been soil-building by the use of superphosphate, planting winter legumes (vetch, hubam clover, and Austrian winter peas), terracing, and clearing of pastureland. In one county alone, 20,000 feet of terraces have been constructed by the veterans under the supervision of their two instructors.

Thus the veterans in vocational agriculture are putting into actual practice the best and most modern and most efficient methods of farming, and the communities are benefiting by following their example and thru cooperating in their community projects.



M. O. Wetzel wrecking one of two old houses which he bought to be used in constructing a new one



Orville W. Jones shown completing a home which he recently built with a G.I. loan

Veterans Training in Agriculture at Salinas, California

WARREN E. CRABTREE, Agricultural Supervisor, Salinas Evening School

THE Union district at Salinas was one of the first high schools in the state of California to recognize the values of and to establish a program in agriculture offering institutional-on-the-farm training for returning veterans.

Starting in the fore part of April with six veterans as a trial unit in connection with day classes in agriculture, the group quickly expanded to 19. Thus, on July 1 the writer was assigned full time to the organization and supervision of the new program under the administration of the Salinas evening school which accommodates students on the adult level.

This new field in agricultural education cannot help but challenge one's best efforts, for it is truly a group of young men, largely with families and who are full of objectives, aims, and ambitions. They are the type of fellows who serve so well as follow-up members of our Future Farmers. These young men have vital problems in their farming and managerial status which leads to an ideal teaching basis, applicable to the two-hour class sessions at night and the one- and two-hour individual sessions per week on their own farms or on managerial jobs. Some are field foremen for large grower-shippers.

This type of training makes most effective the absorption of vital information where it will do the most good since the instructor can work on a man-to-man basis in helping the student solve his problems and bring to him scientific and informational material at the most needed times. It is 100 percent effective tho the instructor cannot handle as large a group as can the regular classroom teacher.

Institutional - on - the - farm training most certainly fulfills the objectives of vocational agriculture as we have viewed the ideals for which we have all been aiming—to see a farm-minded young man with a farm background firmly established in a home of his own, with a family of his own, with farming or closely allied activity as his chosen profession. Such a young man knows what he wants in the way of agricultural assistance, is enthusiastic about his future, and thus it becomes a pleaasure to help him along and to watch him succeed in his activities.

Waiting List

At the present time there is quite a waiting list as a nucleus of a new unit when another qualified instructor can be located to help carry on the program. Very little promotional work was necessary to start our program; the big problem everywhere will probably be the manpower with which to meet demands for this type of training.

Possibly a little outline of our procedure in setting up the program would be helpful to others getting started. It is as follows:

1. Briefing of the aims and objectives of the program explained to individuals who might profit from the training.
2. Checking the farms where training would be given to see that the facilities are adequate.
3. Interviewing the owner, co-partner, or employer to see that he understood the program and would be cooperative and helpful.
4. Calling the group together for purposes of detailing the program—having the agricultural training officer of the Veteran's Administration present to explain its part in helping the program function.
5. Group discussion as to the specific work each would like covered in a long-time program of this type.
6. Listing the class, laboratory, shop, and field units of instruction needed or which could easily be set up if desired.
7. Making out individual training objectives, setting up facilities for supervised practice and outlining the jobs, skills, etc., to be covered.

These were then followed by organized class sessions and supervisory work in the field – including special emphasis on individual problems and an economic picture of the trends in agriculture.

As an example, one trainee states his training objective "To learn the management, operational, and marketing features, and how to maintain all implements and equipment common to raising truck crops of the Salinas Valley." As to facilities for his supervised practice he states he has opportunity to train on "900 acres of irrigated ranch land devoted to the growing of lettuce, carrots, parsley, peas (flower seed), beans, beets, celery, alfalfa, and others, and with tractors, implements plus a welding and maintenance shop."

Two Meeting Each Week

Two meetings are held at night each week, one given over to class and laboratory work, including some well-selected films, especially on soils, crops, and fertilizers; the other devoted to farm mechanics, welding, and machinery repair. A third night session is open to welders and those who are working on larger construction jobs.

This type of training should go far toward establishing the values of vocational training in agriculture in all localities as well as helping place our young farmers on their own where they can take a place of agricultural leadership in their home communities.

Trainee Waldo J. Southam, a grower-shipper field foreman with a crew weeding a celery field in the Salinas Valley, California

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Wives of veterans enrolled for vocational training in agriculture at Alachua, Florida, have organized their own class and plan to meet twice a month in the home-economics room at the high school.

Recognition of leadership in the F.F.A. Chapter at Marshall, Missouri, is provided by means of framed pictures of the Chapter Presidents and the American Farmers. The names of the State Farmers are posted on an honor roll.

This year the teachers in District 5, Nebraska, are publishing quarterly a Swap, For Sale, and Wanted list. The data for the list are obtained by having students supply information to their instructors, who in turn file the material with a designated instructor in the district.

Twenty-eight central-Texas stock raisers and business firms each donated a registered Hereford heifer calf which was given away during the Baylor Bear Club Rodeo, held in Waco August 12–16. These were given as awards in "calf scramble" events to Future Farmers and other farm boys.

Five hundred Ohio Future Farmers and advisers attended Camp Muskingum during one of the three one-week camp periods in 1946. For the first time in the history of the camp, a full-time athletic director was employed. Two members of the state supervisory or teacher-training staff assisted in the administration of the camp each week.

Farming Programs

C. L. ANGERER

A Farming Program Which Lead to Establishment

T. G. WALTERS, State Supervisor, Atlanta, Georgia

THE Proverb "Tall oaks from little acorns grow" is applicable to the story of Bernace White, who was a student of vocational agriculture at Moultrie High School from 1933 to 1937 and is now a successful farmer and the owner of a 500-acre farm in Thomas County, Georgia, with 185 acres in cultivation.

T. G. Walters

The significance of this story may best be told be going back to the fall of 1933 when Bernace entered the eighth grade at the Moultrie High School and enrolled as a student of vocational agriculture. His supervised practice program for the first year consisted of one pure-bred Duroc gilt, one acre of Austrian winter peas, one acre of corn, and one acre of tobacco.

The second year in high school Bernace increased the scope of his project to include grazing crops for hogs, more corn, and a beef steer. In March his gilt farrowed a litter of 10 pigs. He fed the litter of pigs according to recommendations outlined by the late Dr. H. B. Raffensperger who was in charge of the Zoological laboratory, U. S. Department of Agriculture, Moultrie, Georgia. The litter of hogs were marketed the day they were 6 months and 5 days of age and averaged 232 pounds.

Active Member F.F.A.

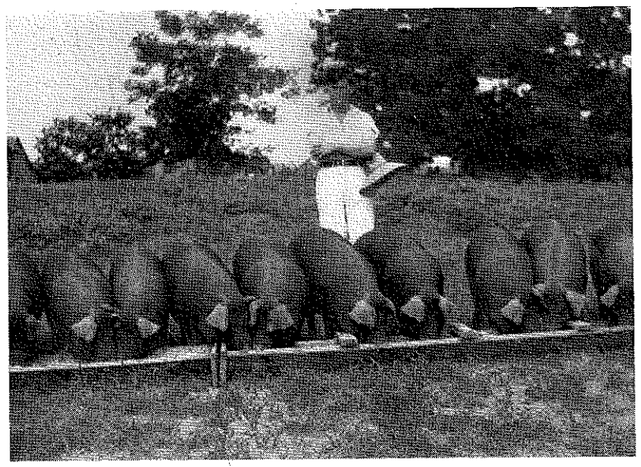
Bernace not only manifested special interest in his project in vocational agriculture but also was a faithful member in the local F.F.A. chapter. Even tho he lived 15 miles from Moultrie, he seldom missed a night meeting of the local chapter and he participated in many F.F.A. contests and programs. As a result of his fine work as a Future Farmer and a student of vocational agriculture Bernace was awarded all four degrees in the F.F.A. He received the American Farmer Degree which is the highest honor given in the organization, in 1938.

Bernace graduated from the Moultrie High School in 1936. He had had four years of vocational agriculture and decided that he was ready to begin thinking about a farm for himself. From his project program and money earned from other work, he had saved $600. Bernace conferred with his father about purchasing a farm. A farm located about a mile from his father's farm was for sale, but the $600 which he had saved was not sufficient to make the down payment and secure work stock and tools. He and his father contacted the local banker at Ochlochnee, and obtained a loan of approximately $2000 which was used to purchase tools and equipment and to help make the down payment. It required only five years for Bernace to pay the loan secured from the local banker.

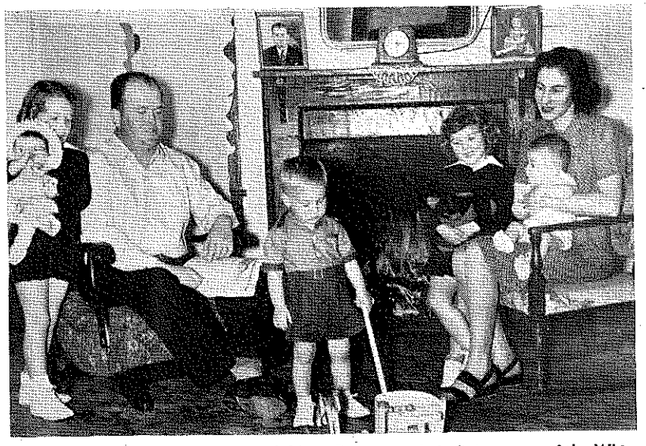
About one year after graduating from high school, Bernace married Miss Etza Redmond. Miss Redmond had attended the Moultrie High School along with Bernace. The couple moved to the new home on the 500-acre farm recently purchased. According to Bernace the first few years were really tough sailing, because he not only had to meet land payment but had to repay the local banker for the money borrowed, used largely to get started into farming.

Bernace managed well and used all the farm resources. Since the 500-acre farm had several hundred acres in woodland, he used the slack seasons of the year to cut wood which he sold in Moultrie and adjoining towns. Since purchasing the farm in 1937 he has received approximately $3,000 from the sale of wood and $1,000 from a turpentine lease. He now has $600 invested in War Bonds and has cash on hand to operate the farm this year. He still owes approximately $1,000 on the 500-acre farm; however, he is

(Continued on page 137)



Ten hogs in litter grown the new way, averaging 232 pounds at 6 months and 5 days of age. Cost of raising these hogs was 4.7 cents per pound. Sold for 11 cents per pound. Grown by Bernace White, Moultrie, Georgia, American Farmer, 1938



Mr. and Mrs. White and their four children. Picture made in living room of the White home

The Necessity for Practice; The Desirability of Supervising It*

CARSIE HAMMONDS, Teacher Education, University of Kentucky, Lexington

WHEN we come to believe in the necessity for practice by the learner, we will have taken a most important step in making our teaching vital. There can be no adequate farmer training that does not have its foundation in participation in the tasks for which the abilities are needed. That is why the individuals in every group we teach have farming programs—the high-school group, the young-farmer group, the veterans'-training group, and the adult-farmer group. Practice, or participation, is essential to learning. We sometimes proceed as if it were not. What one practices, what he participates in, he learns;—not something else.

Experience in Farming

One learns only what he practices. One must *do* what he wants to *learn to do*. Without practice in riding a bicycle, one cannot learn to ride a bicycle. Without practice in reading, one cannot learn to read. Without practice in being polite, one does not learn to be polite. Without practice in cussing, one does not learn to cuss. Without practice in independence, one does not achieve independence. Without practice in *farming*, one does not become a *farmer*. One does not learn what is said to him or what he reads, but only what this causes him to *do*. This is true in learning to ride a bicycle, to be polite, to produce pigs, to sharpen a saw, or to do anything. One will not learn more than he practices. I am not saying, of course, that all the learner has to do is to engage in a repetitive process. Practice is not the same as repetition nor as activity. In repetition, the performer begins at the same level each time. If one is to learn, he must practice in such a way that his activity will result in improvement in performance. Learning is a process by which one becomes changed in behavior. So is practice.

Having made these statements as a point of departure, I should like to discus briefly a few underlying principles and philosophies which may have a bearing on our work in vocational agriculture.

Principle of Acceptance

First, what might be called the principle of acceptance. People learn what they accept to act on; it stays learned as long as they continue to accept it and no longer. People learn what they accept to act on—what they accept to do. Suppose I accept something for action, I proceed to try it out. As long as it works well, I accept it as something to continue to do. If it works badly, I decide that it is a thing that works badly and reject or change it until it works well enough for me. The learner does whatever accepting there is. Telling him what to do will not in itself secure his acceptance. Dictating to him will not. People learn what they accept to act on.

In working with the principle of acceptance, at least two techniques seem important:

1. We teachers must see to it that there is a moderate amount of success in the learner's acting on his acceptance. Also we must make as sure as we can that any failure on the part of the learner is seen and felt by him as the thing to be avoided in the future rather than avoiding everything connected with the failure. The failure can become the thing *not* to do only if the learner knows where he is failing. Failures do their best service in securing learning when they somehow cause the person to do what is right and he receives a confirming reaction for so doing.

2. *Understanding* by the learner how or why to do the thing often contributes enormously to his acceptance of it as a thing to act on, to its plausibility for him, and to his continued acceptance of it in the face of difficulty. We human beings accept and believe much more readily those things that seem plausible to us. If we want a learner to accept something or do something, we must make it seem plausible to him. Much of our failure to get improved farm practices followed can be traced to lack of understanding by the learner—often to poor course of study and to poor classroom teaching.

Practice Essential to Learning

Practice is essential to learning. It is desirable to supervise it. In so far as possible, the practice—the actual performance—should be of the correct rather than the incorrect. Thus, correct overt practice may be learned. If the overt practice in a farming program is to be correct, it seems highly desirable that there be good plans made by the students and checked by the teacher. (They are not likely to be good unless they are checked by the teacher.) Such a procedure lets the false steps or moves of the students be mental rather than overt; their trial and error is mental trial and error; their errors are not so disastrous. Thinking is a necessity in planning; use is made of information or knowledge. There is little or no opportunity for knowledge to be bound with agricultural practice unless it is bound with it in the planning stage by the learner. And unless knowledge is united with practice, the knowledge is useless. It is highly desirable that good plans be made by the students and checked by the teacher, for the reasons just stated. Here are some extracts taken verbatim from project plans. What do you think of them?

Case No. 1—*From a poultry-project plan*

100 chicks stated as scope of project, tho apparently there were only 45.

Financing the project

Mother and Dad will finance my project and I will give them all the chicks they want

Use of money

I will put ⅔ of it in the bank. The rest I will buy clothes and things I need

Decisions on production jobs

(a) Securing chicks. I will set hens and buy baby chicks to put with them.

(b) Preparing for chicks. I will fix a pen for the chicks to run in.

(c) Selling chicks. I will go around to my friends and sell my chicks to them.

Case Situations

Case No. 2—*From a poultry-project plan*

Scope: 400 baby chicks

Decisions on production jobs

I shall clean the brooder out thoroly and then burn a chemical that will kill any disease left. I will feed a good ration, provide clean water for them, and keep house and grounds sanitary at all times. I will have plenty of feeder space to prevent stunting of any chicks. House will be heated with coal brooder stove. I will keep all good pullets for laying purposes. These I will feed a laying mash as soon as I sell all the cockerels.

Case No. 3—*From sow-and-litter project plan*

Decision on production jobs

I shall breed my sow and gilts so that I will get an early-spring litter. Then I shall breed my sow and gilts to get an early-fall litter. I shall try to have my sows in thrifty condition at time of breeding. If the sow is thin, I shall feed her generously on a well-balanced ration for at least 10 to 14 days previous to the time it is desired to breed them.

I shall give the bred sows a properly balanced grain mixture and access to a good pasture. I shall feed a protein supplement, such as tankage or skim milk with the grain mixture.

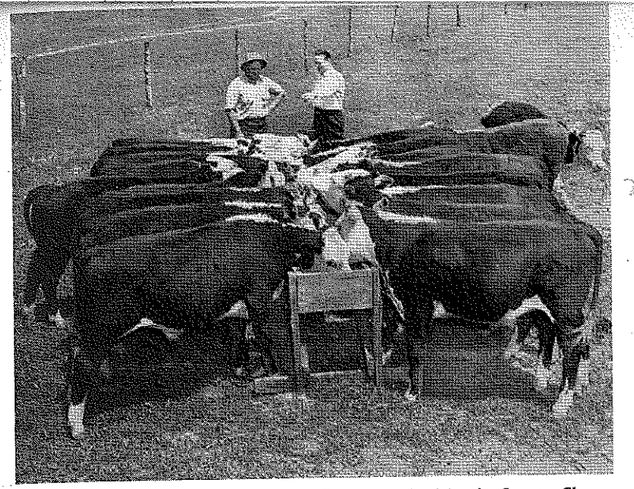
I shall try to provide a clean quarters for the brood sow. When the pigs are three weeks old I will move them to a clean house in the pasture.

If I find that my hogs have worms, I shall treat them for worms, and I shall take them off the field they have been running on. I shall try to keep the hogs off the pasture for three years. This will give a chance for the worm eggs to die.

Will the actual performance be of the correct? Is there evidence of thinking? Was knowledge bound with practice? Of course, it would not be possible to find such statements in plans written by your students.

Learning Produces Changes

"Learning to do by doing" is not a safe philosophy for the director of the learning process unless he knows what the expression means. If the doing is mere repetition, the learner is not changed in behavior. Not just any doing—not just any activity—produces desirable changes in behavior. If it did, men who had been farming 40 years should be approaching perfection, as would all of our older teachers. Also, if just any doing produced desirable learning, we would not have to worry about undesirable learning taking place. "Learning to do by doing" is sound enough for the teacher of agriculture who knows what he is talking about. He knows he will get good farm practices learned only when he gets good practices followed. He knows that the principle applies to all learning. He knows that his students are learning the attitudes they are practicing—the feelings they have. He knows they are learning the information they are using. He knows that thru practice the students are being changed in the direction of the ideals or standards which they hold. He knows that in the absence of a standard, there is no hope for improvement in quality of performance.



Randall Miller, (left) Kentucky (State) Farmer of the Meade County Chapter F.F.A. has a good production standard for his feeder calves. He started 25 western feeders at an average of 400 pounds and expected to bring the weight to 1,000 pounds within 12 months. Wayne Pace, (right) teacher of agriculture at the Meade County High School, believes in production standards and gets his students to set standards for themselves

If a teacher lists the desirable learning outcomes he is to strive for, he will have a list of the areas in which he will need to secure practice. The list, of course, will be more inclusive than what we usually term improved or approved farm practices. Time does not permit our discussing all the areas in which practice is needed in farmer-training—all the areas of learning. There are many areas. One area of particular concern to us, but often not realized by the teacher, is that of achieving independence. The boy does not become a man overnight. Independence is something that has to be achieved. It does not descend upon one with the ease and suddenness of his twenty-first birthday. It should be achieved gradually, and must come thru practice. In primitive times the teen-age youth was not a dependent. He earned his own food, clothing, and shelter as a member of the tribe. If youth is kept wholly dependent too long, difficulties arise—for the youth and for his parents. Every youth should be given some responsibility in making decisions for himself—in planning what he shall do, and in carrying out his plans. The teacher of agriculture has the opportunity and the responsibility of helping boys and young men achieve independence. The point here is that the teacher must recognize the necessity for practice in achieving independence and then secure the practice.

Managerial Experience

Apparently, it is very important for boys and young men in vocational agriculture to secure practice in the managerial aspects of farming. These are the aspects that the father or other adult is likely to keep as his prerogative. But they are the aspects on which success in farming largely depends. One seldom, if ever, succeeds in farming because of his manipulative skills, but because he can make sound managerial decisions and carry them out. Managerial abilities are not developed in the absence of practice. They are not unlike other abilities in this respect.

The whole question of supervised practice and its necessity in vocational agriculture is closely related to some of the fundamental urges of human beings. People get satisfaction out of being the master of things, in having control over them, in ownership which gives the control. People like to succeed. Success is satisfying, and failure is annoying. We tend to dislike that which brings failure. Efforts to achieve are stimulated by success. To create is a deep-seated urge. Creating is the essence of vocation. Every vocation creates goods or services. Always, creating is producing. It is output rather than intake.

The teacher of agriculture who would succeed in securing desirable practice in farming must know that the learner tends to react to the old situation, to the familiar as he has reacted to it before. Boys, men, and young men leave our classrooms and go back home *to the familiar*. The old situations are as they left them—the animals, the crops, the feed, the tools and machinery, the filthy or clean fields with their slope and their fertility or lack of it, the garden, the house and barn and outbuildings, other members of the family which may include the monarch and all his behavior. One tends to react to the old situation as he has reacted to it before. There one tends to do as he has done before. This is true in all of his practices, including the poor ones. The problem of the teacher is to get the desirable practice in spite of this tendency in human behavior. In order for the teacher to succeed, the learner must go home—back to the familiar—very firmly convinced of the desirability of the good procedure or practice, very clear on how to carry it out, and with at least a fair degree of understanding of it. (Does he?) Otherwise, the learner is almost sure to react to the old situation as he has reacted to it before.

Herein lies our hope, if I may not seem to be inconsistent. The learner himself is a part of the situation. If, when at home, he remains convinced of the desirability of the good procedure, knows how to carry it out, and has supervision by *his* teacher, the same teacher with whom he associates the desirable practice, these are new elements in the old situation. Also he takes home with him certain meanings. Understanding always denotes the responsiveness to meanings, not response to direct physical stimuli. All such new elements in the situation as we have mentioned are important if we expect desirable practices to be followed at home.

There is still other significance to the fact that one tends to react to the old situation as he has reacted to it before. Perhaps the teacher is first up against this fact in his problem-solving procedure in the classroom. The poor practices in the community and the undesirable in general tend to become the accepted and approved. Familiarity breeds not contempt, but content. The accepted and familiar does not tend to present difficulties. In the absence of a difficulty, there can be no problem. Weaknesses in practices do not in themselves constitute difficulties.

The necessity for practice and the desirability of our supervising it are not limited, as we know, to what might be termed pure agriculture. They exist in Future Farmer work as such—in our training for leadership and for citizenship, to create and nurture a love for country life, to work for the common good, to develop character, and so on.

Relation to Course of Study

If practice in farming is as necessary in learning to farm as we say it is, there should be a close relation between our farming programs and our course of study in vocational agriculture. In Kentucky, most of us include too much in our courses of study that has no bearing on what the students are to *do* outside the classroom. Often the students have no opportunity to do the things we have included in our course. Or so much may be crammed into the course that nothing is taught well enough to expect it to function in practice on the farm. The *doing* is really not expected or sought by the teacher. He doesn't know that the doing is necessary. The students are neither convinced that the things should be done nor are they clear on how to do them. They do not accept the things to act on. They continue to react to the old situation as they have reacted to it before; the teaching falls flat. Where this exists, vocational agriculture is not advanced one whit. It can never advance except as the people engaged in it recognize the necessity for practice and are able and willing to supervise the practice.

Future Farmers of the Dushore, Pennsylvania, F.F.A. chapter have purchased a 2,700-egg electric incubator which will be operated as a cooperative chapter project. This cooperative, "learning by doing" enterprise will not only provide practical training experience for the boys, but will also make possible the production of carefully selected chicks for members' supervised farming programs.

* Address delivered at state conferences for teachers of [illegible] Ohio and Missouri.

Future Farmers of America

A. W. TENNEY

Exhibits at State Fair As an F.F.A. Activity

J. A. JOHNSON, Teacher, Buhler, Kansas

THE Buhler, Kansas F.F.A. Chapter has found a worthwhile activity in the preparation of a county agricultural collective exhibit at the state fair. The Kansas Fair is at Hutchinson. This is not a special exhibit for F.F.A. Chapters. This year, only 6 of the 13 exhibits were prepared by F.F.A. Chapters. The purpose of this article is to acquaint the reader with the exhibit prepared for the 1946 fair.

The state is divided into three divisions, namely eastern, central and western, by variation in crop adaptability. The counties within a division compete with each other for prizes. All counties compete for the Grand-Champion award, which is a purple rosette ribbon. The exhibits are scored by points as set up in a regular scorecard. Ten or more farms must be represented in each exhibit. The Reno County exhibit prepared by the Buhler Chapter had 42 contributors. All products must have been produced during the current year.

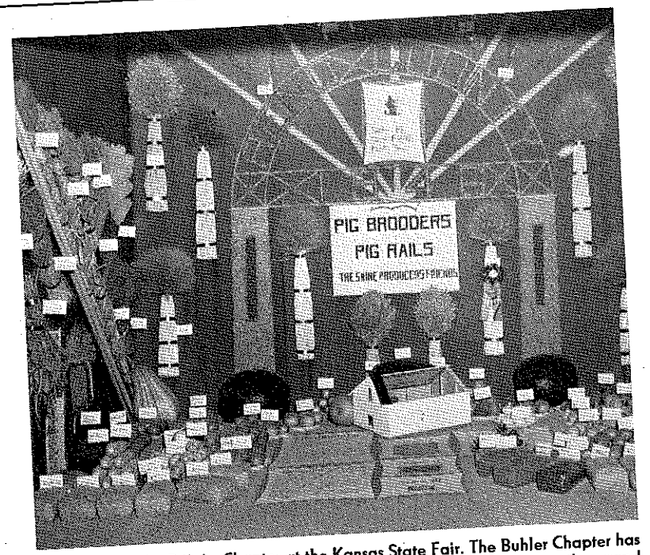


Exhibit by Buhler F.F.A. Chapter at the Kansas State Fair. The Buhler Chapter has prepared such an exhibit for 10 consecutive years. Their entry won the grand champion award in 1946

Score Card

The following scorecard is the one used. The Reno County score is also contained in the table.

Fifty dollars is awarded for each county scoring more than 600 points. The money is then prorated according to the number of points won above 600. Likewise $60 is awarded for each county and then prorated according to the number of miles from the county seat town to Hutchinson. In addition, awards of $90, $70, and $50 are given to the three high-scoring counties in each division.

The Reno County exhibit, shown in the accompanying picture, won the Grand Champion award this year. The Buhler Chapter has displayed the exhibit for this county for 10 consecutive years. A first place in the central division has been won for the sixth consecutive year. Buhler set a new record score of 1,105 in 1944 to win Grand Champion. That record was broken this year with a score of 1,119 from a possible 1,200.

This year the Reno County booth used as its educational feature the importance of pig brooders and pig rails in pork production. The small house shown in the picture had a pig brooder in one corner. It was heated with a miniature light bulb.

The booth was decorated on the sides and back with French blue crepe paper, and the floor with amber crepe paper. The small-grain bundles have brass-colored metal bands around them and represent four varieties of wheat, three varieties of oats, and two varieties of barley. These varieties shown were also represented in the grain which was displayed in four-pound cellophane bags. Four varieties of sweet sorghum and six varieties of grain sorghums were shown in head and bundle samples. The head samples were nailed to the side walls. Six varieties of corn, three varieties of alfalfa, and one variety of cowpeas were displayed. The legume seed consisted of one variety of sweet clover, one of alfalfa, and one of cowpeas. Four grass bundles of four different kinds were displayed. Four varieties of potatoes and five varieties of sweet potatoes can be found on the floor. In the garden division were shown one variety each of cabbage, cantaloupe, pumpkins, carrots, tomatoes, squash, and watermelon and two of beets and onions. Twelve plates of fruit were shown. A total of 78 samples were selected and prepared with the same care as for the open exhibit.

Scoring Items	Possible Score	Reno Score
Educational Value	150	145
Artistic Display	150	146
Original Design	80	77
Adaptability of Varieties	60	60
Number of Farms Represented	50	50
Small Grain, only two kinds required	200	180
Wheat: One-gallon samples. Credit for 3 varieties		
Wheat: Three-inch bundles. Credit for 3 varieties		
Oats: One-gallon samples. Credit for 3 varieties		
Oats: Three-inch bundles. Credit for 3 varieties		
Barley: One-gallon samples. Credit for 3 varieties		
Barley: Three-inch bundles. Credit for 3 varieties		
Corn and Sorghums, only three kinds required	200	180
Broom Corn: 2 varieties, 2 samples each, 1 gal. and 5" bundles		
Sweet Sorghums: 3 varieties, 10 heads, 5-stalk bundles		
Grain Sorghums: 5 varieties, 10 heads, 5-stalk bundles		
Corn: 5 varieties, 10 ears	50	40
Legumes, 3 varieties, 3" bundles, 1 gallon seed	50	42
Grasses, Cultivated and native, 3 varieties, 3" bundles	30	27
Potatoes, 32 specimens, 3 varieties	30	28
Sweet Potatoes	100	96
Vegetables, 10 exhibits selected from the following: 20 pickling cucumbers, 6 slicing cucumbers, 10 table beets, 10 carrots, 10 onions, 10 ripe tomatoes, 10 turnips, 3 cabbages, 3 pumpkins, 3 squash, 3 watermelons, 3 cantaloupe	50	48
Fruit: Ten plates, 5 specimens of a variety		
Total	1,200	1,119

The sign in the back of the booth was made from white kaffir and yellow milo seed. Also the pillars supporting the arch were covered with sorghum grain. Insets were made of yellow milo.

A committee was appointed by the F.F.A. chapter to set up the booth after all the products had been collected. The display had to be made on Saturday before the fair started on Sunday. The custom has been to select one freshman, one sophomore, and one junior for this committee. The junior member usually has had one or more years of experience. This gives one experienced member that can take a lead and help the other members. This committee, the adviser and his wife do the decorating and displaying of the products. It takes from 12 to 14 hours to prepare the exhibition booth.

After a project like this is completed, it gives the chapter a great deal of satisfaction and pride. The two-week job of collecting samples is easily motivated. The educational value realized has been a continual improvement in the varieties used by the members and other patrons of the community. It gives practice in selection, in decoration, and in cooperation. It definitely is an excellent way to get the F.F.A. before the public.

Farming Program

(Continued from page 133)

losing no sleep over this debt because the yearly payments are only $125.

At the present Bernace has 6 brood sows, 35 head of feeder hogs, and 25 head of cattle and owns a tractor, peanut picker, hay baler, rake, mowing machine and a power-saw unit, as well as mules and cultivating equipment.

Last year his farming program included 75 acres of peanuts, 40 acres Austrian winter peas, 89 acres corn, 18 acres cotton, 6 acres watermelons, 2 acres potatoes, and 10 acres oats. This program is carried out by three share-croppers and one wage hand.

An R.E.A. line furnishes electricity for the White's home and the tenant houses. Mr. White has recently put in an electric pump for a water system.

Mr. and Mrs. White have four fine children who are seen in the picture. The writer did not question Mrs. White, but it was easy to see that she was a good partner and had done her part toward the success of the farming program. This young couple was not easily discouraged when problems faced them, and by perseverance have already seen some of their dreams come true.

Here are some statements made by Mr. White when he appeared on the program at a state-wide F.F.A. banquet held recently in Atlanta. "I am not farming because I have to but because I want to. Farming is a business that requires a lot of thought and good judgment. A farmer should be able to use good information and the experiences of others in running his farm successfully. The more training a farmer has, the better able he is to operate his farm.

"I am proud of the start that I got while an F.F.A. member in the Moultrie School. A farmer with such training as a background certainly has an advantage. I attribute much of my success to vocational training in agriculture and to the F.F.A. organization."

F.F.A. Chapter at Fawn Grove, Pennsylvania, Adopts a Czech Peasant Boy

C. S. ANDERSON, Teacher Education, Pennsylvania State College, State College

LAST summer shortly after returning from an assignment abroad with the United Nations Relief and Rehabilitation Administration I happened to be relating some of my observations and experiences in working with the rural folk of devasted Europe to the F.F.A. chapter officers of Fawn Grove, Pennsylvania, and to Russell E. Hall, the chapter adviser, and Tom M. Malin, the area vocational supervisor. Moved by my description of the suffering and deprivation, members of the group asked if there was a way their F.F.A. chapter could send help abroad to a designated boy of about their age, a boy who had been victimized by the war.

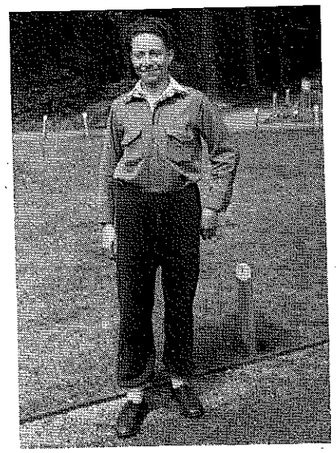
C. S. Anderson

I had observed the magnificent work of the Foster Parents' Plan for War Children in various parts of central Europe and England, and I happened to have with me some of its literature and application forms. To support a war child thru this organization requires $15 a month, which amount is usually sufficient to feed, clothe, and provide limited medical attention. The Fawn F.F.A. Chapter voted to take up the proposition and requested at once the care of a boy between 14 and 16 years of age, preferably a peasant boy whom they could help to attend school. In a very short time the chapter was assigned Pavel Werner, a 14-year-old Czechoslovakian boy.

The following excerpt is taken from the case history of Pavel sent to the Fawn F.F.A. Chapter by Foster Parents' Plan for War Children, Inc.:

"Pavel was born near Praque 14 years ago. He is the sole survivor of the Werner family and has a terribly sad history. . . . When the Nazis stormed thru Czechoslovakia, the Werners, who were Jewish, went into hiding. Hunted like animals, they lived in cellars, subsisting on scraps of food gleaned from the bare larders of compassionate Czech patriots. The entire family was seized by brutal Gestapo men and herded in a cattle car to a concentration camp. There Pavel's father and mother and his sister, unable to withstand the incredible and inhuman treatment, soon died. . . . Pavel was confined three years to a camp where he was dreadfully abused and forced to do hard labor. Miraculously he survived.

"When liberated by the Allied Armies, Pavel was little more than a skelton, but with the help of some sympathetic soldiers and kind friends he made remarkable recovery. In a Prague colony he has been reclothed, received much-needed medical attention, and nourishing food in a warm and friendly atmosphere to build up his health and morale. Now his main ambition is to get back to school. . . . Having lived so long in a hostile environment it will be wonderful for him to know he has a group of boys in far-off America who are concerned about his welfare and development."



Pavel Werner, 14-year-old Czechoslovakian boy, adopted by the Fawn F.F.A. Chapter, Fawn Grove, Pennsylvania. (Photo by Foster Parents' Plan for War Children, Inc.)

Further Adoptions Possible

No doubt there are many other frugal F.F.A. chapters with funds available for such a worthy cause, and still others that would like to pledge themselves to raise $15 a month to support a boy like Pavel. If so, The Foster Parents' Plan for War Children, 55 W. 42nd St., New York 18, will be glad to send literature and application forms. Applicants are privileged to indicate the nationality and age of the boy desired. His picture and biographical sketch will be forwarded, and regular correspondence can be carried on between you and the boy you support.

Members of the Norman Oklahoma Chapter are on the road to fulfilling an ambition of a vineyard at the home of every member as they have completed the erection of an F.F.A. greenhouse.

More than 1,700 active and associate members of the Oklahoma Future Farmers of America served in the armed forces of the United States and 511 lost their lives in service, according to a compilation of reports by teachers of vocational agriculture.

A series of weekly radio broadcasts, "Farmers of the Future," was started last September by station KVOO, Tulsa, Oklahoma.

It takes God many years to build a forest but any person can destroy it in a few minutes by the flip of a cigarette.

School Builds Fence-Treating Plant

R. W. MONTGOMERY,
Assistant Supervisor, Auburn, Alabama

R. W. Montgomery

THE opening of a fence-post treating plant at the Notasulga, Alabama, high school, recently, marked another step in that school's effort toward providing instruction, teaching facilities, and community services.

P. H. Alsabrook, teacher of vocational agriculture, was holding one of his regular adult-farmer meetings with the Woodland evening school, an organization group of farmers in one of the several neighborhoods making up the Notasulga community, when the farmers presented the problem of getting fence posts. With pine the only material available and that supply rapidly diminishing, the farmers asked that this problem be studied. A. O. Hill, secretary of the group, was asked to collect all the information available on the problem.

Cooperative Undertaking

After several meetings and much study, the group decided that the best solution lay in a cooperative attack paralleling that of their school-community canning plant. Creosoting the pine posts seemed to be the cheapest method, since the boiler of the school canning plant could be used to provide steam for heating the vat. A finance committee composed of L. M. Bryant, chairman, H. L. McGhar, W. H. Bentley, Hershel Stough, and A. R. Lockett was appointed. By this time interest in the project had spread into other neighborhoods, and the Notasulga Lion's Club came in as an organized group, with the addition of G. O. Bush to the finance committee. At the first joint meeting, held in the high school, $500 was contributed by the group. The committee received contributions ranging from $1 to $25.

The Notasulga Chapter of the F.F.A. made their contribution by digging the hole for the vat and constructing the shed. Lester Black and the Notasulga Lumber Company donated the material for the shed. After listening to a talk by Mr. Alsabrook describing the project, the county Farm Bureau gave $100. Total cash donations amounted to $1,400, enough to install the plant and pay for 30 drums of creosote, more than enough for the first fill.

The equipment was located on the school campus and became a regular part of the laboratory facilities, along with the canning plant, flour mill, farm shop, typing room, and other equipment necessary for teaching and encouraging better living for all the people of the community. An advisory committee composed of school people and local farmers will determine policies and fees, and will assist the school in operating the fence-treating plant.

Satisfied with this joint attack on their

Teacher Timesavers

Mounting Charts and Maps

Operations	Procedure
1. Assembling tools and materials.	Obtain: objects to be mounted, suitable backing material, sizing, wall-paper paste and brush-clear lacquer, smoothing brush, flour sifter, scissors, clean lacquer brush, saw, nails, hammer, sandpaper.
2. Preparing backing.	1. Cut backing ½" larger than object to be mounted. 2. Coat backing with 2 or 3 coats of glue sizing. Allow time for each coat to dry.
3. Preparing paste.	1. Sift powdered paste thru flour sifter. 2. Add water and mix thoroly until smooth and of desired consistency.
4. Applying paste.	1. Lay map or chart face down on newspaper and allow newspaper to extend out beyond edges of map. 2. Coat back of map with paste.
5. Applying map to backing	1. Lay map on backing using care to properly center. 2. Smooth out all wrinkles and air pockets with smoothing brush and allow paste to dry.
6. Framing.	Apply frame around edge of backing if desired.
7. Applying lacquer.	Coat entire surface with clear lacquer using as many coats as necessary to get desired protection.

Related Information

Suitable backing materials are plywood, pressed wood, and other similar materials that do not expand and contract with changing atmospheric conditions to any great extent.

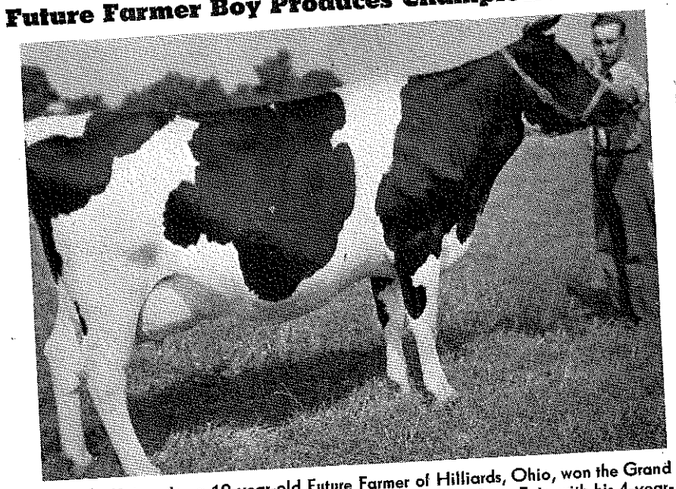
Several coats of sizing help to stick map to backing by closing pores of backing material, thus preventing absorption of moisture from paste.

Clear or linoleum lacquer is durable, waterproof, and quick drying. It will not turn white from water. Finger marks and dirt spots may be wiped or washed off.

Points may be located on map by using small pieces of colored gummed paper cut out with paper punch. These points may be numbered if desired and may be easily washed off without leaving any hole or spot on map.

—J. Arthur Peters, Bradford, Vermont

Future Farmer Boy Produces Champion Holstein



Clarence Kaiser, Jr., a 19-year-old Future Farmer of Hilliards, Ohio, won the Grand Champion award of the Holstein show, at the 1946 Ohio State Fair, with his 4-year-old cow, Hengerveld-Segis Josephine. Clarence is the first Ohio breeder of an Ohio State Fair Champion cow in 20 years. He is the first Junior Fair exhibitor ever to exhibit a grand champion Holstein at this fair. Clarence says "Josephine" is just one of his herd of 8 purebred Holsteins which he has developed thru his farming program in vocational agriculture

now started work toward providing a portable sawmill on the same basis. Another project is the development of a community fire-prevention area, including lookout towers, fire lanes, and fire-fighting equipment.

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