“A merely well-informed man is the most useless bore on God’s earth.”

—Alfred North Whitehead
Three Vital Needs

The organization of young farmers into a formal body with officers and a definite program of activities for the year has been voted and has been organized. The annual program should include, in addition to the usual chart course, activities of a social and recreational nature and discussions dealing with civic, social, health, conservation, and family problems. Such an organization has proved a benefit to both the group itself and the teacher. With a few suggestions from a program teacher, such an organization of young farmers can strengthen immeasurably the teacher's influence in the community as well as lightening his load, or by doing certain tasks enable him to extend his services further. Every rural community in which a dozen or more young men enrolled should have a Y.F.A. at the earliest possible date.

Joint Meetings With the Home Economics Group

The second vital need features the planned meetings of the Young Farmers Association with the Home Economics Group for the purpose of discussing problems of mutual interest and for the improvement of health and recreational life. Such planned meetings meet a vital need in the lives of these young people. No other organization is attempting to meet the instructional needs on a local basis and under competent leadership of the teaching of a teacher of home economics and a teacher of agriculture. With only a mere beginning as a basis for evaluating such a project, the evidence is strongly in favor of its rapid expansion.

May every teacher of vocational agriculture successfully con- sider establishing contact with his young farmers with a similar organization of ladies in the field of home economics, if such a group is needed, by the teacher of home economics and, if not, then assembled and led by the teacher of agriculture above, such a service would meet with marked success in rural communities.

Placement Assistance

The teacher of agriculture can assist the young farmers of his community in securing information that will lead to placement in those farms presenting offering the better opportunities for success. Thus the agency of the local Young Farmers Association, the teacher has a direct interest in this organization to carry on work in the community and beyond, even covering a large portion of the county, for the purpose of creating the seeds of lands that may in the future be farmed by young farmers and renters and hired help. Newspaper articles, telephone calls, contacts in distant places, letters, and others with wide acquaintance with farm folks in the country, might easily be turned into a formative list of placement opportunities. This, of course, does not have to be a formative list, but a prospective renter or a landlord to confer and eventually to find conditions leading to an agreement. This does call for extensive additional work; rather it is a matter of direction.

Young Farmers Associations, joint meetings with the young women's group, and assistance in placement—are these three vital needs of our program. May the present period bring its fulfillment.

The Hobo's Dog

A hobo held a motley group of men:
The hobo held a hobo's crook.
And standing by one ragged vagabond's aide,
A hobo's dog howled close to him, and when
A hobo's dog howled close to him, and when
A hobo's dog howled close to him, and when
His tragic beauty seemed to tear my heart;
A dog is a dog, the hobo must mistake
And turn away when worthy goods depart;
Then quickly sought his master's gaze again.
And often now, this comes before my sight—
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G. A. Spidel
How Wide Is Your Horizon?*

HENRY S. BRUNNER

A FEW years ago I was on board a small banana boat in the River San Juan, Puerto Rico. At the age of 20, I was a deck hand on board at dawn. The sky was bright, the skies clear, and the horizon was calm. I was sitting on the edge of the boat, watching the mate of the boat as he threw the lines. I asked the mate, 'Mate, what do you see on the horizon?' He said, 'I see only what I choose to see. I choose the best view and I stay there.'

I was just about to ask my mate another question when something was stepped on the deck. I looked down and saw a large state of water. I asked the mate, 'Mate, what do you see on the horizon?' He said, 'I see only what I choose to see. I choose the best view and I stay there.'

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I was just about to ask my mate another question when something was stepe...
The problem of producing disease-free potatoes in Georgia was tackled by Dr. I. G. Wolters, Georgia State University, Atlanta, Georgia, during the spring and summer of 1944. His work involved the development of a disease-free potato program at the University's Experimental Station at Tifton and the extension of this program to other counties in Georgia.

The program was initiated to control the potato blight (Phytophthora infestans), which causes tuber rot and reduces the yield and quality of the potato crop. Wolters recommended using disease-free seed potatoes, which are produced through the following steps:

1. **Selecting Disease-Free Seed Stock:**
   - Seed potatoes are harvested from fields that are free of disease.
   - Only healthy tubers are selected for use as seed stock.

2. **Potato Tissue Culture:**
   - Tissue culture techniques are used to propagate disease-free seed stock. This involves growing potato tissues in a sterile environment to produce new tubers that are free of disease.

3. **Seed Production:**
   - Disease-free seed potatoes are grown in disease-free fields, ensuring that they are free of any disease-causing organisms.

4. **Distribution:**
   - Seed potatoes are distributed to farmers through government programs and direct sales.

The program was successful in producing disease-free potatoes, which were distributed to farmers across Georgia. Wolters' work contributed significantly to the improvement of potato production in the state.

**Editor's Note:** How Mr. Wolters tells of how vocational teachers and cooperating agencies brought about the state-wide improvement in an important enterprise. We need more projects like it.

**Observations:**
- The disease-free potato program was initiated in 1944.
- Seed potatoes were harvested from fields free of disease.
- Only healthy tubers were selected for use as seed stock.
- Tissue culture techniques were used to propagate disease-free seed stock.
- Disease-free seed potatoes were grown in disease-free fields.
- Seed potatoes were distributed to farmers.

**Georgian teachers of vocational agriculture examining a flour-bedded hotel at Gwinnett County School.**

The teaching of agriculture in the 10 departments agreed to follow the recommendations of the technical staff in selecting and using new seed for planting, in selecting land for farm development, and in understanding the purpose of the program, harvesting, and storing.

By March 15, 100 group conferences will be held with all teachers of agriculture in Georgia to present one meeting to each group. These meetings will consist of the following: planting and care of vegetable crops; the farm in the summer; the farm in the winter; the farm in the fall; the farm in the spring; the farm of the student; the farm of the college student; the farm of the high school student; the farm of the secondary school student; the farm of the college student; and the farm of the graduate student.

Every teacher participating in this program will be expected to have a copy of the Georgia Agricultural Extension Service's bulletin entitled "The Farmer's Handbook." This bulletin contains detailed information on all aspects of agricultural production, including planting, cultivation, and harvesting of various crops.

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The course of study for the Georgia Agricultural Extension Service's bulletin entitled "The Farmer's Handbook" is designed to provide an overview of agriculture and its various aspects, including crops, livestock, and soil management. The course aims to equip teachers with the knowledge and skills to effectively teach agriculture to their students, helping to develop well-rounded farmers and future agricultural leaders.

**Application of Instruction:**

It is difficult to evaluate the outcome of the instruction provided by these young men. The fact that the farmers who attended the summer school sessions in their attendance, in itself, is an indication of the response of the public. With each of the courses the highest standards were maintained and the approved practices emphasized in the instruction, and in turn, the motives of the graduates were following these practices and carrying on these practices. The table given as an indication of the practices which the graduates followed in their new careers.

**Imperial as the applications may be, they are significant in that the former students of this class as classes and members of the Local Farmers' Co-Opera have a great deal more than did the students of their own time and the same.**

It is important to have a well-planned and well-executed program to provide effective instruction to the next generation of farmers. The Georgia Agricultural Extension Service's bulletin entitled "The Farmer's Handbook" provides a comprehensive guide for teachers to follow in their teaching activities, ensuring that students are equipped with the necessary knowledge and skills to manage their farms effectively.

**Related Articles:**
- "A State-Wide Potato Improvement Program" by Dr. I. G. Wolters, Georgia Agricultural Extension Service, Atlanta, Georgia.
- "The Farmer's Handbook" by Georgia Agricultural Extension Service, Atlanta, Georgia.
Methods of Teaching

PRACTICAL INSTRUCTION THRU BEE PROJECTS

WAYNE PACE, Teacher, Brandenburg, Kentucky

AFTER deciding that Meade County's beekeepers had little beef-cattle enterprise, and that this enterprise should appear in the farm domicilization program, the school principal and the boys were given the job of planning bee enterprises for this year's program. They planned their bee project for either beekeeping or bee farming. Most of the students made plans for the beekeeping program because this was more in keeping with our idea of getting boys established in farming. Each boy planned his project according to his home situation and the following factors: (1) need for capital, (2) available feed or forage crops, (3) size of farm, (4) labor, and (5) housing.

The scope of the beef cattle program in vocational agriculture in Meade County this year consists of 23 poultry enterprises, 20 beef-cattle enterprises, 5 swine enterprises, and 2 horse enterprises. These numbers do not include cattle owned by young farmers or former members of the department.

The Boys Purchased Cooperatively

The cattle were secured direct from the range in Texas, and the Kentucky Football Cooperative served as broker. Most of the boys borrowed their money to purchase cattle and had the money paid to them by the cooperative. Those boys who were over 18 years of age had been sent to the cooperative to learn how to raise cattle, and how to maintain and take the cattle to the market.

The 36-head herd of cattle were purchased on May 20, 1950, for $3,630, a creditable amount.

POULTRY IN THE BUILDLING

This program is especially helpful in getting boys established in farming. It is a fact that after a boy has been taught the proper care of chickens, he will be able to feed two or three hens during his lifetime. He will be able to learn the proper care of the birds, and he will be able to improve the quality of the birds by selecting the best male and female birds. He will be able to improve the quality of the birds by selecting the best male and female birds.

Characteristics of the beef cattle program include the following factors: (1) the need for capital, (2) available feed or forage crops, (3) size of farm, (4) labor, and (5) housing.

West Kentucky 

John J. GILKESON, Teacher, Clarksburg, Tennessee

A MAJOR problem of every teacher of agriculture is to provide the proper balance between his work in the classroom with his work in the community. The teacher must have an equal regard for both, but it must be remembered that his work in the community with the students and the parents is essentially more important, but a majority of teachers feel that their work in the classroom is more important. One of the major problems involved is what positions the teacher take as in the adult activities.

In order to assume the proper role of the teacher of agriculture, he must have the respect of the group, be able to understand the activities of the group, and be able to secure the best of both worlds. He must be able to make sure that the world is able to assume the proper role of the teacher of agriculture, and the world is able to assume the proper role of the teacher of agriculture. He must be able to make sure that the world is able to assume the proper role of the teacher of agriculture.
Launching Eighth Grade Graduates in Farming Programs

By L. G. SHELTON, Teacher, Kanawha, Virginia

ONE of the first jobs that faces most high school students in the selection of vocations or occupations is the selection of students. There are always boys and girls who will have had agriculture with no reason or desire to continue the subject beyond their high school. Many are not sure what they wish to do in the future, and it is not safe to expect that they will have their lives planned out a year or two before graduation. They are not engaged in any field of study which will lead them beyond the high school to an occupation. Therefore, they have no idea of the future and are not in a position to plan their vocation.

The next step in the process of selecting an occupation is the preparation of a farm work program which is called for in the first few pages of the student's work. Many boys and girls take the course of study which is offered in the high school and do not get any special training which alone will enable them to carry on the work of farming. A boy or girl who plans to go into agriculture must have a good knowledge of the subject and the proper training. This will give them the ability to carry on the work of farming and to make a success of it. It is quite possible for them to succeed in agriculture without any special training, but it is much easier for them to succeed if they have had some special training.

Some of the courses of study which are offered in the high school are: Agriculture, Farm Management, and Farm Economics. These courses will give the student a good knowledge of the subject and will enable him to carry on the work of farming. They will also give him the ability to make a success of it. It is quite possible for them to succeed in agriculture without any special training, but it is much easier for them to succeed if they have had some special training.

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A Continuing Program of Instruction for Out-of-School Young Men

M. Z. HENDREN, Teacher, De Waal, Iowa

Planning is the key to success in any education program, and this was true of the farm education program at the De Waal School in Iowa. The program was designed for boys who were not attending school and needed additional vocational education. The high school curriculum in the fall of 1932-33 included a program of vocational agriculture, which was intended to prepare young men for the world of work.

The program was designed to be flexible and adaptable to the needs of each student. The classes were held in the evenings, and students were encouraged to participate in various farm activities, such as animal care, crop production, and equipment operation. The goal was to provide a practical education that would prepare students for successful employment on farms.

The program was successful, and student enrollment increased each year. By the end of the first year, the program had 12 students, and by the end of the second year, there were 20 students. The program continued to grow, and by the end of the third year, there were 30 students.

The program was funded through a combination of grants, donations, and individual contributions. The success of the program was due to the dedication of the teachers and the support of the community.

The program continued to be successful for several years, and the students who completed it were well-prepared for farm work. Many of them went on to successful careers in agriculture.

New Jersey Youths Answer Calls of Farms

LEONARD HESS, Teacher, New Jersey

New Jersey farm boys and girls were encouraged to participate in vocational agriculture programs to prepare them for the world of work. The programs were designed to be flexible and adaptable to the needs of each student, and classes were held in the evenings. The goal was to provide a practical education that would prepare students for successful employment on farms.

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The Attitude of High School Boys Toward Agriculture
S. G. VICKERT Staff, Ida Grove, Iowa

No one questions the importance of attending in determining a pupil's future, but comparatively little is known about the importance of developing desirable attitudes toward agriculture in the early years. An attempt was made to determine some of these reactions by a study conducted at the Ida Grove country school in his township for the school year 1940-41.

Two of the items which showed no apparent relation to attitude toward agriculture were (1) the college which from which they graduated and (2) the managerial responsibilities they obtained.

Experience

Only a short list of the factors considered in this part of the study were related to the years of experience in teaching vocational agriculture. Those factors which were most closely associated with experience were (1) type of school, (2) percentage of students per class, (3) percentage of students per class, (4) percentage of students who have been in the same job for five or more years. Full-time employees had a greater appreciation of the value of the work and of the students who were involved in the work.

The lowest percentage of vocational students who were found to be third class in teaching activities in rural areas. By far the great majority of those who had attended school were found to be second class in teaching activities. Those who had attended school were found to be third class in teaching activities.

The factors which appeared to be more closely related to salaries were (1) type of school, (2) type of farm, (3) length of time in teaching, (4) teaching experience, (5) teaching salaries, and (6) number of pupils taught.

In a study of the effect of the length of teaching experience on the salaries of teachers, it was found that the salaries of teachers who had been teaching for five or more years were lower than those of teachers who had been teaching for one or two years. The salaries of teachers who had been teaching for five or more years were lower than those of teachers who had been teaching for one or two years. The salaries of teachers who had been teaching for five or more years were lower than those of teachers who had been teaching for one or two years.

Salaries

The study showed that the salaries of teachers were affected by the type of teachers employed, the location of the schools, and the length of teaching experience. The most important factor was the location of the schools. The highest salaries were earned by teachers in rural schools. The lowest salaries were earned by teachers in urban schools.

The northern section of the state had a higher percentage of farmers who had attended school than the southern section of the state. The higher percentage of farmers who had attended school in the northern section of the state may be attributed to the fact that there were more farmers in the northern section of the state.

Results: Delineation

The data have been analyzed to determine the relationship between the length of teaching experience and the salaries of teachers. The following conclusions were reached:

1. Rural boys are more favorable toward teaching than urban boys.
2. Agricultural pupils are more favorable toward teaching than non-agricultural pupils.
3. Pupils intending to go to college are more favorable toward teaching than those who do not intend to go to college.

Education Received

It has been shown previously that the more superior the pupil was in the supervisory program, the more he was likely to be engaged in agricultural activities.

Recruitment

The work has been shown previously that the more superior the pupil was in the supervisory program, the more he was likely to be engaged in agricultural activities.

Admiral Farmer Schools

Some of the factors considered as possible influences of teachers of vocational agriculture in the state were: (1) the school attended, (2) the location of the school, (3) the size of the school, (4) the length of teaching experience, (5) the number of pupils in the school, (6) the age of the pupils in the school, (7) the character of the pupils in the school, (8) the character of the parents of the pupils in the school, (9) the character of the community in which the school is located, and (10) the character of the school itself.

The northern section of the state had a higher percentage of pupils who had been in school for five or more years than the southern section of the state. The higher percentage of pupils who had been in school for five or more years in the northern section of the state may be attributed to the fact that there were more pupils in the northern section of the state.

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Publicizing the F.F.A. Thru the Press and F.F.A. Publications

I HAVE been asked, "Publicizing the F.F.A. thru the press and publications." I want to begin by saying that, in my opinion, we cannot talk about publicizing the F.F.A. without talking about the whole, and the need for an energetic but quiet public relations effort.

Furthermore, we are not aware of the tremendous amount of work, study, and planning that is necessary in order to do justice to a public relations program. Such a program necessarily includes all of the contacts that each and every individual makes with the public, whether he be the active member, by radio, picture, or woodsman. Connecticut, for example, has built its own leadership training program over these 20 years, and we have up to our present point of view.

Recommended Policies in Public Relations in Texas

1. In the opinion of the committee, publicity, for vocational agriculture should be sharpened. This is based on the actual happening—not modified facts, or national standards, and the like. Second, avoid the practice of trying to "enlighten" the members of the F.F.A. by publishing the past month's newspaper articles about vocational agriculture. Third, tell the story and let the name of our service be known. We are brought up young in the arts of making the public believe, rather than by giving our story of the world, or just saying so.

2. We should practice and encourage the practice of leadership (associating the department of vocational agriculture with the high school in all public schools and applying to Food Production Training for state aid, (b) including the term "vocational" (reaching) when referring to the projects and jobs of boys studying vocational agriculture.

3. The national organization (a) to determine the use of farm magazines. No commercial house organs or sales sheets are supported, but even so, it leaves seven or ten substantial farm magazines unpublished in our own state that get the first attention (Barron and Obadiah to be responsible).

Radio

Radio is considered our best tool at the present time. Our F.F.A. is the only weekly broadcast maintained over the national network, and our highest in the state. (Barron and Obadiah responsible.)

News Service

Wise service (AP, UP, INS) is considered next to useless at the present time in our state. We are to be supplied with daily papers as the basis for the news service. (Barron and Obadiah responsible.)

The five activities enumerated above were set at $400. The officers were given instructions to make plans to utilize their budgets, but to keep each expenditure in mind if they were to do so. (Barron and Obadiah responsible.)

Each of the state officers was supplied with the necessary supplies and materials for holding the leadership conferences. These included proceedings of national and state conventions; lists of councils, boards and committees, with minutes and records; official books, forms, stationery and records; and national and state programs of work; lists of officialราบors of equipment and supplies, and exhibits of the work of various chapters. It was assumed that manuals, secretaries' records, and personnel staffs were available.

State Publications

Our state publications, The Lone Star Farmer, was put on the list of work (Barron to be responsible). This was in line with the fact that the Journal of Vocational Agriculture was not included in the leadership program to be of the most value. It is the responsibility of the Lone Star Farmer, if improved, would be the quickness to carry out the leadership program to keep in stride with the leadership program of the national organization. Some improvements have been made, but it is still a long way to go. It is split up, it is too busy, it is too big, it is too much; it needs some work, and it is in charge of the state's executive office. (Barron and Obadiah responsible.)

The remaining four officers were next assigned to the F.F.A. News Service (Barron and Obadiah responsible). Both were prepared to combine, or for the steps of the other states after the consideration was given to the service. The state officers were provided with decade folders for the president and the secretary that the national organization at the national convention, the state president and the state organization, and if they are full, they are kept in some order. These executive committee meetings and other meetings were held under the direction of the president and other officers.

The primary object of the leadership-training program is experience. Experience has taught us that a student cannot have a comprehensive understanding of the work of the group . . . group discussion fully develops the student's ability to discuss the problem, and the student's ability to continue until the chapter has a comprehensive understanding of the national organization, the National Farm Bureau. A similar process of leadership-training in reality becomes leadership development.
Eighth Grade Graduates

The Community Program of Agricultural Education, by H. M. Hamlin, pp. 137, union copy, published by The Illinois Drama Book Company, Chicago, IL. Flat price $1,50. This is a publication of 137 pages, 8½" x 11" in offset printing. A. P. Davidson presents an all-take-all plan of a program of agricultural education. It should prove helpful to all teachers of vocational agriculture, as such plans may be used by prospective teachers of vocational agriculture. Agricultural superintendents, teachers, teachers, in the field of agricultural education, report and discuss the situation with an emphasis on the value of programs. The following chapters are included:


Highly selected references are listed at the end of each chapter. This text is concise presentation of the fundamental principles and ideas pertaining to agricultural education. It has wide distribution among teachers in the field of general education, although the publication should be useful to all workers in the field of agricultural education.

Personnel Review

Axiology from this, there are only a few forces to consider. This is in keeping with those who have taken graduate study and those who have no graduate work. Graduate work was reported more frequently by the younger teachers. This is to be expected, as more women with graduate work would be expected to be in the younger grades. This group has a higher percentage of postgraduate work and higher percentage of college work (J) of school experiences of all teachers.

All the men who have received advanced work taught certain other advanced classes, whereas 63% of those without graduate work taught neither. This is a noteworthy difference in classes.

The men who did not graduate work were favored with slightly larger enrollments. The data lead to the conclusion that a man who has taken advanced work and without advanced work ranked with the same regard with the advanced group. The same group, (a) General Education, (b) Vocational Education, (c) Agriculture, (d) Personnel, (e) Administration, (f) Personal, and (g) Transition.

Banquet Bander

Toastmaster: Ladies and gentlemen, this is the fourth year for every teacher of vocational agriculture, now our conference. Albert Hammond and I are both of us and I heard his last year and I am glad to see him again and I hope to see him again this year. I am a graduate of the University of Maryland and I am glad to be a member of the Agricultural Education Association. I would like to see more of you. I have enjoyed our work on the farm and I am grateful to have the opportunity to talk about it today. I hope you will enjoy it. Thank you.

Speaker: This looks like old times. Raspberries are always ripe. First Farmers get together. I remember once when I was a child and I remember the old days. I just thought it was great. I think you have a good time today. I hope you will enjoy it. Thank you.