"Superintendent Smith, why shouldn't all high-school teachers be hired as I am, with the understanding that each of them shall teach at least one adult class?"

Repeat this inquiry each month or so.
The Agricultural Education Magazine

When “Peace” Comes to Rural America

When “Peace” comes to rural America and we in agricultural education will face a new set of opportunities and difficulties. What will “peace” involve and what can we do about it?

First of all, “peace” will not be a period of stagnation or reaction. It may not even be free from physical violence. We are in for a turbulent time. Any desire to return to the status quo will be temporary and it will be frustrated.

We get into wars, of course, because we do not know how to manage our intervals of peace. There is a chance that we may learn to manage the period of peace ahead before we dare not take a chance on another war.

Learning to live as we should live in peace is one of the most important educational undertakings that we have ever embarked. It will involve all of us from our cradles to our graves, the wise and the simple, the educated and the uneducated.

Every school subject and activity must make education for life in a peaceful world its primary contribution for as many generations as are required for us to learn.

Teachers of agriculture will have a crucial part to play in educating rural people for peace. While rural people think of themselves as peaceful and peace-loving, they are great offenders as others against the peace of the world. Their attitudes toward the world of the other people of the world are too commonly summed up in two headings: indifference or contempt. They subscribe all too often to a narrow Americanism. They do not provide in their own communities the conditions which lead to lasting peace, and they do not set examples which inspire and guide other peace-workers.

One can act in any rural community all of the seeds of future war. The problem is to check this war early on other people and to look to the part which we play in starting them.

He peace of the world depends upon peaceful co-operation among all of us. We can further peace by fostering in the smallest community co-operation with people of all classes, and economic lines; equality of opportunity for all; and truly democratic procedures.

The teacher of agriculture who wishes to contribute to a peaceful world will first create the right attitudes himself and then help others to develop these attitudes.

He will go beyond the fundamental job of establishing helpful attitudes. He will have a part in many specific projects upon which are working the people of rural America to reach world stability. He will assist in returning veterans to a useful and satisfying civil life. He will aid in bringing together the people of his community, town and county, in activities for the common good of all. He will help educate the people of his community, young and old, regarding their responsibilities and relationships with the rest of the world. He will help to encourage other critical factors in the world, such as evaluating agricultural plans and programs which would lead us back to the jungle from which we are just beginning to emerge.

The rural people of the United States can control the foreign policies of the world. If we begin to engage in this responsibility, we can, by simple and effective publicity, give the rural people of the United States more than a wish to know the world and more than the right to influence it. We face a period when America is likely to hold the balance of power in the world. Are our rural people wise enough and good enough to bear the responsibility for world affairs in which they are now assuming?

The world,” said Henry Wallace many years ago, “is one piece of ground.” World peace begins in Podunk. The teacher of agriculture, not Podunk’s most active citizens, but the rest of us, have the greatest responsibility for world peace anywhere else.

H. M. Holman

Editorial Comment

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Honesty in Teaching

A HERMIT is not troubled with questions of honesty. Such questions arise only when you have the right to the rights of others or interests in which you are involved, in which the conflict of an individual is measured in terms of the rights of all parties involved. Teaching definitely is such a situation. Teaching vocational agriculture is doubly so because of the peculiar nature of the job and the variety of situations not involving rights of others.

In fitting livestock for shows do you teach your boys how to win fairly and within the rules, or do you teach them various ways of evading the rules of the show? In registering your prized stock do you require your boys to observe the regulations or do you make clear to them how they might take advantage of other's ignorance, or do you teach them how to larcenously gain size or volume? In marketing your produce do you teach your boys to respect the standards and meet them fairly, or do you point out how they can "cover up" and get "by" with inferior quality or short measure? On field trips to farm houses is "swilling fruit" and other minor values laughed at? Likewise, on long trips involving hotel accommodations, is the taking of accommodations from the hotel room permitted? Is "take all you can get away with" your precept and gospel? There are a few of the many opportunities to confront any teacher of vocational agriculture to be honest, to be fair, to give the boys the best training possible in the art of living and to make him a useful and respected citizen.
Engineering Phases of Teacher-Training for Vocational Agriculture

A Report of the Subcommittee on Agricultural Teacher-Training, Committee on Curriculum (College Division), American Society of Agricultural Engineers, in collaboration with an Advisory Group of Agricultural Education Specialists, submitted June 15, 1944.

Introduction

Why study the recognition of teacher-training in agricultural engineering education?

(a) Many colleges of agriculture are now recognizing and revising curricular plans in the belief that adequate training programs are undergoing changes at this time.

(b) The physical and mechanical aspects of modern agricultural practice require the work of teachers of vocational agricultural engineers as engineers are in need of retraining.

(c) There are two main sources of our agricultural engineers. The first source is in the agricultural engineering field, which is deemed as a means of recognizing importance in recent years. The importance of adequate training in this vital area has increased in recent years.

Importance of prospective teachers of vocational agricultural engineers in agricultural college curricula.

(a) The number of technical college students who have taken a course in agricultural engineering is increasing. In the last ten years, 1935 to 1944, nearly one hundred and thirty-eight thousand students were trained annually in agricultural engineering.

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(a) Properly trained agricultural teachers are more likely to be of value in the development of the agricultural engineering program. This is a point of view that needs more emphasis.

(b) The job of training prospective agricultural engineers should be one of the most important tasks undertaken by agricultural educators.

(c) An accurate and balanced plan of agricultural education will be the result of this type of training. The job of training prospective agricultural engineers should be one of the most important tasks undertaken by agricultural educators.

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Professional

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Methods of Teaching

Suggestions for Beginning Teachers of Vocational Agriculture

F. E. ARMSTRONG, Teacher Education, University of Hawaii

Editor's Note: This excellent article by Professor Armstrong appears out of season and at a time when we have a few beginning teachers in our training schools, and training teachers should place it on the MUST list of reading for future teachers.

In judging it, it is important to note that the teacher of vocational agriculture must be able to stand up against the test of time. He will find that the work is not easy, but it will drive a keen deal of personal satisfaction in doing his job well. The state and local authorities on education regard the work of a teacher of vocational agriculture as being among the most important performed by any teacher. They will expect that the teacher of vocational agriculture will be able to dis- tribute the knowledge and skills of the community as it will. The teacher of vocational agriculture will have to live and reflect his personal knowledge and experience as long as he remains on contract with this school. He should be acquainted with the work in which he will be going, and his own cooperation, so that his work will be made easier.

Community Contacts

A teacher of vocational agriculture in close contact with the people who live in the community is in the same way the better teacher of vocational agriculture. He should be ready to meet any community members who may need his services in various departments.

The school and the community need the cooperation of the teacher of vocational agriculture. It is important to note that the teacher of vocational agriculture must be able to stand up against the test of time. He will find that the work is not easy, but it will drive a keen deal of personal satisfaction in doing his job well. The state and local authorities on education regard the work of a teacher of vocational agriculture as being among the most important performed by any teacher. They will expect that the teacher of vocational agriculture will be able to distribute the knowledge and skills of the community as it will. The teacher of vocational agriculture will have to live and reflect his personal knowledge and experience as long as he remains on contract with this school. He should be acquainted with the work in which he will be going, and his own cooperation, so that his work will be made easier.

G. P. DEYOE

Preserving Insect Specimens

CLINTON F. WELCH, Extension, Hollidaysburg, Pennsylvania

One of the most useful tricks picked up during my teaching experience is what I call "the two-step" method of preserving insect specimens. The method is simple, efficient, and doesn't require special equipment or skills. Here's how it works:

1. Acquire a piece of automotive or architectural wood, about 4-5 inches long, 1-2 inches wide, and 1/8 inch thick. This slab should be at least 1/8 inch thick, since inches wide and 1/8 thick should be able to handle the weight of the insect and allow for easy grasping.

2. Carefully select the insect you wish to preserve. You can use a variety of insects, from small moths and butterflies to larger bees and wasps.

3. Place the insect on the slab, making sure to position it where you want it to be. You can use a variety of techniques, such as propping the insect up with a small stick or placing it on a small stand.

4. Pour a small amount of clear, colorless resin or glue over the insect, making sure it is thoroughly covered. This will help to secure the insect in place and prevent it from moving around.

5. Let the resin or glue dry completely, typically taking about 24 hours. Once it is dry, the insect will be securely attached to the slab and can be carefully handled.

This method of preserving insect specimens is simple, efficient, and requires no special equipment or skills. It is a great way to preserve the beauty and diversity of insects and is a great addition to any collection of preserved insects.
Building a Functioning Student Farming Program

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

Even though the principal essentials of the farming program at all-day student camps have been given specific detail in the article that will follow, there will remain a certain number of students who will have been completely ignorant of the function and operation of the farm. These students should be encouraged to conduct and operate a student farm with the help of the principal and various instructors. This can be done by recruiting the student farm to be operated as a part of the regular curriculum.

Program Expansion and Revision

Progressively the farming program can be expanded and gradually accomplished in scope and complexity. It can be become the basis for the introduction of agricultural science. Some students expand their own operations, and a number of these activities can be followed by an instructor in agricultural science. These students are encouraged to follow the same steps in the development of their programs that they have pursued in the earlier stages of the program.

Job Plan Preparation

The drafting of job plans, which will describe the details of the plan and the objectives to be met, is a crucial step in the development of the farming program. This plan should be prepared by the instructor in agricultural science and should be reviewed and approved by the principal and the school's administration. The plan should include specific details on the tasks to be performed, the time frame for completion, and the resources required.

Summary Points

(1) Three-fourths of Tennessee teachers of agricultural science state that all students held farm chores that are a part of the school's regular curriculum.

(2) Only a very small majority of the students held farm chores that are a part of the school's regular curriculum.

(3) Class analysis, publicity, money returns, and student interest are the factors that influence the use of the student farm. These factors can be used to encourage the use of the student farm.

(4) Teacher training programs, which are currently being used, are generally utilized for this purpose.

(5) A large variety of means is available for the inclusion of the student farm in the regular curriculum. These methods can be used to encourage the use of the student farm.

Mentorship of Student Interns

Like all human beings, students of all ages and stages have a natural interest in farming programs. Consequently, most teachers find it difficult to resist the temptation to give their students some form of agricultural experience. The more students are encouraged to pursue their own interests, the more likely they will be to follow these interests in future years. If teachers are willing to provide guidance and support, the students can learn to develop their own farming programs.

Table II. Period When Students Prepare Job Plans

<table>
<thead>
<tr>
<th>Period of year</th>
<th>State East</th>
<th>Tennessee Mid-West, Tenn. East</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before job is done</td>
<td>37.4</td>
<td>56.7</td>
<td>38.3</td>
</tr>
<tr>
<td>After job is done</td>
<td>62.6</td>
<td>43.3</td>
<td>61.7</td>
</tr>
<tr>
<td>Assumed post</td>
<td>91.8</td>
<td>89.3</td>
<td>98.5</td>
</tr>
<tr>
<td>After first semester</td>
<td>90.8</td>
<td>52.3</td>
<td>77.8</td>
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<tr>
<td>No reply</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table II. Devices Used to Encourage the Teaching of Student Farming Programs

<table>
<thead>
<tr>
<th>Device used</th>
<th>State East</th>
<th>Tennessee Mid-West, Tenn. East</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class analysis</td>
<td>54</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>Field trips</td>
<td>34</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Staying on farms</td>
<td>60</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>Improving techniques</td>
<td>37</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>F.F.A. degrees</td>
<td>28</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Encouraging ongoing programs</td>
<td>17</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>School marks</td>
<td>15</td>
<td>15</td>
<td>18</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Period of year</th>
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WATSON ARMSTRONG

Farmer Classes

Community Food Processing in Georgia

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

The Georgia Co-operative Extension Service has established the University Fund through Community Processing Project to bring assistance in instruction and in the purchase of equipment.

Why the Program Started in Georgia

There must be a reason for a program to continue to grow in popularity. A few reasons are given which have caused our program to succeed and which must be given in order to sustain it in the future. The Community Processing Program is now in its third year and is still gaining in popularity.

1. Why did the program start in Georgia?

a. Georgia had a high concentration of people living in the same area who were interested in learning about food processing.

b. Georgia had a high concentration of people living in the same area who were interested in learning about food processing.

The first canning course in Georgia was taught by the University of Georgia Extension Service in 1955. This course was a success and has continued to grow ever since.

2. What is the purpose of the Community Processing Program?

The purpose of the Community Processing Program is to provide education and training in food processing to community groups. This includes schools, churches, clubs, and other organizations.

3. Why was the program started in Georgia?

The program started in Georgia because the state had a high concentration of people living in the same area who were interested in learning about food processing.

4. What is the purpose of the Community Processing Program?

The purpose of the Community Processing Program is to provide education and training in food processing to community groups. This includes schools, churches, clubs, and other organizations.

The program was developed to meet the needs of Georgia's farmers and consumers for better food processing methods and equipment. The program is designed to provide information and training to help people make better food processing decisions.

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CANTON, GEORGIA, SCHOOL COMMUNITY CANNING PLANT

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**Developing Farmer Mechanical Conveniences**

J. H. Mccallie, Teacher, Englewood, Tennessee

FARMERS frequently lack confidence in their own ability. This is especially true when they are faced with a mechanism breakdown which calls for a degree of mechanical skill slightly removed from the ordinary run of farm repairs. Consequently, instead of depending on themselves they often rush pell-mell several miles to a job that they consider beyond their ability.

There were plenty of hours before the farmer had any idea that he could be done quite easily by the farmer himself if only a step or two were added. The tools would require only a little more work and no special equipment to be added.

Opening up the principle that farmers acquire both skill and confidence by doing the work themselves, the local number of vocational agriculture, thus OYSA classes and year-opens open classes, since 1842 has taught 345 farmers in developing sufficient mechanical ability to keep more of their farms operating with much less time. Usually the farmer has a pretty good idea of what is wrong with his implement when he brings it to the shop. He and the teacher check it over and do the repairs in the shop with the farmer's help. By the time the farmer is back on the farm he has learned how to do this sort of repair himself.

The equipment of the shop is arranged for the shortest possible time. The teacher shows the farmer the repair and shows him how to make it. Gradually the farmer is driven into the shop and the skill is slowly acquired. There is no telling how much of this skill will remain with the understanding farmer after he leaves the shop.

A wide variety of farm implements and machinery has been repaired and run to test for the effectiveness of the work and the learning of the farmer. A wide variety of farm implements and machinery has been run to test for the effectiveness of the work and the learning of the farmer.

The boys have developed skill in iron work and in the use of tools and sharpening. They are more proficient in the overhauling, repairing and reconditioning of farm implements and equipment than they were when they entered the shop. Some of the boys have been able to make a profit from the work they have done in the shop.

One way to control friendly relations with the boys is to advance a few correct ideas for making money.

Adopt themselves to this讲解模式。目前，此模式的准确性相对较高。报告中没有明确指出这些内容是专门用于农场的，所以不必要进行这种特定的归类。将这些内容简单地理解为是适用于农业领域的工具即可。
Studies and Investigations

E. B. KNIGHT

Report of the North Central Committee on National Contests

1. The Committee, after a careful study, recommends that following the war a program be inaugurated to increase the level of the state, level in connection with the state school level, and in connection with the students of vocational agriculture.

2. The Committee also recommends that an effort be made to encourage the teaching of the state school level, and in connection with the students of vocational agriculture. The new program recognizes the importance of grades and graduation, and in the light of, and patterned after, the work done under similar adult training of this nature as used in several state and local communities.

L. D. Clements, Chairman
L. H. Fall

Summary National Contest—North Central

Question 1. Do you favor the sponsoring of the National Contest every year?

Supervisors: Yes No

Teacher-Trainees: Yes No

Total: 15 15

Question 2. Do you favor the grading of students?

Supervisors: Yes No

Teacher-Trainees: Yes No

Total: 15 15

Schools: Yes No

Teacher-Trainees: Yes No

Total: 15 15

Question 4. Do you favor having the National Livestock Show annually?

Supervisors: Yes No

Teacher-Trainees: Yes No

Total: 15 15

Proposed Objectives of Vocational Agriculture Courses

A number of phases is being followed on the farm that are supposed.

1. An occasion for gathering of vocational agriculture students. Visit college, etc., as a good idea, etc. Break down pre-vocational and sectional prejudices on part of the students.

2. Motivation. To stimulate student interest in agriculture, in the use of great source of knowledge, and the importance of thoroughness in agriculture.

3. A great source of knowledge, and the importance of thoroughness in agriculture.

4. Development of leadership.

5. Publicity for vocational agriculture.

6. Development of interest in the maintenance of farm skills.

7. Improvement of livestock and crops, and better solutions.

8. Development of the exercise of good judgment.

9. To provide more learning situations.

10. Recognition and award of unusual ability and achievements.


12. Ability of boys to work together for a common purpose.

13. Development of confidence (proud of achievement) of farm boys in themselves, in the ability to compete with the best.


15. Improvement in the use of livestock and other farm products to increase their fighting power.


17. Training (by grade classification of livestock and other farm products) to increase their fighting power.


19. Improvement of rural living conditions.

20. Manure of instructor.

State Events Successfully Used in Filling Educational Objectives

(Listed in order of popularity)

1. Public Speaking (22)

2. Livestock Judging (31)

3. Dairy Judging (15)

4. Animal Husbandry (16)

5. Practical Demonstration Trips

6. Farm Management (8)

7. Farm Management (6)

8. Animal Husbandry (16)


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The Future Farmers of America Foundation, Incorporated

A. W. TENNEY

The Future Farmers of America Foundation, Incorporated


The Future Farmers of America, the national organization of farm boys who are studying vocational agriculture in the public and private schools and colleges, Inc., now has an annual income of $1,000,000. This is the result of the past 20 years of growth during which time the organization has been established in many foreign countries, including Albania, Greece, and Colombia, South America.

The organization's growth has been accompanied by an increasing number of corporations and businesses which have been enthusiastic contributors to the organization. Many corporations and businesses have contributed by providing various services and supplies for the benefit of the organization. These services range from free technical advice to the provision of free shipping services. As a result, the organization has been able to provide its members with more opportunities and resources to develop their skills and knowledge in the field of agriculture.

The Future Farmers of America Foundation, Incorporated, was established to provide financial support to the Future Farmers of America program. The Foundation is a non-profit organization that is supported by contributions from corporations and individuals who believe in the importance of providing educational opportunities for young people who are interested in agriculture. The Foundation is governed by a Board of Trustees, which is responsible for making decisions regarding the organization's financial matters and strategic planning.

The Future Farmers of America Foundation, Incorporated, is committed to supporting the Future Farmers of America program by providing financial assistance to its members. The Foundation does this by providing grants and scholarships to students who are enrolled in the Future Farmers of America program. The Foundation also provides financial assistance to schools and colleges that are affiliated with the Future Farmers of America program.

The Future Farmers of America Foundation, Incorporated, is a 501(c)(3) non-profit organization that is exempt from federal income taxes. Contributions to the Foundation are tax-deductible to the extent allowed by law. The Foundation is governed by a Board of Trustees, which is responsible for making decisions regarding the organization's financial matters and strategic planning.

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