"I am doing what I am doing in the way I am doing it only until I can find some better thing or some other way."
Do We Use Our Magazine?

If we do use our more visible agriculture magazine, and it's one of the most visible in this country, then we should all be using it. The magazine is well-written, and it's interesting to read. It's also a good resource for teachers, because it provides information on how to teach agriculture. However, I think we need to be careful about how we use it, because it can be a bit too commercial. It's important to remember that our goal is to teach children about agriculture, not sell products or services.

The magazine also provides information on how to build and maintain a small farm. This is important, because many people are interested in starting their own small farms. But again, we need to be careful about how we use this information. We want to teach children about the importance of sustainable agriculture, not just how to make money from it.

In conclusion, I think we can use our magazine effectively if we remember our goals and use it in a responsible way. We should focus on teaching children about agriculture, not just selling products or services. We should also be careful about how we use the information on building and maintaining a small farm, and remember the importance of sustainable agriculture.

What about you? Do you use our magazine? If so, how do you use it? If not, why not? Let me know your thoughts in the comments below.

---

[Excerpt from the magazine article]
A Broader Responsibility for Teachers

CHARLES E. MANWILLER, Department of Curriculum Study, Board of Public Education, Pittsburgh, Pennsylvania

DO WE need a new celebration of our teaching profession? Has tenure made us all too secure, not too secure, at the expense of the students we teach? Have we grown too complacent to keep our minds on our children and not on our dreams of how we will spend the good old days on the job? Those are the questions which you may care to ask yourselves this school year.

Listen! One of your colleagues is speaking. He says that every teacher who is not a purveyor of subject matter and an instrument for the teaching of facts, is wasting a lot of time and energy. Pupils may not profit from the teaching of facts, but they do profit from the teaching of values. Let's hope that the values which we press upon them are the values which are necessary to sustain a democratic society.

Do we need a new celebration of our teaching profession? I am about to make a presentation to the American Council on Education regarding the need for a broader responsibility for teachers. It is a point of view which I believe has been neglected in our profession.

The world is suffering from moral disintegration. In Europe, the German occupation and the rise of Fascism bring a distortion of moral values which is difficult for us to understand, as we do not live in that environment. In the United States, the rise of commercialism and the current emphasis on profit at the expense of moral values is evident in the manufacturing of textiles. In Milltown, New Jersey, cotton is used in the manufacturing of shirts, and cotton comes out at the other end of the mill. More than two million yards will be produced and sold. How can we expect these children to act upon our values? How are the clothes which they wear to influence their character or to reflect values?

We must face the fact that our students are growing up with fathers absent, mothers absent, and home life absent. They are growing up in a world where values are not taught by the window and let alone as the basis of the curriculum. What is the responsibility of the teacher in this situation? How can we help them to learn to live in a world where values are not taught by the window and let alone?

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Some Subject Matter in Farm-Work Simplification

F. W. LATHROP, United States Office of Education, Washington, D. C.

The pioneer work of Frederick W. Taylor in the field of "Science in Industry" was the beginning of the study of the factors which precipitate and concentrate on improvement of the operation of the individual worker in the layout of a job. This pioneer work has been the nucleus and stimulant to astoundingly rapid progress. The effective cooperated factoryworkers. Great parts of the American magazine are devoted to changes in the size of business, higher yields of tools, better management, and more efficient production. On the other hand, many of the variations in labor accomplish important accomplishment and harvest of the factor.

During the war period the shortage of farm labor forced us to find easier and better ways of doing farm work. We discovered that much time was being wasted in daily routines, and in order to get the job done, we tried harvesting, and other farm jobs. Farm-work simplification takes in the highlight as an important place in an important aspect of farm management.

Job-Methods Training

During the war, the "Training Within Industry" of the War Manpower Commission developed as one of the most important "Job-Methods Training." The course was described as "A systematic, methodical training in methods and techniques that require the greatest efficiency,]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]]}
The Good Teacher of Agriculture

ARTHUR FLOYD, Teacher-Trainer, Ypsilanti, Michigan

ONCE in a blue moon a few students of all ages, races, and walks of life, irrespective of sex, come together to form an organization, a group, and 100 percent in their interest. They may be put under the grouping of "someday" when considered as prospective vocations that interest them. For this small number of teachers, no effort is made by the average teacher to find out what the employing agent may use in connecting with them. This is a failure of the teacher's writer's experience that the large majority of American school children in the teacher-training classes in agricultural education are only class members who are to become some day, not who are interested in work today.

Job Simplication

C. J. CHALLEY, Teacher, Luskville, Montana

In recent study of current methods of teaching farm operations in vocational agriculture, a large percentage of the instructors are teaching large amounts of business. From this, it may be reasonably supposed that business training is being given at the expense of the instruction that the student should have at least the following minimum qualifications:

To Teachers:

1. Farm raised or the equivalent

2. No major physical handicap

3. Satisfactory attendance

4. Average in ability and performance in academic assignments and requirements

5. Rank in upper half of class in agricultural offerings

6. Interested in doing a good job as a teacher of vocational agriculture

7. Fairly satisfactory in carrying out work assignments

8. Takes suggestions readily from instruction

9. Solut in social habits

10. Considerate in working with others

11. Completed requirements for graduation

The characteristics of those falling short of the above qualifications may be used as standards for the preparation of vocational agricultural teachers:

1. Farm raised or its equivalent

2. No major physical handicap

3. Satisfactory attendance

4. Average in ability and performance in academic assignments and requirements

5. Rank in lower half of class in agricultural offerings

6. Has difficulty in carrying out work assignments in agriculture.

7. Only slightly helped by supervisory instruction and assistance

8. Social habits unsatisfactory

9. Gives little or no importance to appearance

10. Considers the job of teaching vocational agriculture as only a means to an end

11. Has little or no ambition to progress on the educational ladder

12. Rarely completed requirements for graduation

And that other large number of students who take the course in the hope that education in spite of our major efforts at vocational education will always land a teaching or vocational education in spite of all of the favorable characteristics:

IV. Characteristics of Good 

1. Insufficient farm background

2. Below average in ability and performance of academic assignments and requirements

3. Rank in lower half of class in agricultural offerings

4. Fail to benefit materially from supervisory instruction and assistance

5. Social habits questionable

6. Shows little or no determination to work situations

7. Show little or no interest to work with students

8. Uncommunicative

9. Working only for the pay check

10. Exemplary or barely satisfactory for graduation requirements

Many teachers have emphasized their years in the last two groups because of the shortage of teachers resulting from this group and their effort to enter other vocations. There has been a great deal of doubt cast upon students in recent years.

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The Need for Developing the Proper Incentive Toward Farming Programs

C. L. ANGERER

We LIVE in a nation of farmers. Full of pride, they serve as the backbone of our economy and the lifeblood of our nation. But is farming making a living as easy as it once was? In many cases, it's not. The reasons are many: high input costs, low prices, and a lack of incentives. But there is hope for the future of farming. This article discusses the need for developing proper incentives for farming programs.

L. B. POLLOCK, State Supervisor, Topeka, Kansas

Farming Programs

Arthur M. Ahalt, Teacher-Trainee, University of Maryland, College Park

Techniques for Community canoeing Classes

Arthur M. Ahalt, Teacher-Trainee, University of Maryland, College Park

The Scope of the Food Production War Training program established to enable the training of those interested in the field of food production. Teachers of vocational agriculture were called upon to assist in the training of these students. This paper discusses the experiences of those who have been involved in a program of this nature.

Selection of Instructors

The success of a course depends largely upon the instructors selected. For the actual training of instructors of food production the teacher of vocational agriculture must have some experience with the program. This paper discusses the experiences of instructors who have been involved in a program of this nature.

Organization of Classroom Equipment

For the greatest satisfaction and efficiency the equipment in a community canoeing class should be arranged in such a manner that the equipment is easily accessible and the canoeing class can be conducted in a minimum amount of time. Two types of arrangements were used in the program. The first was a simple arrangement using a single canoe and the second was a more elaborate arrangement using a series of canoes.

Field Study

The field study is an important aspect of the program. The students are given the opportunity to observe the natural environment and to learn how to adapt to it. This is done through observation, experimentation, and practical experience.

Locating Classes and Instructors

Two groups of people are interested in canoeing. They are: families of full-time canoeing enthusiasts who need further instruction and development of their skills; and part-time canoeing groups and others who wish to learn how to canoe in a supportive and enjoyable environment. This program was designed to meet the needs of both groups.

Preparation

The preparation of the program includes the selection of instructors, the selection of equipment, and the development of a curriculum. It also includes the establishment of safety guidelines and the development of a schedule for the program.

Field Study

The field study is an important part of the program. The students are given the opportunity to learn how to adapt to the natural environment and to develop their skills in canoeing. This is done through observation, experimentation, and practical experience.

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**Exhibit B**

Lifting can be saved by using a hoist and overhead track for handling full cans. Also, using premeasured tables for filling and sealing can be very helpful. The premeasured tables are considered most desirable.

A lift of 2 to 3 can also be used. This organization is more or less permanent in nature.

**Exhibit C** illustrates an organization designed for small-scale canning (7 and 14 quart) and equipment for small classes. It is not permanent in nature, but may be used in a classroom setting. The class will start at a given time with a focus on teaching a specific canning process. The class will be limited to a certain number of people to ensure a comfortable learning environment.

Small tables are generally found in a kitchen, and can be utilized. Stoves may be electric, gas, or other, as already available. Electric hot plates or small gas stoves are desirable and can be purchased at a reasonable cost. Additional heating space is needed. Exhausting is done on the stoves or in a passageway of the workroom. Cooling of cans is done in the sink or in a room with ample ventilation.

The type of organization used is dependent upon the local situation. In effecting a classroom organization, an arrangement similar to that already described may be possible because existing facilities and routines will not permit. Variations can be worked out, however, in order to meet the needs of working laboratory with a minimum amount of equipment.

In addition to the main pieces of equipment, each lab requires that the equipment be provided with the necessary smaller equipment such as 500 ml beakers, jars, and pans. This should be situated as near as possible to the lab where they are used.

**Class Management**

An able instructor and class will work out an efficient system almost regardless of the equipment or personnel. The proper care of equipment should be emphasized. The proper care of equipment should be emphasized. The organization required should be established by the teacher at the beginning of the class and followed through the class.

1. Blending and grading the products to be canned.

**Food preparation**

**Produce and Content of a Soils Course for Adults**

HARRY AMMEND, Teacher, Homestead, New Jersey

Ten recently completed a 3-hour course in soils at Hammonton, N.J., which is conducted by the instructor of vocational agriculture. The materials included soil tests, land tests, and land use tests. A total of 1300 acres of land were tested at the Institute of Agri- cultural and Social Science. The land use tests were conducted for the year 1931. The tests were not held in the same area for all three years of the phase of the changes in the area's work environment and soil conditions.

2. Laboratory materials were assembled by the instructor in advance of the class. This material was arranged so that each man could begin work immediately after the collection and discussion of the samples.

3. Each man worked on his own sample. In this way the results which he obtained were immediately available to him and did not represent merely a laboratory experiment. In this way, also, the essentially practical nature of the course was apparent.

4. The instructor set the pace of the course at a steady, rather intensive speed. This was on the basis of the interest of the students and how they were doing. Each man was given sufficient time to carefully perform the work.

5. The instructor gave close and constant supervision to the laboratory personnel, the efficiency of the instructor was the primary reason for limiting enrollment to 25 men.

6. The discussions were kept within the bounds of the topics of study. In no case were the instructors allowed to cover the amount of work planned for each class. A program of supervised practice followed the course. The entire course was planned and in operation at the time of the class. The results of this program will be given at a later date. The studies of the instructors of this course showed that the amount of laboratory work and test exercising which varied from the first to the last date of the course. If you have been studying away from such practice, try it. The farmers like it.

**Record of Consecutive Attendance**

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Number of Days</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>54</td>
</tr>
<tr>
<td>4</td>
<td>24</td>
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<td>8</td>
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</tr>
<tr>
<td>9</td>
<td>54</td>
<td>162</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
<td>180</td>
</tr>
</tbody>
</table>

The method used in planning the courses is the same as for the classes held in the past. The teachers and ground staff in organizing and conducting these classes are available.

1. Planning the organization of young farmer classes.

- A. Desires of the need for an out-of-school program of education for the rural youth and the school classes.
- B. Secure the assistance of the state and local agricultural societies and agencies of the past few years within this area.
- C. Select a team of teachers, including those with management experience.
- D. Identify and secure the services of the teachers.

2. Make arrangements, Farme- r's Union, local or other clubs to have the program put into effect.

3. Write letters to farmers explaining the program and the classes.

4. Self-addressed, stamped mem- orandum cards that can be sold and returned should be supplied.

5. Ask for the directory and place the cards in it.

6. Ask for suggestions.

7. Use the high school facilities in agriculture in the community.
B: Young Farmer Classes, 1932-1946

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Members</th>
<th>No. who Ag. in H.S.</th>
<th>No. of H.S. Students</th>
<th>Average Age</th>
<th>Minutemen, from opening</th>
<th>Minutemen, from moving</th>
</tr>
</thead>
<tbody>
<tr>
<td>1932</td>
<td>17</td>
<td>5</td>
<td>4</td>
<td>10</td>
<td>Poultry-12 lessons</td>
<td></td>
</tr>
<tr>
<td>1933</td>
<td>16</td>
<td>2</td>
<td>11</td>
<td>12</td>
<td>Beef-10 lessons</td>
<td></td>
</tr>
<tr>
<td>1934</td>
<td>24</td>
<td>4</td>
<td>14</td>
<td>18</td>
<td>Sheep</td>
<td></td>
</tr>
<tr>
<td>1935</td>
<td>25</td>
<td>2</td>
<td>16</td>
<td>9</td>
<td>Livestock Management</td>
<td></td>
</tr>
<tr>
<td>1936</td>
<td>20</td>
<td>2</td>
<td>12</td>
<td>10</td>
<td>Course for Study of F.Y.A. and Gov. and Civ. (2)</td>
<td></td>
</tr>
</tbody>
</table>
The butchering season lasts about four months during the winter, beginning about the first of November and ending about the first of March. The butchers kill for the farmers on Tuesdays and Saturdays, and the farmers sell in the community on Wednesdays. Those farmers who wish to do so can get a small extra, but most have to sell their hogs to the largest buyer, who cannot accommodate kill their hogs on those days. One reason for the use of the pig is 20 cents per pound. The average weight of a $1.50 per pig was charged each farmer who brought a hog to the service center, and cut-up into the proper cuts for curing purposes. The farmer wanted what he can eat, eating the remainder for sale. A charge of 5 cents per animal was made by the butcher, which included cutting, sawing the carcass into steaks, and selling it to the buyer for the above-mentioned purposes.

One thing that came out of the fee charge for butchering hogs was that the farmers would be killing in all of their hogs for the F.F.A. and they would save the smaller ones for themselves and bond them out of season. So, after the first season, the boys changed the fee to a small appreciation charge of five cents, and that included everything, including selling the fat.
A scholarship fund sufficient to provide a student with enough money to attend college each year was established at the State College of Washington by the late Mr. and Mrs. H. W. Pierson in 1920. The fund was established in honor of their parents, Mr. and Mrs. H. W. Pierson, who were prominent in education in the state.

For many years prior to his death, Mr. Pierson was the Director of the State Teachers College in Ellensburg, and Mrs. Pierson was a prominent figure in the education field in Washington. They were both devoted to the cause of education and worked tirelessly to improve the quality of education in the state.

The scholarship fund was established to provide financial assistance to students pursuing education at the University of Washington, with the aim of fostering excellence in the field.

In 1920, the fund was established as a perpetual trust, and the income from the fund was used to provide scholarships to students. The fund was administered by the University of Washington, and the selection of students receiving scholarships was made by a committee of the university.

The Pierson Scholarship Fund has been a significant source of support for students pursuing education at the University of Washington, and it continues to play an important role in the education field in Washington.