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

We Won—We One—We, ONE

An ASSERTION, a condition, an ideal; and the A.D. Magazine is a vehicle of agricultural education playing its part. To effect the changed psychology of a high-school basketball team or even that of the Allied Nations on V-J Day requires neither a perfect seasoning of bonds of association nor the total elimination of all differences. Neither is it an attempt to be facetious. It is only an expression of the opinion of one as to what we are doing, the outcome, and an ideal toward which all of us should strive.

If you have read this far, you are probably saying: "Is What?" My first guess project, as a teacher of vocational agriculture, 20 years ago, was to train a group of farm boys to win over other farm boys; to be able to have their boys' team carry any community and "We Won." From that day to the time we have been multiplying competitive projects, training boys and boys from other states to win over others. An atom of this state describes 15 competitive events in which students or groups of students may participate. Yes, but I am glad that new boys, others who do not have a team. So did the Allied, in the face of a deadly foe. They cooperated to compete, to win over others.

Every high school faces with the prospects of winning the war and leaving peace. Our educational program and our philosophy of living seem to really work in winning contests and against war. But, we are to continual match group against group, in our competition to teach cooperation, or in our most basic war.

L. B. Fiddor

Is There a Better Way?

The motto of the Future Farmers of America teaches that the final objective is "Living to Serve." The Greatest Teacher of all time taught, "He who would be greatest among you must be servants of all." Wendell Willkie said, "Just around the globe and after talking with people of many nations was shocked and impressed into giving the old concepts of "One World."" Delighted from many nations met and planned, as others had repeatedly done, for a world peace. On the basis of "We Won," "We Out," something to become "WE, ONE."

We probably face one of the most challenging opportunities in all of human history. The concept of "One World" or "WE, ONE" is fresh in the minds of our people as we face on the gallant boy who have been the heroes of our F.F.A. chapters, who have lived and fought on every continent and every sea. Boys who, through sacrifice, love, and dedication, have never been as their native states, have flown to every point on the globe. Boys who have never known a Mogen, a Chinese, an European, or an Englishman has become associated with, and then united in groups to which they were once strangers. Many cease their very life to people whom they are not personally associated with. Feminists, Catholics, Jews, and Protestants who formerly were regarded as ethnically, racially, and religiously, are finding them just as they once lived and worked together. As a result, new understandings emerge. So the "One World" concept and increased tolerance have resulted.

Again you must be saying, "Is What?" Does all of this have implications which we are teaching and guiding literally thousands of future farmers in our departments of vocational agriculture and F.F.A. chapters, need to consider seriously. What part can we play? What responsibility do we have in planning the ideas of "WE, ONE" and of helping to the limit of our opportunity, to achieve it? How can we pay our influence and teaching towards "leading to serve?"

In the humble judgment of the writer it cannot be done through high-pressure competition or by teaching cooperation for the purpose of one group winning over or defeating another. Some way must be found to replace the competitive or "lighting urge" with the cooperative or "service urge." Isn't it possible to thrill our boys with the idea of service? I believe it is. However, in order to do this we will have to really believe in ourselves. We will have to form ourselves to be belief in ourselves. We will have to believe in our ability, in our capacity, in our need for the training for vocational success and excellence. We must help them to realize the highest that is possible for our students. Increasingly, our activities must be pointed toward cooperation for human good rather than competition for personal or group glory.

How We Really Tried It?

"Impractical, too idealistic," some may say. Have we really tried it? Let the reader answer for himself. Actually count the times that you have urged and helped your students to compete to win. Now count the times they have been urged to cooperate to serve. What is the ratio? Others may say, "It hasn't been done, so why should we attempt it?" Neither has the atomic destruction of a city been done until recently. Again, "Your influence is too limited. It is the smaller particle of an element that can exist," yet the combination of energy set up by the inner life of the noble past or present of man. As the atom has at last been found and used and individual power, under such circumstances they are transformed into "one" into "WE, ONE." This is not true, where will the man that can be instrumental in moving us to the time and climate of a civilized world.

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

We, One

An excellent example of such a project is the collection and canvassing of food by another Future Farmer chapter for United Nations Relief. Reports from schools participating in this project indicate that the activity had a part in the project experienced real satisfaction in their achievements. Any project designed to help those who participate in a clearer understanding of others, and to help others less fortunate than themselves develop a sense of cooperation.

An old adage says, "A tree by any other name would be just as sweet." Nevertheless, a mere shifting of emphasis in our program would be needed to achieve the objectives. Failure to plan for a non-competitive and increased understanding of the problems of other people, and to help others less fortunate than themselves develop a sense of cooperation.

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

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

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

RAYMOND M. CLARK, Supervisor, Lansing, Michigan

Training for veterans is one of the most significant challenges confronting the public schools today. The vocational training for all veterans returning to the community is a responsibility that each of us must meet if we are to properly obligationplunge on our own.

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

The Training Program

The division of vocational agriculture under the direction of Eugene E. Biiolo, director of the Michigan State College, has prepared plans to assist public secondary schools without vocational agriculture.

The plans are designed to provide a training program to meet the requirements of the G.I. Bill for payment of tuition for the Veterans' Institute and for praetitured Farmer Veterans.

The plans provide for 150 hours of training. During the past year, more than 100 hours of this training is being provided by the public schools and the veteran. Within the next 50 hours of training on the farm, the Instructor of vocational agriculture must present to the student the problems of agriculture present to democratic and assist the veteran with his problems.

Guidance and Counseling

Each veteran who enters the training program should be given personal assistance and advice to help him decide what school to attend and which vocational training program to enter.

Each state has established a state vocational education program. It is estimated that each veteran should have an opportunity to secure vocational training in his home community.

Supervision

The program of on-the-job training is not new. It has been used in trade and industrial schools, in equipment manufacturers, in agriculture, education, and other fields. However, it is receiving new emphasis in the veteran-training program. It will provide the best possible opportunity for the veteran to learn in a specific situation, under his own conditions, to obtain individual supervision, and to make use of his abilities and opportunities. The veteran will not be asked to study the theoretical principles from a textbook or to observe the process on a neighbor's farm, but rather he will have an opportunity to learn on his own farm with the equipment and facilities available at the farm.

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

Related Instruction

General instruction will be given in organized classes. These classes will provide information on different problems with others in the community. Each will have an opportunity to learn the experience of others in similar situations.

These classes may be organized for any type of farm such as a repair of farm machines, dairying, vegetable production, land appraisal, and farm credit, farm partnerships, and veterinary agreements, and the like.

In and Out of the Hog Business

NOLAN J. ROBINET, Teacher, Wilson, Texas

Many Texas farmers have a hog in the farm but most of the time in the hogs are not the same. This is especially true in farmers in the Lynn County in West Texas. This is because the hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation.

The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation. The hog is a very valuable animal in any livestock program and is especially important in livestock operation.
Methods of Teaching
G. P. Deyoe

A Study of Occupational Opportunities for Agriculturally-Minded Veterans
CULVER WILCOX, Teacher, Marshall, Michigan

The problem of placement and guidance veterans gave us an opportunity to study a group of agriculturistically-minded veterans in rural high school programs.

The survey proved to be an invaluable tool for teaching the students of the various occupations from an approach quite different from the ordinary. As a result, the boys in our classes showed a high interest in the occupations and each boy began to think more definitely of his future. For example, a boy who had always disliked farming by day could enjoy the discussion on the various occupations in milk production where he could use the skills he already possessed.

Class Deans Survey Form

As a class exercise, we set up a survey to answer the question: What do you think they should know about any agricultural occupation they are considering, or any occupation that you think they are missing? We found that the boys were interested in a wide variety of occupations.

Survey Form
1. Name of student
2. Name of school
3. Name of class
4. Name of course
5. Name of teacher
6. Time of day
7. Date
8. Number of students
9. Survey topics
10. Survey results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results

An analysis of the various occupations shows that the boys are interested in a wide variety of occupations.

Survey Results
Improving the Program of Instruction in School-Community Canneries


According to a survey made by the Agricultural Education Service of the U.S. Office of Education in March, 1949, there are 3,142 of the larger-type school-community canning plants in the United States. A number of studies made in recent years indicate that the cannery as a part of classroom instruction is increasing in many schools, and the number of cannery units operated by school children for classroom purposes is increasing in many schools. This is not surprising, since the cannery is one of the best methods of use in training the children in the school for future productive work in agriculture, and it is an effective training device for the children in agriculture and cannery work.

A. Introduction of the problem

The cannery is a part of the agricultural education program of many schools, and it is one of the best methods of use in training the children in the school for future productive work in agriculture, and it is an effective training device for the children in agriculture and cannery work.

B. The need for improvement of the cannery program

The cannery program is needed to improve the standard of instruction in cannery work and to improve the quality of instruction in the cannery. The cannery program is needed to improve the standard of instruction in cannery work and to improve the quality of instruction in the cannery. The cannery program is needed to improve the standard of instruction in cannery work and to improve the quality of instruction in the cannery.

C. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

D. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

E. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

F. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

G. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

H. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

I. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

J. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

K. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

L. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

M. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

N. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

O. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

P. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.

Q. The cannery as a teaching tool

The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery. The cannery is a teaching tool that can be used to improve the quality of instruction in the cannery.
The Cooperative Use of Farm Machinery by Students of Vocational Agriculture

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

Ownership and Use

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

A total of 3,052 acres, or an average of 166 acres per department, were under cultivation with the machinery last year. The outfits were used by 1,130 students on their individual farming programs and by 300 students on cooperative group projects. Seventy percent of the students of the departments with farm land see farm like equipment and 87% of the students farmed an average of eight acres per student last year, while the non farmers farmed five acres each. A total of 3,352 tractor hours of custom work was done by all departments during 1944. In transporting machinery from the school to the farms, the students and their farms are benefited by the fact that the tractor operators traveled in three communities was four miles from the school, while one department traveled 45 miles from the school. The average maximum distance traveled for all departments was 12.5 miles from school to farm.

Organization and Management

The following means were used to rate funds for the original purchase of equipment by 13 F.F.A. chapters: From F.F.A. group programs, advanced by the students, P.C.A. loan, farm loan from banks, Farm Security loan, senior awards, Scholastic and academic awards, and 25% of the outfits from individual groups, and funds from scrap drive. Six of the 13 outfits were paid for in full at the time of purchase; three chapters financed their unpaid balance as a debt to the Scholastic and Security loan.

Not a member of the outfits are managed directly by Future Farmer chapters, one of which is the equipment manager. The management is usually handled by a committee charter and a machinery manager. Normal service of equipment is usually done by the students, and repairs are made by farm mechanics classes.

All departments conduct training programs for tractor drivers including performance tests. Basic, on-the-road training time varies from four to six hours for a trainee. Only three chapters change a membership in the machinery cooperative in addition to regular F.F.A. chapters. Eleven of the 18 departments carry active insurance. In seven schools this is provided by the school board. Only three departments had any accidents in using the equipment.

Summary of Findings

Two-thirds of the teachers believe a better and more efficient use of the tractor and teaching agriculture and that school board should provide such facilities.

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

The trend is toward a decrease in the amount of custom work done with charter or school-owned equipment. The following problems ranked in order of importance were encouraged by students in using machinery projects:

1. Procuring adequate land for student use.
2. Financing equipment.
3. Scheduling to meet the needs of students.
4. Increased value of equipment to students to properly care for equipment.
5. Reduce labor cost through work to keep equipment in use.
6. Developing organization to manage the project.
7. Interferring with regular class work load.
8. Financing large student-farm projects.
9. Collecting payment for use of equipment.
10. Accidental injury to students.

The educational value of a machinery project were ranked in the following order by the students who used machinery and repairs are made by farm mechanics classes.

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

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

1. Number of boys having tractors on home farm.
2. Distance of the majority of boys live from school.
3. Interest of boys who will and can profit from training and use of the equipment.
4. Use that will be made of equipment in farming.
5. Use of machinery on a chapter-
6. Interest and enthusiasm of boys.
7. Tenure of teacher of vocational agriculture.
8. Support of parents and school officials.
9. School administrative policies that may develop.
10. Effect of the tractor within a well-balanced program of instruction in vocational agriculture.

Recommendations

1. Teachers and supervisors should conduct cooperative studies on community needs and conditions before deciding to buy either tractor or trailer for the farm machinery.
2. In communities where there are sufficient funds for training equipment, schools and the community should provide the machinery necessary for an agricultural program.
3. Farm-machinery projects conducted on the school farm should be integrated with the regular instruction in agriculture to avoid exploitation of the school farm as a go-between between the teachers and the students.
4. Students who use equipment not owned by the school should see those individuals whose experience is as a large part of the purchase of stock or other means of direct ownership.
5. The group owning and using the equipment should provide a group to raise the money and make maximum use of the various implements.
6. Many projects should be soundly financed by the use of credit from various sources.
7. Technical instruction should be used on the farm programs for students who do not belong to group categories and custom work.
8. All classroom equipment should guard against equipment that is too small or too light for the production job done in class.
9. Cooperative groups should be organized and taught how to keep a balance.

These young farmers of the Dickson, Tennessee, community are taking advantage of the community shop program on the Dickson High School Farm. The membership of the Club includes practically every farmer in each of seven communities.

Community Shops

J. H. CLEAVER, Teacher, Dickson, Tennessee

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

Prior to 1943 the local teacher of vocational agriculture had been giving farmers a limited amount of help when needed on their tractors. When O.S.S.A. funds became available for use in schools for machinery repair and maintenance, a few of the teachers began training groups to work on the tractors for the membership. By the end of the first year only 25 percent of the farmers in the area had made use of the service. In the following fall, 40 percent of the farmers in the area were using the service. This fall, 60 percent of the farmers in the area were using the service. At present the club members carry out a program with a larger quantity of equipment than any farmer in the area. The program is based on the O.S.S.A. program, other sources of income are still used.

Along with the development of community shops have come many construction programs and programs in each of the seven communities in the county where the school had been processed. Community shop projects have been organized in each of the seven communities in the county where the school had been processed. Community shop projects have been organized in each of the seven communities in the county where the school had been processed. Community shop projects have been organized in each of the seven communities in the county where the school had been processed. Community shop projects have been organized in each of the seven communities in the county where the school had been processed.

The income was used to purchase more equipment and to increase the amount of work done by the club. The members of the clubs have replaced the separate shop and consignment work and the club has been able to provide a much larger number of other communities in the Dickson High School service area has been organized. The income of the clubs has been made available to the community shop program and has been used to purchase more equipment.
Lexicon of Agricultural Words and Phrases


In 1900 Howard Payson, a Missouri educator, somewhat abruptly began his work as a teacher of agricultural subjects at an institute in Wisconsin when he needed the need for a ready reference to be determined of a variety of agricultural terms. A change in the position of the teacher of the Veterinary Department, the Wisconsin Agricultural and Mechanical College (now the University of Wisconsin), resulted in Mr. Hall's appointment to the position of Instructor in the Department of Agricultural Science at the same institution. In this capacity he continued his work on the development of a list of agricultural terms which has been of great assistance to agricultural educators.

The list of agricultural terms includes a variety of subjects such as soil science, crop production, animal husbandry, and farm management. The terms are presented in alphabetical order and are accompanied by brief definitions. The list is intended to provide a reference tool for educators, students, and other professionals involved in the agricultural field.

The Agricultural Education Magazine, February, 1946
The Future Farmers are on the March

A. W. TENNEY

The Future Farmers are on the March in the classroom, behind the plow, in the feedlot, and in the service areas. Nebraska's 4-H clubs, 4-H Cloverbuds, Camp Fire Clubs, and other youth groups have record participation and achievement marks. The Nebraska State 4-H Fair was held in Grand Island, with over 8,000 participants and 25,000 exhibits. The 4-Hers worked hard to improve their projects and demonstrate their skills.

The Nebraska 4-H Club has 356,000 members, the largest 4-H club in the country. The club members work hard to improve their skills and contribute to their communities.

The Future Farmers of America are also on the March. Their program includes leadership development, agriculture, and science education. The FFA has over 300,000 members in all 50 states. The FFA members are involved in various projects and activities, such as crop production, livestock judging, and soil conservation.

The FFA members are dedicated to improving their communities and the world around them. They work hard to develop their leadership skills and contribute to their communities.

The Future Farmers of America are on the March in the classroom, behind the plow, in the feedlot, and in the service areas. Nebraska's 4-H clubs, 4-H Cloverbuds, Camp Fire Clubs, and other youth groups have record participation and achievement marks. The Nebraska State 4-H Fair was held in Grand Island, with over 8,000 participants and 25,000 exhibits. The 4-Hers worked hard to improve their projects and demonstrate their skills.

The Nebraska 4-H Club has 356,000 members, the largest 4-H club in the country. The club members work hard to improve their skills and contribute to their communities.

The Future Farmers of America are also on the March. Their program includes leadership development, agriculture, and science education. The FFA has over 300,000 members in all 50 states. The FFA members are involved in various projects and activities, such as crop production, livestock judging, and soil conservation.

The FFA members are dedicated to improving their communities and the world around them. They work hard to develop their leadership skills and contribute to their communities.

The Future Farmers of America are on the March in the classroom, behind the plow, in the feedlot, and in the service areas. Nebraska's 4-H clubs, 4-H Cloverbuds, Camp Fire Clubs, and other youth groups have record participation and achievement marks. The Nebraska State 4-H Fair was held in Grand Island, with over 8,000 participants and 25,000 exhibits. The 4-Hers worked hard to improve their projects and demonstrate their skills.

The Nebraska 4-H Club has 356,000 members, the largest 4-H club in the country. The club members work hard to improve their skills and contribute to their communities.

The Future Farmers of America are also on the March. Their program includes leadership development, agriculture, and science education. The FFA has over 300,000 members in all 50 states. The FFA members are involved in various projects and activities, such as crop production, livestock judging, and soil conservation.

The FFA members are dedicated to improving their communities and the world around them. They work hard to develop their leadership skills and contribute to their communities.
Clippings and Fillers

Colleges Must Recognize Value of Average Student

IN NORMAL times, liberal education has been an odd privilege. It offers the cream of human experience from the past into which students can dip, and is proper to know what they are offered. When the National System now awaits the return, as students, of the results of the great war, all the schools of education, are more necessary than ever before and more ready to reach them.

Anxiety is felt in our most earnest educational

Education for Leadership

This end of the war will be a huge change in college attendance. Everybody expects it to be a show. The nation will show its gratitude to the young people in the armed services by subsidizing their higher studies out of government funds.

The return of veterans who plan to study will be no ordinary freshman. They will have important things to say, men must have gone through a war, men who have suffered and lived through a war. They will not accept the idea that the meaning of life, death, and human tragedy takes its stand at the threshold of their careers, they will accept the challenge and be ready when their leaders for the next 25 years. Over the last war, the nation's young men have made their contribution and lost their lives in their fight.

This is where the problem of the American college begins. Retraining the soldier into civilian life, fitting him to play a leading role in his community, is not simply a matter of giving him a scholarship and training him to be a college and university machine. What our country needs is not a training for the soldiers of leadership but in the responsibilities of leadership and government.

It is around this question that a violent and much-needed change in academic curriculum has been sought. Many educators believe that there is no room for much less than a college degree in the curriculum of students. In many cases, students are not aware that they are required to have a four-year degree to make a living in society.

The answer seems to be that we are living in an era of the professional. There is no need to give the professional man a chance to do his work unless he is trained to do it well. And the education which prepares to train men for leadership in a complex and a world which will not wholly collapse under the strain of usages and problems that will be upon us. It is significant, however, that three-fourths of all the young people who went into military service from college have been in attendance in postwar college classes.

College Education

A STUDY of the college graduate after he leaves school, J. G. Brown, has been made by the United States Employment Service on behalf of the federal government from 4,000 college alumni who were obtained from a cross-section of all kinds of men and women from different parts of the country. The study was made to determine whether or not the young men who graduated in the past six years were still living in the United States, and whether or not they were still in college.

The study was made to determine whether or not the young men who graduated in the past six years were still living in the United States, and whether or not they were still in college.

The college education is a stepping stone to employment. It is a stepping stone to success. The college education is a stepping stone to life. The college education is a stepping stone to the future.

The career education is a stepping stone to employment. It is a stepping stone to success. The career education is a stepping stone to life. The career education is a stepping stone to the future.

The graduate curriculum of the college education is a stepping stone to employment. It is a stepping stone to success. The graduate curriculum of the college education is a stepping stone to life. The graduate curriculum of the college education is a stepping stone to the future.

The graduate curriculum of the college education is a stepping stone to employment. It is a stepping stone to success. The graduate curriculum of the college education is a stepping stone to life. The graduate curriculum of the college education is a stepping stone to the future.

The graduate curriculum of the college education is a stepping stone to employment. It is a stepping stone to success. The graduate curriculum of the college education is a stepping stone to life. The graduate curriculum of the college education is a stepping stone to the future.

The graduate curriculum of the college education is a stepping stone to employment. It is a stepping stone to success. The graduate curriculum of the college education is a stepping stone to life. The graduate curriculum of the college education is a stepping stone to the future.

The graduate curriculum of the college education is a stepping stone to employment. It is a stepping stone to success. The graduate curriculum of the college education is a stepping stone to life. The graduate curriculum of the college education is a stepping stone to the future.

The graduate curriculum of the college education is a stepping stone to employment. It is a stepping stone to success. The graduate curriculum of the college education is a stepping stone to life. The graduate curriculum of the college education is a stepping stone to the future.

The graduate curriculum of the college education is a stepping stone to employment. It is a stepping stone to success. The graduate curriculum of the college education is a stepping stone to life. The graduate curriculum of the college education is a stepping stone to the future.
School Canneries

(Continued from page 133)

and using marginal and cold

ship, pulping equipments,

and foot-water-lath

racing equipment.

Fourth Day

6:00 12:00 Instruction on and participa-

tion training in cutting and

nailing beef or other

meats, operating and using

food choppers, sharpening

and conditioning knives

1:00 5:00 Developing steps to follow

Gating roads, steaks, steaks.

Instruction on and participa-

tion training in operating

cranes, jumping knives and

other equipment used in

canning boats.

Fifth Day

8:00 10:00 Instruction on plant man-

agement problems

10:00 12:00 Individual instruction on

operating equipment

1:00 2:00 Classes of food spoilage

2:00 3:00 Examining, preserving and

evaluating the workshop

3:00 5:00 Practicing local problems

Due to the rain caused by steady

craping from preachers and other noises

in the canneries, it is often very difficult

for the instructor to do an effective job of

teaching. To partially overcome this,

handouts, charts, and other

material are prepared for each subject.

The Editors’ corner:

This very detailed review of the

programs of instruction in operating

community canneries is most ably

presented by Mr. Napper, supervisors and

teachers wishing to strengthen their

efforts in this area might use this
generation printed and made

available in their respective states. It is

an important contribution to the

community project.

We are led to the conclusion that the

best time to learn a thing is just before

we need to use it. So it is with the

things that are making an ulterior part of our

educational experience. —Isadora Dune.

Banquet Banter

"Customeer: As you know, we are

this week’s feature Farmers to

represent that group on our

banquet program each year and this

year these remarks, I am pleased to

report, will be made by our host, Mr. Perkins, a

member of one of the oldest classes

trained at our institute. I am

wondering if Mr. Perkins wasn’t just

the man smiling in the crowd when he

noted the best example he could give of

wasted effort was that of telling a

butchering story about a baled

battered man. If not, you will

soon be in that class because

this is his way, not his wits, of

living up to his name——there

is nothing else as impressive. As

speakers for our honorary

members, I am sure to give you

our very good friend, Mr. Perkins.

Speaker: Ladies and gentlemen,

I accepted this honor with some

hesitation because, after attending these

banquets for a few years, you learn that

these Farmers always have something on

the table. More than that they are

poor maintainers of the rules we have

carved out. If we are going to

hit, I heard just recently that one of our

graduates boys left his girl’s house early

and when someone asked him why, he

said, "Well, we were on the couch and she

turned over. I guess I can take a kiss."