Win, Place, or Show

In all the excitement of attending the racetrack, there's a tendency to forget that betting in horse racing is a serious business. It requires careful consideration and analysis of the factors that influence the outcome of a race. Here are some tips to help you make informed decisions when placing your bets.

1. **Research the Horse:** Start by gathering information about the horse you want to bet on. This includes its past performances, jockey and trainer, and any recent news about its health and fitness. Look for trends in its previous races to identify patterns that may indicate its likely performance in the upcoming race.

2. **Analyze the Opponents:** Study the other horses in the race. Examine their past performances, track records, and the performance of their jockeys. Identify the strongest competitors and consider their strengths and weaknesses.

3. **Consider the Odds:** Understand the odds provided by the betting service you are using. The odds reflect the likelihood of a horse winning the race. Higher odds indicate a lower likelihood of winning, but also offer higher potential returns if you win. Use these odds to assess the value of your potential bets.

4. **Manage Your Bankroll:** Set a budget for your racing activities and stick to it. Allocate a specific amount of money for betting each week. This helps prevent emotional and impulsive decisions, which can lead to financial losses.

5. **Stay Informed:** Keep yourself updated on the latest news and developments in the racing industry. Follow racing analysts and experts who provide valuable insights and information to help you make informed decisions.

By following these tips, you can enhance your chances of success in horse racing betting. Remember, while betting can be enjoyable, it is important to gamble responsibly and not to exceed your financial limits.
Activities of the Nebraska Vocational Agriculture Association 

LEWIS KLEIN, President, Cathedral, Nebraska

A GLANCE at the address by the president, the president-elect, and the visitors at the state convention held in Lincoln last month might lead one to believe that membership in the association has decreased. But a closer look at the figures shows that this is not the case. The number of members has increased slightly from the previous year. In fact, the association is experiencing a growth trend. This is due to the efforts of the officers and members to promote the benefits of membership. The association provides a platform for members to share ideas and resources, and it offers opportunities for professional development and leadership. The association is committed to supporting its members in their efforts to improve their communities and the world. The Nebraska Vocational Agriculture Association is proud to be a part of this growing movement and continues to work towards its mission of providing quality agricultural education.
Tennessee Association Has Code of Ethics

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

THE Tennessee Vocational agricultural teachers recognize the need for a code of ethics for all of the teachers involved in agricultural education in the state. This code of ethics, adopted at the recent annual meeting of officials to constitute as a code of ethics for the group. It has a president; three vice-presidents, representing the three large divisions of the state; a secretary; and an auditor.

The state, whose shape is divided in three areas, is divided into East, Middle, and West. Each division has its own officers who are elected at the annual meeting held in October. In addition to the standing officers, three vice-presidents, president, and secretary.

The vice-presidents of the state are the members of the executive committee of their respective divisions.

The state officers are elected annually at the state conference held at Camp Crawford, which is held in the Cassey Fork River in middle Tennessee. The conference is held in the early spring of each year, and the officers are elected at the conference and held until the conference the following year.

In order to elect a new officer in charge of the state, a rotation plan is in effect whereby each division has the opportunity to elect one person every three years. Middle Tennessee now has the president, and the East and West have the president-elect, vice-president, and secretary, respectively.

The code of ethics is a code of ethics, which each member must subscribe to its principles. The code includes:

1. I will maintain a high standard of ethical behavior in all my official duties as a member of the state association, in the advancement of the state association, and in the advancement of the profession.
2. I will follow the rules and regulations of the state association, and I will not engage in any activity that is contrary to the rules and regulations of the state association.
3. I will strive to maintain a high standard of ethical behavior in all my official duties as a member of the state association, in the advancement of the state association, and in the advancement of the profession.
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**Methods**

G. P. DEYOE

**Let Us Teach**

CAREE HAMMONDS, Teacher Educator, University of Kentucky, Lexington

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**Function of Teaching**

The whole function of teaching is to promote desirable learning. Teaching is directly related to the achievement of goals. Good teaching is directly related to the activities of the learner in as much as it adds to the amount of desirable learning and reduces the amount of undesirable learning. That is good teaching anywhere, anywhere, anywhere.

Let us do a good job of teaching. The business of the teacher is to teach and the quality of learning is secured in part by the ability of the learner to conduct himself in the situation. In order to achieve the goal of teaching, one has only to do with what he learns himself. If he learns only what he is told to do, if he learns only what he can do, if he learns only what he is told to do, if he learns only what he is told to do, if he learns only what he is told to do, if he learns only what he is told to do, if he learns only what he is told to do, if he learns only what he is told to do.

We have been disturbed in my state of the field by the fact that nearly every state of the way, there is not been less careful planning of the subject matter. In this particular—good teaching—whatever the cause and whatever the element of the course, is a fact, not criticizing anything. During the past few weeks, I have been disturbed in my state of the field by the fact that nearly every state of the way, there is not been less careful planning of the subject matter. In this particular—good teaching—whatever the cause and whatever the element of the course, is a fact, not criticizing anything.
Texas Veterans Learn "Know How"

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

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

One feature of the Veterans' Vocational Training that has come into prominence is the spirit of cooperation among the veterans themselves and with the veterans and the members of the community. A number of cases have come where the local county, with the assistance of the department, has helped the veterans to get the necessary equipment, or has helped to interest other farmers in the community, sometimes with one or more of the veterans to operate it.

Cooperation in the matter of purchasing quantities of seed, superphosphate, feed, etc., has resulted not only in reducing the cost of the seed, but in the purchasing of the necessary seed for the immediate enrichment of the soil.

Farm Repair

A feature of the training in vocational agriculture is the repair of farm equipment. The Army & Navy "Canteen Repair" is creating a great deal of interest, and it is a very successful program. One veteran constructs a farm tractor, another constructs a farm sprayer, a third constructs a farm hay baler, and so forth.

The result of this training is that the veterans now have the ability to repair their own equipment, and they will have the ability to do it. This is an excellent program for veterans. It is a good program for veterans. It is a good program for veterans.

M. O. WATSON teaching a few of these young men a new trade.

Ocella W. Jones shows completing a home which he recently built with a G.J. loan.


Farmer Classes

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

Nearly five thousand farm veterans are enrolled in county vocational schools for veterans in Texas. The first school to begin operations was approved in September, 1943. Since that time, 240 counties have begun operations.

On July 1, 1944, a contract was negotiated between the Veterans Administration and the State Board for Vocational Education. A joint Manual of Procedure was issued by the two agencies, giving the standards and defining the responsibilities of each. The State Board for Vocational Education appointed a Director of Veterans' Training for each area supervisor. The program is administered in the same manner as the regular program of vocational agriculture.

A small part of the tuition for each student is set aside for state administration expenses.

County Co-coordinators

On the county level, the county superintendent and county board of education administer the operation of the school. A county Coordinator is employed with the state vocational staff. Thus the Co-coordinators are in charge of the school and are responsible for the success of the school.

Veterans Education in Comanche County, Texas

Ocella W. Jones (front) and W. M. Robertson (back) teaching a few of these young men a new trade.

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Veterans Training in Agriculture
at Salinas, California

WARREN E. CRABBEE, Agricultural Supervisor, Salinas Evening School

The Union district at Salinas was one of the first high schools in the state of California to recognize the value of and to establish a program in agriculture to offer vocational-training-on-the-farm training for returning veterans.

Starting in the first part of April with six veterans in a trial run in connection with their classes, the group quickly expanded to 15. From July on, until the winter was assigned full time to the organization and supervision of the program under the administration of the Salinas evening school which accommodates students on the adult level.

This new field in educational agriculture cannot help but challenge one's best efforts, for it is only a group of young men, largely with families, and who are full of objectives, ideals, and ambitions, that have the type of followers who serve as well and a follow-up meeting of our Future Farmers. These young men have real vocational problems in their farming and managerial status which leads to an ideal teaching basis, applicable to the twelver class set at night and the one- and two- season individual training on work on their own farms or on managerial jobs. Some are field foremen for large farmers.

This type of training makes most effective the information of vocational education and where it will do the most good since the instructor can work on a one-on-one basis in bringing the student's problems and bringing the student to his own problem and in his real-life situation with the point of the course and the program of cooperation.

The group as a whole is the most effective of the quality of veterans as in their own class and plan to meet twice a month in the high-school gymnasium on the high school's campus, and the three-year program each work will be divided in a long range program of this type. There is the class, laboratory, shop, and field units of instruction and the members are a farm-minded young man with a farm background firmly established in his own, with a family of his own, with farming as a closely allied activity as his chosen profession. Such a group means what he knows it is in the way of agricultural assistance, is ready to analyze his situation and, in the future, it also becomes a pleasure to help him along and to watch him succeed in his activities.

Waiting List

At the present time there is quite a waiting list for a success in a new unit when another qualified instructor is located to help carry on the program. Very little promotional work was necessary. Only one new program was started and the problem was handled by the manager with some demands for the type of training.

A possible point of our program is in setting up the program and being helpful to others getting started. It is as follows:

1. The program as a whole is the most effective in bringing the student to his own problem and bringing the student to the point of the course and the program of cooperation.

2. The group as a whole is the most effective of the quality of veterans as in their own class and plan to meet twice a month in the high-school gymnasium on the high school's campus, and the three-year program each work will be divided in a long range program of this type. There is the class, laboratory, shop, and field units of instruction and the members are a farm-minded young man with a farm background firmly established in his own, with a family of his own, with farming as a closely allied activity as his chosen profession. Such a group means what he knows it is in the way of agricultural assistance, is ready to analyze his situation and, in the future, it also becomes a pleasure to help him along and to watch him succeed in his activities.

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1. Briefing of the aims and objectives of the program to individual members of the group which will profit from the training.

2. Checking the farms where training is to be given and see that the facilities are adequate.

3. Interviewing the owner, co-partner, or employer to see that he understood the program and would cooperate with the program.

4. Calling the group together for purposes of discussing the program, having the agricultural student-farmer of the Veterans Administration present to explain its part in helping the program function.

5. Group discussion as to the specific work each will like covered in a long-range program of this type.

6. Listing the class, laboratory, shop, and field units of instruction and the objectives which could easily be set up if desired.

7. Making out individual training objectives, setting up facilities for supervised practice and giving the group the skills, tools, etc., to be covered.

These were followed by organized class sessions and supervised work, in the field, giving special emphasis on individual problems and an economic picture of the types of the work.

As an example, one trainer states his training objective, "The main point was to instruct the veterans to go in the direction of training truck crops of the Salinas Valley."

As for facilities for his program, he finds two main sources of revenue: the sale of vegetables to the best price and the use of the farm's facilities and other resources, supplemental uses of the farm facilities and other resources.

Two Meeting Each Week

Two meetings are held each night, one for the class and laboratory work. This includes the class in setting up the well-equipped classroom and work shop, especially on mules, crop, and livestock; and the other devoted to farm and machinery repair and safety. The third meeting is open to all on the main course work which is being worked on. The type of training should go far toward establishing the values of vocational education in all localities as well as helping place our future farmers where they can take a place of agricultural leadership in their own communities.

Voices of veterans enrolled for vocational training in agriculture are those of Florida, where they told their own class and plan to meet twice a month in the high-school gymnasium on the high school's campus, and the three-year program each work will be divided in a long-range program of this type. There is the class, laboratory, shop, and field units of instruction and the members are a farm-minded young man with a farm background firmly established in his own, with a family of his own, with farming as a closely allied activity as his chosen profession. Such a group means what he knows it is in the way of agricultural assistance, is ready to analyze his situation and, in the future, it also becomes a pleasure to help him along and to watch him succeed in his activities.

Recognition of leadership in the FFA Chapter at Marshall, Michigan, is provided by the all-American award certificate the Chapter Presidents and the American Farmers. The names of the State FFA Presidents are up for honor roll.

This year the teachers in District 5, Nebraska, are publishing quarterly reports. The Senate. The data for the past are given by the members of the organization in their localities, in turn file in the making of the designated instructor in the designated area.

Twenty-eight central Texas stock raisers and businessmen from each district of the three-week camp period in 1948. For the first time in the history of the camp, a full-time athletic director was employed. Two members of the local branch of the Texas FFA and other teachers staffed in the administration of the camp each week.

Farm Training in Agriculture Which leads to Establishment

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

A FARMING Which is Leading to Establishment

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

THE PROVERB "Fall oats every year grow to be little corn; grow little by little, grow little by little, grow." applicable to the story of a young man who came to Georgia to be a student at the Agricultural school. From 1935 to 1937 he did a successful farmer and he is still farming in the Thomas County, Georgia, with 183 acres in cultivation.

The agribusiness of the area may be said to be going back to the fall of 1935 when T. G. Walters entered the eighth grade at the Monday High School and enrolled at a student of vocational education. His hoopla practice program for the first year consisted of one purebred Dover gilt, one acre of Austrian winter peas, one acre of corn, and one acre of tobacco.

The name of a high school teacher, Bernice, increased his scope of the project to include the farm and its equipment, a barn, a crop, and a beef steer. In March his gilt farrowed a litter of eight and led the list of pig producers according to recommendations issued by the late Dr. H. B. Raffelsson, who was in charge of the Agricultural extension work of the United States Department of Agriculture, Montgomery, Georgia. The litter of pigs was marketed the day they were six months old and averaged 132 pounds.

Active Member FFA

Bernice not only manifested special interest in his projects, he was a faithful member in the local FFA chapter. Even when he lived 15 miles from Montgomery, he seldom missed a meeting of the local chapter and he participated in many FFA contests and programs. As a result of his FFA membership and a student of vocational agriculture Bernice was awarded all farm fund money by the FFA. He received the American Farmer Depression, which is the highest given in the organization, in 1958.

Bernice graduated from Alabama Agricultural High School in 1938. He had had four years of vocational agriculture and during that time, he had won $600. Bernice continued his farming by raising pigs and becoming a tenant farmer. He farms at South Bates, with 183 acres in cultivation.

Two hogs in litter grew the new hog, averaging 233 pounds at 6 months and 3.5 days of age. Cost of raising these hogs was 4.7 cents per pound. Sold for 10 cents per pound. Grown by Boone White, Montgomery, Georgia, Annona Farm, 1938.

Mr. and Mrs. White and their four children. Picture made in living room of the White home.
The Necessity for Practice; The Desirability of Supervising It
CARSE HAMMONDS, Teacher Education, University of Kentucky, Lexington

When we come to believe in the necessity for practice, we are sure to set an important step in making our teaching vital. It is only by realizing that does not have in foundation in the practical, that the children's abilities are needed. That is why the individual in every group we teach must have plans, that is, the high-school group, the young-farmer group, the manager-training group, and the adult-farmer group. Practice, or the lack of it, is a thing we sometimes forget about in the school. But we must not forget it because we are not. What one person practices or does not practice affects him, because he is not the same in either case.

Experience in Farming

One learns only what he practices. One cannot learn when he does not do. Without practice in riding a bicycle, one cannot learn to ride it. Without practice in reading, one cannot learn to read. Without practice in being polite, one cannot learn to be polite. Without practice in cooking, one cannot learn to cook. Without practice in living a life of independence, one cannot achieve independence. Without practice in being kind to the farmer, one cannot become a farmer. One does not learn what he practices, but the opposite is true, he learns.

Practice is essential to learning. It is impossible to learn anything if we do not practice it. Without practice, one cannot learn, for we have to practice to learn. The more one practices, the more one learns, and the more one learns, the more one practices. If one does not learn to ride a bicycle, one cannot learn to ride it. Without practice, one cannot learn to cook. Without practice, one cannot learn to be polite.

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**Future Farmers of America**

A. W. TENNEY

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

J. A. HENDERSON, Teacher, Batesville, Kansas

The FFA in Kansas has made a point of featuring the preparation of a county agricultural collection as a demonstration show. The exhibit at the Kansas State Fair is headquartered in Topeka. This year, the FFA chapter at Chisholm, Topeka, has organized a special exhibit. The exhibit itself is the second in the series organized by the FFA chapter, and it was prepared by FFA members under the direction of Mr. J. A. Henderson.

Preliminary work toward the project is distributed among the various chapters throughout the state. Each chapter is assigned a specific task, and these tasks are then carried out during the year in preparation for the fair. The FFA chapter at Chisholm, Topeka, has assigned 42 exhibits, with the majority of these exhibits being prepared by students. Each exhibit will be judged in the various categories that have been established by the state FFA organization.

In 1966, the state FFA organization in Kansas established a system of scoring for exhibits. The scoring system is based on a point system, with each exhibit being evaluated in terms of its quality and presentation. The scoring system includes categories such as the exhibit's appearance, the exhibit's educational value, and the exhibit's overall presentation. The scoring system is designed to ensure that exhibits are judged based on their quality and presentation, rather than on the size or cost of the exhibit.

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Teacher Timesavers

Mounting Charts and Maps

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<thead>
<tr>
<th>Operation</th>
<th>Procedure</th>
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<td>1.</td>
<td>Assembling tools and materials. Obtain: objects to be mounted, suitable backing material, string, wall-paper paste and backing-lap, gummed paper, wall-paper, clip, brush, wax, cork, plaster, wax, and paper.</td>
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<tr>
<td>2.</td>
<td>Preparing backing. Cut backing larger than object to be mounted. Coat backing with 2 or 3 coats of glue size. Allow time for each coat to dry.</td>
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<td>3.</td>
<td>Applying paste. Sift powdered paste through flour sifter. Add water and mix thoroughly until smooth and of desired consistency.</td>
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<td>4.</td>
<td>Applying backing. Lay map or chart face down on newspaper and allow newspaper to extend out beyond edges of map. Coat back of map with paste.</td>
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<tr>
<td>5.</td>
<td>Applying backing. Lay map on backing using care to properly center. Smooth out wrinkles and air pockets with smooth backing and allow paste to dry. Apply frame backing edge of backing if desired.</td>
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Coating surface with clear lacquer using as many coats as necessary to give desired protection. Suitable backing materials can be felted, pressed, or other similar materials that do not expand or contract with changing atmospheric conditions to any great extent. Several coats of sizing help to prevent backing from crazing, thus preventing absorption of moisture from the environment. Coating surface may be finished off with varnish using a suitable size and paper paste varnish. These points may be repeated if desired. The writer has washed out without leaving any hole or spot on paper. J. Arthur Peters, Bradford, Vermont

Future Farmer Boy Produces Champion Holstein

Clarence K. E. is a 19-year-old student in the School of Agriculture at the University of Illinois, where he is majoring in animal husbandry. He has been selected as the 1945-46 Illinois State Fair champion in the dairy section and has also been awarded the grand champion award at the Illinois State Fair for the second consecutive year. This is the first time in the history of the Illinois State Fair that a dairy producer has been named grand champion three times. The award was presented by the Illinois State Fair Board of Directors.

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