Above—Edwin Loundsell.
Below—Edward Woodbury, Chawelah, Washington

Farm Shop Work Pays.
(See page 138)

I find the great thing in this world is not so much where we stand, as in what direction we are moving.
—Oliver Wendell Holmes
Mr. Rufus W. Stimson

At the request of Mr. E. B. Mathies, President of the Junior College Council, and a number of vocational associations, Mr. Stimson has allowed some changes to be made in the preparation of the Vocational Education Association report about the Massachusetts Vocational Education Association. He has also written an editorial for our magazine about the state of vocational education in Massachusetts.

The subject of my remarks is that vocational education has been neglected in the state. I am not trying to be facetious, but I would like to see the state take advantage of the opportunities for vocational education that are available. I believe that vocational education is the most important aspect of our educational system, and I hope that the state will make a greater effort to support it.

With regard to the last point, I believe that the state should provide more financial support for vocational education. I know that this will involve some difficult decisions, but I believe that the benefits of vocational education will outweigh the costs. I also believe that the state should encourage vocational education by providing more resources to vocational schools and colleges. In summary, I believe that the state should do more to support vocational education, and I hope that it will do so in the future.

Extracts From Reports of the Editor and Business Manager

The editor appreciates the fine support given our magazine by the teachers in the field. I take this opportunity, therefore, to express my appreciation to the teachers of agriculture in the United States for their interest in our magazine. We are glad to have their support and we hope to continue to provide them with the best possible magazine.

The business manager appreciates the fine support given our magazine by the readers in the field. I take this opportunity, therefore, to express my appreciation to the readers of our magazine. We are glad to have their support and we hope to continue to provide them with the best possible magazine.
Tenth Convention of the Future Farmers of America, held at Kansas City, October 17-20, 1937, with an attendance of over 4,000, and the many outstanding features of the program, culminated in a very filling manner the ten years of growth of the organization for farm boys studying vocational agriculture in our high schools. The membership in the organization now exceeds 100,000, which was represented at the convention by 91 delegates from 48 chartered state associations. Outstanding feature was the participation of 25 of the 44 national officials. Three official bands, Utah, Texas, and Missouri, totaling 300 pieces, and the dances and pageant from Sycamore, Illinois, furnished the much appreciated music and entertainment. Some of the other features follow:

National Public Speaking Contest

Judges on Delivery
L. H. "Dennis, Executive Secretary, American Vocational Association; E. L. Kirkpatrick, Chairman, Young Men's Christian Association, Life Insurance Association; and J. D. Harper, Editor-Ma-ager, National Livestock Publishing As- sociation.

American Farmers
ARKANSAS
Ralph Warren, Columbia, William H. Daniel, Jr., Sparkman
MICHIGAN
C. W. Wells, Jr., Jenness
JOSEPH PERCEY, plank's Mills, Lawrence Crawford, Marion
WINSTON
Leo Sandefur, Rudolph, Robert H. Byrd, Latrobe
CALIFORNIA
Jim Friend, Elgin, Harold G. Elder, Sanford
FLOYD F. CAVENDER, Lindsay
CHARLES HENDREN, Modesto
LEW MURRAY, Santa Rosa
COLORADO
Robert Brown, Fort Collins
NEW MEXICO
HARRY GREENWOOD, Greenwood
FLORIDA
R. H. Kinney, Charleston
IDAHO
Wayne Nogasaka, Libby
ILLINOIS
John R. Jones, Jr., Stanford
GEORGIA
A. H. Issac, Columbus, Homee Reed
TEXAS
Robert R. King, Channelview
Oklahoma
Robert Walter, Athens
Arkansas
Theo Anderson, Warden
Boston
Virginia
Frederick F. Field, Troy
New Hampshire
L. A. Shoemaker, Newport
Delaware
Robert Holland, Mansfield
New Jersey
Robert Stoffel, Cleveland
Tennessee
Walter L. Cline, Tennessee
Mississippi
John T. White, Kansas City
North Carolina
Frank W. Whipple, Kansas City
South Carolina
Robert W. Edmondson, Kansas City
West Virginia
William A. Brown, Kansas City
The Kansas City Times, "The Story of the Kansas City Times," and The Kansas City Star, "The Story of the Kansas City Star," were two of the many outstanding features of the program. One outstanding feature was the participation of 25 of the 44 national officials. Three official bands, Utah, Texas, and Missouri, totaling 300 pieces, and the dances and pageant from Sycamore, Illinois, furnished the much appreciated music and entertainment. Some of the other features follow:

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Robert Stoffel, Cleveland
Tennessee
Walter L. Cline, Tennessee
Mississippi
John T. White, Kansas City
North Carolina
Frank W. Whipple, Kansas City
South Carolina
Robert W. Edmondson, Kansas City
West Virginia
William A. Brown, Kansas City

This boy, a young farmer of St. Marys, Ohio, was declared Star Farmer of America for 1936. He is known as "The Young Farmer's Friend." During the past year he has been associated with soil conservation and farming, and has shown himself to be a capable leader in the field of agriculture. His active interest in agriculture is evidenced by his participation in various local and national organizations. He is also active in his church and community activities. His work in agriculture has been recognized by numerous awards and honors, including the Star Farmer of America award. He is a fine example of the kind of leadership that is needed in the field of agriculture.
Organizing a State Future Farmer Band

R. HEMPHREY
Professor Agricultural Education, Utah State College

The creation of a state-wide F. F. B. is perhaps the most difficult co-operative or executive type of activity that a state annual program of the Salt Lake State Fair, given the fact that the fair is successful beyond the dreams of many farmers and the great potential of the people. In Utah it involves direct co-operation of many Farmers, teachers, principals, music teachers, administrators, officers of the state, chambers of commerce, and farm organizations that any enterprise of this sort ever has been. No state association project in Utah has ever been more popular and as successful as the Future Farmer Band program that was started in the town of Miles City by the local F. F. B. of the nation.

The Spirit of Band Work

A. W. Rose and E. J. Dines, Utah Band

A "three-piece" view of this type of project. At the outset it may be stated that the organization of the Utah F. F. B. Band which performed at the Kansas City State Fair in 1937 represented the partial effort on the part of the writer for a period of about 10 months. More than 2,000 letters, personal and social, were written in vain in the work included in the organizing and perfection of this band. These efforts included many valuable reports of the best in the nation.

THE "BUILDING THE FLAGE" PAGEANT, a feature of the convention. One boy from each band in the Utah State Fair was selected to march in the pageant. The pageant was held in the Utah State Fairgrounds on August 24, 1938. The pageant was sponsored and financed by the Utah Band Association.

The Agricultural Education Magazine January, 1938
Vocational Education in Agriculture, and Life’s Values

ARTAS W. NOLAN, Teaches-Teaching, University of Illinois

In these days when we are trying to make a place in the world where the individual is subjected to a searching criticism and where he must have some contribution to make in order to be appreciated of the community; where the student is not only required to be honest but also capable of doing something for the community, it is necessary to provide a means whereby the student can be taught how to earn his living.

A. W. Nolan

Since agriculture deals almost wholly with things having economic value, it is obvious that the economic development of the farm and the community may be beneficially affected by vocational education. In addition, the vocational education gives an opportunity for the student to acquire knowledge of the economic value of his property and the work he performs.

O. R. GREGORY

The agricultural education program should be organized to meet the needs of the students. The program should be designed in such a way that it will provide an opportunity for the students to learn something that will be useful to them in their future work.

C. H. NEITZKE, Teacher, Cleve Lake, Wisconsin

The vocational education program should be organized to meet the needs of the students. The program should be designed in such a way that it will provide an opportunity for the students to learn something that will be useful to them in their future work.
A well-farmed farm with good architecture at the homestead, stork gracing in the pastures, apples to the landscape and beauty, adds to the aesthetic culture of the farmer and his family. When scientific agriculture results in greater economy of time and means, then man and woman will have more heart and ability to produce and appreciate not only the landscape art but also fine arts such as music, painting, architecture, and literature.

VII. Spiritual Values

Spiritual values in human life refer to the emotions of love and good-will toward God and man. A constructive spiritual philosophy forms a purposeful universe and social justice. There is a race in life, a race that has such philosophy. New education in agriculture has contributed to make these spiritual values, living intelligently as the scientific farmer does amidst the natural forces of the Universe, he develops a reverence for God. From the shepherd on the hillside to the modern farmer at the foot of the mountain and from the bluestem pastures to the golden wheat fields, he has always looked up to the heavens as well as down to the earth.

The conservation of all things of real importance, whether military or spiritual, is possible only when the moral standards of the states are high and progressive. There can be no permanent agriculture without some spirit of Christian charity, so there can be no Christianity without a permanent agriculture. Good teaching of agriculture results in a spirit of service for the common good. Such ideals as purity, cleanliness, temperance and animals, preserved forests, better living and working conditions and the welfare of the laborer are not an exclusive benefit not only of the present generation but future generations as well. All these ideals mark the future of agriculture, and these are based on inherent spiritual values in social wholesomeness, community life, and a human quality. The instruction in agriculture teaches good sportsmanship and the duty of animals in square dealing with the fellow man.

The farming of silk, nuts, vegetables, honey, bees, eggs and honey for quality and honesty of production. And a farmer is interested in becoming an agricultural reporter. They will have an idea of the needs and requirements and may even be able to give some advice to the schools of high school education.

Now, in the opportunity that agricultural journalism offers, the farmer is going to be more demand for agricultural journalism for the state of love and wisdom in his life. True science seems to be as we are living in a perfect, more harmonious society, the realization of this takes time and careful planning. Special courses at the State University grant at the present time may be a proper time for the agricultural education at the State University. The third, there is an extensive campaign to gain first-hand practical information as to what agricultural journalism is, combined with the right type of personality, will make the boys of the market and other farm producers, and every many of the agricultural journalism will not be considered as necessary for a successful career, but this particular type of life is necessary for an agricultural life. A large number of men who marry, find that this is an interesting and excellent profession.
Ten Years in Evening Classes

L. E. FETTYCH, Instructor, Whaleyville, Virginia

On August 31, 1936, a new instructor has been appointed to begin the year's work. The Whaleyville, for the past two years, has been the center of interest in the county. Many people have been involved in this work, some of them being born and reared in Whaleyville but with the county board of supervisors, the local board, and the county board of education, all with the same interest in seeing that the children get a good education. The Whaleyville School District, together with the other schools in the county, had been working hard to improve the educational system. Several meetings were held, and it was decided that a new instructor should be appointed to take over the work. The new instructor, Mr. J. B. McClelland, was appointed to the position, and he began his work on September 1, 1936.
FARM Mechanic

Farm Shop Contest in West Virginia
Dr. F. D. CORNELL, Jr., Charge of Farm Mechanics, West Virginia University, Morgantown

A FARM shop contest for vocational agriculture students is conducted each year, not only for the past several years in connection with the Vocational Agriculture Workshop at West Virginia University, but also in several other states. The contest is a very important part of the shop work that has been going on in the school shop for some years now.

The farm shop contest is divided into two parts: the first part, called the "Farm Shop Contest," consists of four sections: (1) Machine Shop, (2) Drafting, (3) Electrical, and (4) Woodwork. The second part, called the "Woodworking Contest," consists of three sections: (1) Woodworking, (2) Drafting, and (3) Electrical. Each student in the contest is responsible for completing all of the sections in both parts of the contest. The contest is scored on a basis of 100 points, with 50 points for each section in both parts. The student who scores the highest in both parts of the contest is declared the winner.

The Farm Shop Contest is conducted in two parts: (1) the Machine Shop, (2) Drafting, and (3) Electrical. The Machine Shop section consists of four parts: (1) Tools and Equipment, (2) Drafting, (3) Electrical, and (4) Woodwork.

The Machine Shop section is divided into five parts: (1) Hand Tools, (2) Power Tools, (3) Drafting, (4) Electrical, and (5) Woodwork. Each student in the contest is responsible for completing all of the sections in both parts of the contest. The contest is scored on a basis of 100 points, with 50 points for each section in both parts. The student who scores the highest in both parts of the contest is declared the winner.

The Drafting section is divided into two parts: (1) Drawing, and (2) Design. The Drawing part consists of four sections: (1) Basic Drawing, (2) Technical Drawing, (3) Architectural Drawing, and (4) Mechanical Drafting. The Design part consists of two sections: (1) Design for Production, and (2) Design for Construction.

The Electrical section is divided into two parts: (1) General Electrician, and (2) Specialized Electrician. The General Electrician part consists of four sections: (1) Basic Electricity, (2) Power Systems, (3) Controls, and (4) Electrical Equipment. The Specialized Electrician part consists of two sections: (1) Control Systems, and (2) Instrumentation.

The Woodwork section is divided into three parts: (1) Woodworking, (2) Drafting, and (3) Electrical. The Woodworking part consists of four sections: (1) Woodworking, (2) Drafting, (3) Electrical, and (4) Woodwork. Each student in the contest is responsible for completing all of the sections in both parts of the contest. The contest is scored on a basis of 100 points, with 50 points for each section in both parts. The student who scores the highest in both parts of the contest is declared the winner.

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The Electrical section is divided into two parts: (1) General Electrician, and (2) Specialized Electrician. The General Electrician part consists of four sections: (1) Basic Electricity, (2) Power Systems, (3) Controls, and (4) Electrical Equipment. The Specialized Electrician part consists of two sections: (1) Control Systems, and (2) Instrumentation.

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A Suggested Technique for Constructing Tests in Vocational Agriculture

O. C. AYERSON, Teacher, Farming, Detroit, Georgia
G. S. R. SMITH, State Supervisor, Los Angeles, California

One of the major problems that vocational agriculture faces today is that of evaluating the students' progress. This is perhaps the most serious test of the effectiveness of any educational program, and it is concerned not only with measuring the students' progress but also with measuring the effectiveness of the program itself. The main types of tests that have been developed for evaluating instruction in vocational agriculture, most of whom are concerned only with measuring facts.

Teachers of vocational agriculture are aware that certain tests are not adequate for measuring the growth and development of students, as was the case with the previous type of school. However, the growth and development of students in vocational agriculture are mainly concerned with measuring their growth and development in the field of fact information.

Dr. E. W. Taylor has developed a technique for evaluating other changes in students over a period of time. This technique is an illustration of his technique applied to vocational agriculture.

The first step in the evaluation of results from agricultural instruction is that of setting up objectives. These objectives should consist of (1) general objectives for the entire program of the department, (2) objectives for the given courses of study, (3) specific objectives for the given exercises, (4) specific objectives for the given exercises, (5) specific objectives for the given exercises, (6) specific objectives for the given exercises.

In this paper the only objective specified is that of evaluating the growth and development of students in the field of fact information. This objective is stated in the following form: (1) to evaluate the growth and development of students in the field of fact information. All students in this unit are expected to be able to pass the tests that are set up in the field of fact information.

In evaluating the growth and development of students in the field of fact information, the following steps should be taken:

1. Familiarize students with the information that is to be evaluated.
2. Teach students the techniques required in making and reading a landscape plan.
3. Select students who have good knowledge of landscaping and construction techniques.
4. Teach students to evaluate the students' progress in making and reading a landscape plan.
5. Select students who have good knowledge of landscaping and construction techniques.

This is the only objective specified in this section.

A. Information and Technical Terminology

1. Familiarize students with the information that is to be evaluated.
2. Teach students the techniques required in making and reading a landscape plan.
3. Select students who have good knowledge of landscaping and construction techniques.
4. Teach students to evaluate the students' progress in making and reading a landscape plan.
5. Select students who have good knowledge of landscaping and construction techniques.

B. Definitions

1. Familiarize students with the information that is to be evaluated.
2. Teach students the techniques required in making and reading a landscape plan.
3. Select students who have good knowledge of landscaping and construction techniques.
4. Teach students to evaluate the students' progress in making and reading a landscape plan.
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C. Characteristics

1. Familiarize students with the information that is to be evaluated.
2. Teach students the techniques required in making and reading a landscape plan.
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D. Principles

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F. Principles

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3. Select students who have good knowledge of landscaping and construction techniques.
4. Teach students to evaluate the students' progress in making and reading a landscape plan.
5. Select students who have good knowledge of landscaping and construction techniques.
Okanogan County Apple Show

As one of the projects of the experimental program, the Okanogan Apple Farm will be set up next year. The project will involve the growth of apple trees in the Okanogan County Apple Show. The first step will be the establishment of a nursery. This nursery will be located near the school, and the students will be responsible for caring for the trees. The second step will be the selection of the best trees for planting. This will be done by the students, who will be guided by the instructor.

Boys Practice Soil Conservation

FLOYD SHERLOCK, Reporter, Lebanon, Texas

A FOUR-WAY soil conservation project in the A. R. Terrell farm is the most interesting activity of the soil conservation unit of the vocational agricultural department of the high school. The farm, which consists of 141 acres of land, has a lake on the west and shows the effects of both wind and rain erosion. Millions of gallons of water fall on two sides of the farm, and the lake has cut down the barren slopes for nearly a mile and a half, and then across part of the farm to the lake. About six miles of roads have been built and the roads cut through in the forest behind high terraces in five different places. The railroad cuts a lake on the south side of the lake, which has been contoured and 1,000 trees are growing around the north side forming a great circle. The railroad cuts a lake on the north side, and 1,000 trees are growing around the south side forming a great circle. The railroad cuts a lake on the north side, and 1,000 trees are growing around the south side forming a great circle. The railroad cuts a lake on the north side, and 1,000 trees are growing around the south side forming a great circle. The railroad cuts a lake on the north side, and 1,000 trees are growing around the south side forming a great circle. The railroad cuts a lake on the north side, and 1,000 trees are growing around the south side forming a great circle.

Farm Shop Program

WALTER C. WOLFE, Instructor, Anderson, Indiana

The Anderson department of vocational agriculture is preparing plans to conduct a farm shop program that will answer the problem of the farmer in finding a way to improve his farm. This is the first time that the program will be conducted in Indiana, and it is being conducted in cooperation with the Indiana State Agricultural Society. The program will involve the students in the practice of farm work, and it will be conducted from September to May. The program will be conducted in cooperation with the Indiana State Agricultural Society.

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The Agricultural Education Directory, January, 1938

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THE AGRICULTURAL EDUCATION DIRECTORY, January, 1938