We will stand with anybody that is right, we will stand with him as long as he is right, when he is wrong we will part ways. — Lincoln
Editorial Comment

Thomas H. Quigley

At the Baltimore convention Thomas H. Quigley was elected to the position of President of the American Vocational Association.

But, as he is affectionately known by his friends, was appointed five years ago by the chairman, was chosen to head the building's hardware factory of C. F. Currie and C. F. Currie, Graduating from Indiana University, Quigley turned to teaching and served as a teacher of grade and high school subjects, with a major interest in industrial arts, and as principal of a country high school. He then turned to college teaching in industrial arts.

After the passage of the Smith-Hughes Act, Mr. Quigley became Professor of Industrial Education at the University of Florida and State Supervisor of Industrial Education for Florida. From this position he went to the Federal Board for Vocational Education as Regional Agent for the Southern States. For a short time he was Director of Vocational Education of the Porter District of North Carolina.

In 1926 he became Head of the Industrial Education Department of the Georgia School of Technology, which position he held for six years. In this position he has brought to the training of trade and industrial teachers throughout the state of Georgia. In addition, he has served for several years as one of the members of the Summer Session faculty of Colorado State College.

Past President Getman Comments on Mr. Quigley

The success of a professional association depends largely on the vision, the resourcefulness and the energy of its leader. As we look back to the thirty years of our American Vocational Association have our members chosen their President and to the best of my recollection the last President was elected October 31, 1932, because Mr. Quigley brings to this high office the qualities which will enable him to guide the association to new heights of achievement.

He has served as a member of the executive committee during the past six years. His efforts and influence have gone far to extend the work of the Association to other parts of the country.

We shall all wish him well in his new duties.

Near of Age

VOCATIONAL Agriculture in this country is near of age. It has been legally authorized on a national basis since 1917.

It has been to put aside a good many childish things that is needful in the beginning. Some of these are more or less formal courses of study, academic years of work, formal courses in schools which were dominated largely by academic instruction and procedures, and many other things that are now going out of use.

The needs of people employed already in farming, and those who are being taught and trained for the future, are definitely the plans and procedures of vocational agriculture. Teachers and supervisors are devoting their energies to the development of the present curriculum and the actual vocational needs of the people enrolled in the classes. Formal years of work, academic requirements, and the like, are disappearing, and we are moving at least to a considerable extent, more fundamental vocational and educational issues.

Participation training for teachers has become as important as participation training for students. For teachers to give service, especially in the more effective service, it is essential to the whole public school system to be carried on vocational agriculture as part of the program, and its effectiveness, not only so gasp here but in the main with a definite educational effect, the effectiveness of training as given on vocational education.

Subject matter is being considered in the light of the needs of the people enrolled in the classes. Human, economic, and social problems are beginning to dominate the leadership of education in vocational agriculture without regard to information or administrative procedure. Supervisors and teachers are anxious to use all available teaching material in the most effective way in order to have a better understanding of their opportunities and responsibilities.

The matter of research as related to problems in teaching vocational agriculture and in the learning of farmers in rapidly taking their place on the program. The effectiveness of research will depend upon a careful, planned approach to the vital problems of farming and vocational education on the part of research workers. It will be altogether possible for research materials to become excess baggage and a handicap to the thinking of the leaders of the program unless it is handled thoughtfully and carefully and in the light of human needs.

The economic and social needs of the farm people in this country are rapidly dominating the thinking of the leaders in agricultural education and bringing about a switch of emphasis from production practices to human values.

As the program broadens out to reach all the interests of all the farm people, more intelligence, more understanding, and more charity will be needed from the leaders of the program in this country—T. E. Potterton, South Carolina.
A. K. GETMAN

PROFESSIONAL

R. W. GREGORY

The Why I Teach

A. STANAK

Amer, Iowa

And I have found no way to bag behind five disciplines that are a part of my life. Can I find any new origin, any new love, that I could bind to a youth? yes, the youth I love.

Third, I teach because I want to keep track of my own development. For this reason I know that I am in close touch with the new. I have one foot in a character study of myself and one foot in an analysis of the world of our generation. For instance, in my teaching I have met with students whose work is nothing but a record of the new, of the new, and of the new. This is the world of thought, of action, of expression, of achievement, of creation. I have found that I am always in touch with the new, and that the new is my own. I have found that I am always in touch with the new, and that the new is my own.

Fourth, I teach because I want to keep track of my own development. For this reason I know that I am in close touch with the new, of the new, and of the new. This is the world of thought, of action, of expression, of achievement, of creation. I have found that I am always in touch with the new, and that the new is my own. I have found that I am always in touch with the new, and that the new is my own.

Fifth, I teach because I want to keep track of my own development. For this reason I know that I am in close touch with the new, of the new, and of the new. This is the world of thought, of action, of expression, of achievement, of creation. I have found that I am always in touch with the new, and that the new is my own. I have found that I am always in touch with the new, and that the new is my own.

And I have found no way to bag behind five disciplines that are a part of my life. Can I find any new origin, any new love, that I could bind to a youth? yes, the youth I love.

S. R. CLINE

Amer, Iowa

And I have found no way to bag behind five disciplines that are a part of my life. Can I find any new origin, any new love, that I could bind to a youth? yes, the youth I love.

Third, I teach because I want to keep track of my own development. For this reason I know that I am in close touch with the new. I have one foot in a character study of myself and one foot in an analysis of the world of our generation. For instance, in my teaching I have met with students whose work is nothing but a record of the new, of the new, and of the new. This is the world of thought, of action, of expression, of achievement, of creation. I have found that I am always in touch with the new, and that the new is my own. I have found that I am always in touch with the new, and that the new is my own.

Fourth, I teach because I want to keep track of my own development. For this reason I know that I am in close touch with the new, of the new, and of the new. This is the world of thought, of action, of expression, of achievement, of creation. I have found that I am always in touch with the new, and that the new is my own. I have found that I am always in touch with the new, and that the new is my own.

Fifth, I teach because I want to keep track of my own development. For this reason I know that I am in close touch with the new, of the new, and of the new. This is the world of thought, of action, of expression, of achievement, of creation. I have found that I am always in touch with the new, and that the new is my own. I have found that I am always in touch with the new, and that the new is my own.
The Use of a Guidebook in the Teaching of Vocational Agriculture

W. H. MOUGHON, Teacher, State College, Iowa

A. M. FIELD

The Use of a Guidebook in the Teaching of Vocational Agriculture

When agriculture was first taught in New York State high schools a decade ago, the future of rural education in the United States was in doubt. The curricula of the new high schools was carefully and completely reorganized so that the subject matter that was taught was a reflection of the real needs of the people. The result was a very complete and satisfactory teaching of the subject matter that was taught. The subject matter that was taught was a reflection of the needs of the people.

The next major step was to make agriculture a part of the secondary school program. This was done by the establishment of a vocational agriculture program in the secondary schools. This program was designed to give the students a basic knowledge of agriculture and to prepare them for a life in agriculture.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.

The Guidebook is a valuable tool in the teaching of vocational agriculture. It is a comprehensive and well-organized guide that provides information and guidance for the teacher in the classroom and in the field. It is a valuable resource for the teacher and for the student.
Use of Group Meetings for Getting Co-Operation of Parents in Supervised Farm Practice

H. H. GIBSON, Teacher-Trainer, Corvallis, Oregon

More and more children in Oregon, as elsewhere, are getting the necessary farm work experience, through the organization of well-conducted, interested, and intelligent co-operation of parents if they are to organize and conduct adequately a properly classified and well-planned program of supervised farm practice. As one moves to this end, several teachers in Oregon are making great headway in the practice of the principles involved.

In Oregon, as in other states, it is recognized, of course, that there is no substitute for personal contact and farm visitation in bringing about effective parent, instructor, and pupil relationships. It is true that modern problems in selecting, financing, and conducting such visits are much more involved and complicated than in the past. It is true that the time is no longer just to see parents in the door, but that we must see them in the office, in the classroom, or in the home, and confer and work out the problems that come to the forefront. It is true that parents can see in connection with the entire program of supervised farm practice, in the form of the "conference table" with pencil and paper in hand working out budgets and financial arrangements and discussing the many problems incident to selecting and developing the best farm projects that are available, and then placing them in the hands of the pupils under the immediate supervision of the instructor. It is true that the more the pupil is interested in the subject, the more willing he is to take the initiative in bringing about the relationships.

Last year, the question of holding farm projects came up in connection with the meetings of the Oregon arts and crafts group in this section of the state. This meeting was followed by a series of meetings at the school or district level, and a conference with the state supervisor of agriculture. The following is a summary of the statement made by the state supervisor to the group:

Supervised Practice

H. H. GIBSON

The use of group meetings for getting co-operation of parents in supervised farm practice was discussed.

H. H. GIBSON

Teacher-Trainer, Corvallis, Oregon

Contents of 18-Page Monograph Made by Teachers of State Cooperative, Mr. Coonin

Suggested information for the instructor might use in discussing project work with parents.

Questions for Discussion:

1. What are the vocational opportunities available to the pupil?
2. What is the value of a project as an educational experience?
3. What is the best way to select a project from the list of good projects?
4. How can the parents select a project that is good for their boy?
5. How does a successful project affect your boy?
6. What is the best way to use vocational guidance services to the pupil?
7. How does the success of a project affect the pupil's self-confidence?
8. What is the best way to develop a successful project?
9. How does the success of a project affect the pupil's self-esteem?
10. What are the best ways to use the results of project work in the classroom?

Letter Reporting Parent Meetings

To All Agriculture Instructors

Date: March 17, 1937

Revised: April 17, 1937

Topic: Getting parents to co-operate in supervised farm practice

In Elmore is a story of group work worked out to meet some of the needs of the pupils in this school and its Dale school district. The pupils in Elmore are working with parents and the group leaders in developing the program of supervised farm practice. The following is a summary of the letter written to the instructor by the boy's parents:

Dear Parent:

We are happy to report that our son [name] is working in [project name] this year. We have found that he is interested in the project and that he has made good progress. We have worked closely with the instructor and the other parents in this school to develop the project. We are pleased with the results so far and hope that our son will continue to make good progress.

Sincerely,

[Parents]

Instructor Writes Letter to Parents

Dear Parent:

We are writing to report that our son [name] has shown a great deal of interest in the [project name] this year. We have had the pleasure of meeting other parents in the school and have found that they have been very helpful in developing the project. We are pleased with the progress our son has made in the project and hope that he will continue to show interest in it.

Sincerely,

[Instructor]

The Agricultural Education Magazine February, 1938

Use of Group Meetings for Getting Co-operation of Parents in Supervised Farm Practice

H. H. GIBSON, Teacher-Trainer, Corvallis, Oregon

The use of group meetings for getting co-operation of parents in supervised farm practice was discussed.

H. H. GIBSON

Teacher-Trainer, Corvallis, Oregon

Contents of 18-Page Monograph Made by Teachers of State Cooperative, Mr. Coonin

Suggested information for the instructor might use in discussing project work with parents.

Questions for Discussion:

1. What are the vocational opportunities available to the pupil?
2. What is the value of a project as an educational experience?
3. What is the best way to select a project from the list of good projects?
4. How can the parents select a project that is good for their boy?
5. How does a successful project affect your boy?
6. What is the best way to use vocational guidance services to the pupil?
7. How does the success of a project affect the pupil's self-confidence?
8. What is the best way to develop a successful project?
9. How does the success of a project affect the pupil's self-esteem?
10. What are the best ways to use the results of project work in the classroom?

Letter Reporting Parent Meetings

To All Agriculture Instructors

Date: March 17, 1937

Revised: April 17, 1937

Topic: Getting parents to co-operate in supervised farm practice

In Elmore is a story of group work worked out to meet some of the needs of the pupils in this school and its Dale school district. The pupils in Elmore are working with parents and the group leaders in developing the program of supervised farm practice. The following is a summary of the letter written to the instructor by the boy's parents:

Dear Parent:

We are happy to report that our son [name] is working in [project name] this year. We have found that he is interested in the project and that he has made good progress. We have worked closely with the instructor and the other parents in this school to develop the project. We are pleased with the results so far and hope that our son will continue to make good progress.

Sincerely,

[Parents]

Instructor Writes Letter to Parents

Dear Parent:

We are writing to report that our son [name] has shown a great deal of interest in the [project name] this year. We have had the pleasure of meeting other parents in the school and have found that they have been very helpful in developing the project. We are pleased with the progress our son has made in the project and hope that he will continue to show interest in it.

Sincerely,

[Instructor]

The Agricultural Education Magazine February, 1938

Use of Group Meetings for Getting Co-operation of Parents in Supervised Farm Practice

H. H. GIBSON, Teacher-Trainer, Corvallis, Oregon

The use of group meetings for getting co-operation of parents in supervised farm practice was discussed.

H. H. GIBSON

Teacher-Trainer, Corvallis, Oregon

Contents of 18-Page Monograph Made by Teachers of State Cooperative, Mr. Coonin

Suggested information for the instructor might use in discussing project work with parents.

Questions for Discussion:

1. What are the vocational opportunities available to the pupil?
2. What is the value of a project as an educational experience?
3. What is the best way to select a project from the list of good projects?
4. How can the parents select a project that is good for their boy?
5. How does a successful project affect your boy?
6. What is the best way to use vocational guidance services to the pupil?
7. How does the success of a project affect the pupil's self-confidence?
8. What is the best way to develop a successful project?
9. How does the success of a project affect the pupil's self-esteem?
10. What are the best ways to use the results of project work in the classroom?

Letter Reporting Parent Meetings

To All Agriculture Instructors

Date: March 17, 1937

Revised: April 17, 1937

Topic: Getting parents to co-operate in supervised farm practice

In Elmore is a story of group work worked out to meet some of the needs of the pupils in this school and its Dale school district. The pupils in Elmore are working with parents and the group leaders in developing the program of supervised farm practice. The following is a summary of the letter written to the instructor by the boy's parents:

Dear Parent:

We are happy to report that our son [name] is working in [project name] this year. We have found that he is interested in the project and that he has made good progress. We have worked closely with the instructor and the other parents in this school to develop the project. We are pleased with the results so far and hope that our son will continue to make good progress.

Sincerely,

[Parents]

Instructor Writes Letter to Parents

Dear Parent:

We are writing to report that our son [name] has shown a great deal of interest in the [project name] this year. We have had the pleasure of meeting other parents in the school and have found that they have been very helpful in developing the project. We are pleased with the progress our son has made in the project and hope that he will continue to show interest in it.

Sincerely,

[Instructor]
Our Problem With Part-Time Students

V. C. MARTIN

Farmers Classes

F. B. McLeLLAND

Hav'e you as an educator and teacher of vocational agriculture considered the problem of part-time students? According to the Oregon Agricultural College, in a recent survey conducted by the Department of Education and Learning, 40% of the senior students were part-time students at the time the survey was made. This is a significant figure, as it indicates that a large proportion of the student body is not fully utilizing the educational opportunities available to them.

The purpose of this article is to discuss the problem of part-time students, the factors contributing to it, and some possible solutions.

Factors Contributing to Part-Time Students

1. The high cost of tuition and fees, which may be prohibitive for some students.
2. The workload and time commitments of students, which may be too demanding for others.
3. The desire of some students to work while attending school, in order to support themselves or contribute to their families.
4. The availability of alternative educational opportunities, such as online courses or distance learning programs.

Possible Solutions

1. Increasing financial aid and scholarships to reduce the cost of tuition and fees.
2. Providing more flexible scheduling options, such as evening or weekend classes.
3. Encouraging part-time students to participate in extracurricular activities and clubs, to help them feel more connected to the campus community.
4. Collaborating with local businesses to provide internships or apprenticeships that can help students gain practical experience and support their educational goals.

In conclusion, part-time students are an important and growing segment of the student body in vocational agriculture programs. Understanding the factors contributing to their presence and exploring potential solutions can help institutions develop strategies to better support and retain these students.
Factors Influencing Success

I. HAYNES, Teacher
Province, Providence

The success of an evening school class will depend on several factors. Among these are the following pieces: (1) organizing the class; (2) formulating the program; (3) providing necessary facilities; and (4) keeping the class interested and engaged.

Before starting classes, I make personal visits to each student in their homes. I find that many of them are not interested in the class because they have not been properly interested in the results of their studies. I also keep track of the content of the course determined. Another result of the course is that I am able to oblige by sending out surveys on which are questions designed to find out what the students think of the course in which they are interested. I have found most of the students to be interested in agriculture, and I have been able to attract a number of them to other courses which I am teaching.

II. WOOD, Teacher
Province, Providence

In order to be successful, an evening school class must have certain characteristics:

1. It must be organized as a class and not as a series of lectures. Each student must have an opportunity to express his views and to participate in the discussion of the subject.
2. The program must be designed to meet the needs of the students. For example, if the students are interested in poultry farming, the program should include courses on poultry farming.
3. The facilities must be adequate. This includes having adequate space, equipment, and materials.
4. The class must be kept interested. This can be done by having a good teacher, by using interesting materials, and by providing opportunities for practical work.

By following these principles, I have been able to attract a number of students to my evening school class, and I hope to continue to do so in the future.

E. HAYNES, Teacher
Province, Providence

The success of an evening school class will depend on several factors. Among these are the following pieces: (1) organizing the class; (2) formulating the program; (3) providing necessary facilities; and (4) keeping the class interested and engaged.

Before starting classes, I make personal visits to each student in their homes. I find that many of them are not interested in the class because they have not been properly interested in the results of their studies. I also keep track of the content of the course determined. Another result of the course is that I am able to oblige by sending out surveys on which are questions designed to find out what the students think of the course in which they are interested. I have found most of the students to be interested in agriculture, and I have been able to attract a number of them to other courses which I am teaching.
The Agricultural Education Magazine, February, 1938

Teaching Procedures for Evening Schools

EDWARD GABEL, Teacher, Sloan, Iowa

IT HAS not been long ago that even- ing schools were considered a possibility only to be accomplished by the use of a specialist from the college at a salary. Recently, it has been found possible to operate an evening school without a specialist. The secret seems to lie in the understanding of the teacher who is willing and able to teach a subject outside of her regular school work. This idea of teaching evening classes is not new, but when one of our custodians, Mrs. T. M. Oliver, started an evening school in the fall of 1936, it created quite a stir among the community. It was decided to try the experiment and see if it would work. The following year, the school was extended to include all subjects taught in the regular school, and the following year, the school was extended to include all subjects taught in the regular school.

Three Essential Ingredients of a Successful Evening School

If all the requirements of operating a successful evening school were met, the following would be necessary:

1. A teacher who is willing and able to teach a subject outside of her regular school work.
2. A custodian who is willing and able to assist the teacher in organizing and operating the school.
3. Adequate facilities for the operation of the school.

All three of these ingredients must be present if a successful evening school is to be operated. Any one of the three cannot be neglected without affecting the success of the school.
Financing Chapter Activities Through Co-operative Enterprises

R. A. DROPOW

NO CHAPTER of Future Farmers of America can function at its best if it is financially starved. It is essential that consistent and adequate funding of funds for carrying on a worthy program presents a problem to every chapter. In fact, raising the necessary funds is a struggle which most of us can appreciate. Often successful enterprises have ended this struggle, thereby keeping the pump running smoothly. The pump doesn't need new funding but a constant supply. The top of the pump should be kept clear of any obstacles. If the pump is kept running smoothly, the shaft will be turned to the advantage of all concerned.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.
3. The average chapter has an income of $1,000.
4. The average chapter has an expenditure of $500.

The financial needs of any chapter are as important as its membership needs. The following information may be of interest to you:

1. The average chapter has a budget of $500.
2. The average chapter has a membership of 250.