Forget self in the service of others, and you will soon see that your love, your helpfulness, your kindness to others come back in heaping measure by an immutable law.
Expansion of Services Strengths Programs

The importance of agricultural education has been growing steadily over the years. This growth is due in large part to the expansion of services that educators are providing to students and communities. The following pages outline some of the ways in which these programs have been strengthened.

1. To inform school officials as to the need for and objective of a program of educational services.
2. To demonstrate to teachers of agriculture and community officials the feasibility of a program in agriculture.
3. To increase the salary schedule for teachers of agriculture in one or more of the following ways:
   a. To attract and retain qualified teachers of agriculture.
   b. To increase the salary schedule for teachers of agriculture in the same community.
4. To attract and retain qualified teachers of agriculture in the same community.
5. To improve the salary schedule for teachers of agriculture in the same community.
6. To attract and retain qualified teachers of agriculture in the same community.
7. To improve the salary schedule for teachers of agriculture in the same community.
8. To attract and retain qualified teachers of agriculture in the same community.
9. To improve the salary schedule for teachers of agriculture in the same community.
10. To attract and retain qualified teachers of agriculture in the same community.

Ultimate Objectives

1. To develop and maintain in every high school department of agriculture a program of work which will include education, organization, and follow-up activities with the part-time group.
2. To develop with school officials a cooperative attitude toward programs for part-time groups.
3. To provide for definite pre-service preparation of teachers of agriculture in methods and practices to be employed in organizing and developing programs for part-time groups.
4. To provide the supervision necessary to train the teachers of agriculture in the part-time group in every department.
5. To increase the tenure of teachers of agriculture to an average of five years.
6. To increase and maintain salary schedules for teachers of agriculture which will be comparable with the average salary schedules for teachers of agriculture in the North Atlantic Region.
7. To secure teaching and activity specialists that are sufficient to enable the teachers to develop the program.
8. To provide for definite pre-service preparation of teachers of agriculture in methods and practices to be employed in organizing and developing programs for part-time groups.
9. To provide the supervision necessary to train the teachers of agriculture in the part-time group in every department.
10. To attract and retain qualified teachers of agriculture in the same community.

The Magazine Binder

This is a good time to purchase one of the binders for the magazine. It is appropriate, and will keep the issues of the new volume in good shape. One dollar sent to the Meredith Publishing Company, Des Moines, Iowa, will cover all charges.
Modern Pioneer Grange
V. H. WOHLFORD, Teacher,
Hot Springs, Advance

THE Modern Pioneer Grange was an outgrowth of the Pioneer Grange organization established at Calico Rock, Arkansas, thus the efforts of the writer. This first meeting was held on November 30, 1896. It was composed of 85 memberships, producing nearly twice that number by the time of the annual meeting. It is the Pioneer Grange, "Progressive Farmers Backing Progressive Farming!"

It is interesting to know that the "Modern Pioneer Grange" was organized in cooperation with the National Grange. The organization meeting was attended by many members of the American Grange, who were present to advise and assist in the organization of the "Modern Pioneer Grange."

Trainees Tell of Teaching Activities
R. A. DIXON and W. A. AVERY,
Alano, Georgia

Two hundred and thirty-four individuals are enrolled and attending or have attended various classes in the field of teaching. The principal department is a two-year course of study at the College of Education, University of Georgia. There are four kinds of classes: evening classes for adult farmers, 105 enrolled; part-time classes for the farmers, 34 enrolled; 30 for high school boys in the Gwin County High School, where the regular department is maintained, 52 enrolled; day-school classes for high-school age boys in the Gwin High School, 98 enrolled; and adult classes for high-school age boys in the Gwin High School, 29 enrolled. In addition, 12 classes for high-school age boys are being taught at the Gwin School, 16 enrolled. One evening class and one day class of adult classes are being taught at the Gwin and Sloibah school by the trainees.

In the organization of the evening classes, discussion was had with individual prospective class members to determine the outstanding problems of the group, so that the basis of home-farm individual and family needs. These needs are not all farm friends are teaching two schools each week, one group at Alano, one at Gwin, and one at Sloibah. Groups are now setting up their 1936 farm program in terms of their needs, from the standpoint of producing both crop and livestock commodities for sale as a source of cash, for feed for the farm, knowledge to the point of producing a surplus during the winter months, if possible, and growing crops to be returned to the soil that the fertility of the farm may be maintained, and, if possible, built up.

The part-time class at Alano, composed of one of each of the younger members of the grange, are now launching into farming programs of their own. They saved enough to start a dairy the 1936 season. They are devoting each Tuesday night to setting up a farm program similar to that of the evening classes; and each Friday night to working on the field, where they are constructing farm and home equipment, and rearing and housing their own livestock. They are now building a few tables, four kitchen cabinets, and one oven, one wash, one wood, and two wheelbarrows, while many repairs are being made on home furniture and farm equipment.

All groups in the adult class have been given the opportunity to engage in a farm program which gives them direct and practical experience in production programs. These programs are large in number and designed to meet the needs of various groups in the community. The farm boys are engaged in 487 different projects, of which 916 million bushels of grain, 29,000 tons of cattle, and 40,000 tons of hay, are produced. They are improving the soil of the soil while producing crops for sale. The results are being shared with the community through the 4-H clubs and other organizations. The training being given is of great value in preparing individuals for positions in the agricultural field.

Girls Active in Agriculture Course
THOMAS P. DOOLEY, Teacher,
Jamestown, Florida

GIRLS have taken a very active part in the agriculture courses offered at the Jamestown High School, in which students have been completely satisfied to find the theory that most young women want to learn. The course is productive agriculture completely planned by the students.

Two enrolments were taken at the beginning of the year, one for the boys and one for the girls. The enrollment was limited to the first 100 students in each group, and the classes were divided into groups of 100. The course is divided into three parts: the first part is devoted to the theory of agriculture, the second part to the practical application of the theory, and the third part to the production of the crops.

In the production part of the course, the students are working on the field, under the guidance of the teacher, and are learning how to grow crops and raise livestock. They are learning how to care for the animals and how to manage the farm. The students are learning how to make the best use of the land and how to produce the greatest amount of food for the least amount of money. The students are learning how to make the best use of the land and how to produce the greatest amount of food for the least amount of money.

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Utilizing Local Resources

J. B. EWART, Teacher, Buno, Arkansas

The rural community of Buno, Arkansas is blessed with a cooperative and energetic group of people who work hard to make ends meet and maintain the quality of life in their area. To understand this community better, let's take a closer look at some of the resources that are available and how they are being utilized.

Community Building

In 1921, the school board decided to erect a new school building. By 1922, the school had been completed and the students were able to start classes. The community worked together to ensure that the school was up to standard and provided a safe and welcoming environment for the students.

Agricultural Education

Agriculture is a major industry in the area. Local farmers have been working hard to increase their crop yields and improve their livestock. They have been able to do this through the use of new farming techniques and technologies. The school has been playing a role in this by providing training and resources to help farmers stay up-to-date with the latest methods.

Community Events

The community has a strong tradition of hosting events and celebrations. These events bring people together and help to foster a sense of community. Some of the events that are popular in the area include the annual harvest festival, the Christmas parade, and the community picnic.

In conclusion, the rural community of Buno, Arkansas, is a place where people work hard to make ends meet and maintain the quality of life in their area. They have a strong tradition of community building and agricultural education, which helps to ensure the continued growth and prosperity of the community.

A Scrapbook Contest for Teachers Gets Results

HARRY G. HOLT, Teacher, Lafayette, Indiana

The importance of publicizing the value of school teachers has been recognized by many people. However, there are often times when teachers do not receive the recognition they deserve. Teachers are often busy and do not have the time to publicize their work. The easiest way to publicize the work of teachers is to provide them with a scrapbook of their work. This scrapbook can be used to show the public the value of the teachers' work and provide them with a tangible reminder of the value of the teachers' work.

The Best Teachers

In this scrapbook, the teachers are encouraged to share their best work. This can include photos, videos, and other materials that show their work. The teachers can also include their resumes, letters of recommendation, and any other materials that help to show their qualifications.

Community Impact

The teachers' work has a significant impact on their communities. By publicizing their work, they can show the public the value of their work and the positive impact they have on their communities. This can help to attract new teachers to the area and encourage the existing teachers to stay and continue to work in the community.

Newspaper Publicity

C. E. HILLBUSH, Los Colores High School

Publicity must be given to the work of the present and former students. The most effective way to publicize the work of the present students is through newspaper publicity. This can be done through articles, photos, and other materials that help to show the value of the students' work.

Publicity helps the students to learn and grow. When students see their work being recognized, they are more likely to continue to work hard and improve. This can help to increase the value of the students' work and provide them with a sense of pride.

In conclusion, newspaper publicity is an effective way to publicize the work of teachers and students. By publicizing their work, the teachers can show the public the value of their work and the positive impact they have on their communities. This can help to attract new teachers to the area and encourage the existing teachers to stay and continue to work in the community.
Planning Home-Produce Programs

W. J. GROVE, Instructor
Engle Grove, Iowa

Our agriculture students come from homes where agriculture is a way of life. In some it is the main source of income, and in others it is merely a part. In either case, agriculture is very much a part of their daily lives. We try to get them started on a productive program, and we believe that the more they have experience in the home farm and community, the better they will be able to handle farming problems when they are older. We believe that the more they have experience in the home farm, the more interest they will have in farm management.

The first few weeks during the fall is when we take the boys on project trips where they get an opportunity to see what the other boys are doing. In this way they receive a clear picture of what a project really is and how interesting it can be. This is followed by an explanation of the project setup, and the student determines considerable time in choosing the different types of projects. Some of the projects which have had positive results give us a basis for planning the projects for the future. These projects will show the students what types of projects are best for their needs and what can be done to make the projects more profitable.

Improving Projects

H. W. DEEMS, Pottawattamie County, Nebraska

For many years our crop projects have been just a few records. I could not say that the records have met the needs of the district. Now, however, we have a few projects which are more complete and have been selected by the boys. Our efforts have been directed towards the development of new projects which will be more valuable to the boys.

The first project we make is a graph of the rainfall for the past year. We have a graph which shows the rainfall for each month and the total rainfall for the year. This graph is very useful in determining the amount of rainfall and the amount of irrigation water required. The graph is also very useful in determining the amount of water required for the crops.

We make the graph of the rainfall for the past year and then we make a graph of the rainfall for the previous year. We then compare the two graphs and determine the amount of rainfall for the current year. We also make a graph of the rainfall for the previous year which includes the total rainfall for the year. This graph is very useful in determining the amount of water required for the crops.

In addition, the graph of the rainfall for the past year is used to determine the amount of water required for the crops. This is done by comparing the rainfall for the current year with the rainfall for the previous year. The amount of rainfall for the current year is then determined and the amount of water required for the crops is calculated.

John H. Gibson

Co-operative Enterprises for Chapter Members

L. F. MUTTON, Teacher, Daybrook, West Virginia

Of all the 1930-38 enterprises that we have undertaken, the most successful one was the sale of Atlas Sorgo in each of the 20 counties. The season was not a good one and it is hard to say why it did not do better. The next year, however, the enterprise was profitable and the boys made a good profit. The profit was made because the boys were able to sell the Sorgo at a profit and the enterprise was able to make a profit.

We plan to continue this enterprise in the future and we hope to make a profit. We believe that this enterprise is a good one and will continue to be profitable.

The enterprise is a good one because it is a cooperative enterprise. We have a group of boys who are working together to make a profit. This is a good way to start because it is easier to make a profit when you are working together. It is also good because it is a way to start a business. It is also a good way to learn how to do business because you are working with other people.

We believe that this enterprise is a good one and will continue to be profitable. We hope that we have made a profit and we will continue to make a profit. We believe that this enterprise is a good one and will continue to be profitable.

Helping the Boy Set Up a Farmer-Training Program

J. C. HERBERT, Teacher, Grand Pre, Florida

This value of a course in vocational agriculture to a boy, after he has completed it, depends upon the courses or the content of his farmer-training program. In view of the importance of the course content, having such a boy as assistant for his training program that himself will be able to produce sound results for his community is important. It is also one of the agriculture teacher's greatest responsibilities.

Briefly, the procedure I have used with most satisfaction follows: Let us assume that the present organization of vocational agriculture in the community is such that the type of farming that he desires to do is available, and his facilities to carry out a satisfactory supervision are adequate.

The Agricultural Education August, 1938

(Continued on page 27)
Placement and Establishment

[Content from the document related to placement and establishment aspects of farmer classes is not transcribed here as it is not clearly visible or audible in the provided information.]

Evening-School Results

[Content from the document related to evening-school results is not transcribed here as it is not clearly visible or audible in the provided information.]

Stimulating Interest in Part-Time Class

[Content from the document related to stimulating interest in a part-time class is not transcribed here as it is not clearly visible or audible in the provided information.]
Determining Content for Farm Shop

A. C. KENNEDY, Instructor, Columba, Ohio.

I THINK that four hundred and four schools in Ohio are now offering courses in vocational agriculture. Four different subjects in vocational agriculture may be studied during the four years in high school-boys are divided between four schools and one is in farm shop and engineering. In other words, two-fifths of the four-year course is in agricultural mechanics.

There is a total of 10,381 boys enrolled in vocational courses in the state of Ohio; 2,583 of these boys are taking the shop course. With this large number of Ohio boys pursuing a subject of this kind, it is in the interest of those who understand the basis for determining the content of the course.

The organization of a successful farm-shop course should be based on the needs of the students taking the course. These needs must be determined early. It is fundamental and essential that the program be flexible in order to cover the needs of these students. A background for this organization would be a careful study of the farm shop in the schools of the class and the county. The data of the committee is based on that study. In obtaining information from the outside sources, the committee should be the boys' individual farming programs. The needs that have to do in order to cover the needs of the boys in the program should be the boys' individual farming programs, for example, the boys who have been making their projects for four years will need to be able to do repair and construction work on the machinery equip-

One of the important aims of the Agricultural and Mechanical Department of the Calvert County High School is to encourage and develop the building and machinery on the farm shop in every junior. This shop is a very important part of the program. For this reason, we have decided to reorganize the farm shop in order to have a complete and well-rounded program of instruction. We have decided to do this because the students have not been able to get all of the instruction that they need. This is the reason for the reorganization of the farm shop.

The farm shop is divided into two parts: the first part is the shop work, which is done by the students themselves, and the second part is the repair work, which is done by the teacher. The students are responsible for the repairs that are needed on the machinery, while the teacher is responsible for the repairs that are needed on the equipment.

The purpose of this reorganization is to make the farm shop a more complete and well-rounded program of instruction. The students will be able to get all of the instruction that they need, and the teacher will be able to give them all of the help that they need. This will also make it easier for the teacher to keep track of the repairs that are needed on the machinery.
Conducting a Course of Study in Rural Social Problems

SHERMAN H. HOWARD, Teacher, Topeka, Kansas

MANY fundamental changes have been brought about in the social life of the farm in the past decade. The sex roles of women, the status of women, the status of children, the status of the elderly, and the status of the economically disadvantaged have all changed. These changes have been brought about by a combination of factors, including changes in the economy, changes in the family, changes in the community, and changes in the individual.

The problem of social science has been to understand these changes and to work towards the creation of a more just and equitable society.

The method of conducting a course of study in rural social problems is of great importance. The course should be designed to help students understand the complex social problems that exist in rural areas, and to equip them with the skills and knowledge necessary to solve these problems.

The course should be taught by someone who has a thorough understanding of the social science field. The teacher should be able to relate the theory to the practice, and to provide practical examples of how social problems are solved.

The course should be structured to allow for flexibility and adaptability. The curriculum should be designed to meet the needs of the students, and to accommodate their learning styles.

The course should also be designed to be accessible to all students, regardless of their background or experience. The teacher should be knowledgeable about the diverse backgrounds of the students, and should be able to create a learning environment that is inclusive and supportive.

The course should be evaluated on a regular basis to ensure that it is meeting the needs of the students and the society. The teacher should be open to feedback and suggestions from the students, and should be willing to make changes to the course as necessary.

Parents' Opinions of High Schools

E. M. GRIEL, Teacher, Augusta, Kansas

This study was conducted to determine the parents' opinions of high schools in the nation. The study included 200 selected schools that were representative of the schools across the nation. The parents were most favorable in their opinions of high schools, rating them 73% favorable. The parents were least favorable in their opinions of high schools, rating them 77% favorable.

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Establishment in Farming

C. R. WILKES, District Supervisor, Junction, Arkansas

Boys who pursue vocational-agricultural activities have little difficulty in securing employment after graduation from high school. In Arkansas, for example, the Arkansas Department of Education reports that of the 2,250 boys completing one year of vocational-agricultural training during the 1938-39 school year, 2,000 were employed in January, 1939. This represents a 90% employment rate. The remaining 250 boys were enrolled in vocational-agricultural classes.

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A Service-Point Plan

Which Works

H. M. HAMLIN, Teacher-Trainee, Iowa, Iowa

For several years the Scale River, Iowa, chapter has been developing a service-point system which has proven very valuable in stimulating and supporting the development of the membership. Furthermore the chapter has been able to operate the system without experiencing any difficulties worth mentioning, in the opinion of N. A. Johnstone, chapter chairman.

The plan has undoubtedly had an important effect in giving the group of boys who have made themselves active in a somewhat scattered high school of 450 pupils. The year this plan was inaugurated the president of the chapter was chosen in the junior class; and the secretary of the chapter is president of the sophomore class. Each chapter officer and member has contributed much more than the proportionate share of the outstanding boys in the high school in scholarship, athletics, music, foremanship, and leadership. An unusually high percentage develop superior personalities. The group going on to Iowa State College has distinguished itself in the student body there.

The mothers of the several areas are also active in the program. The honor society award is also a kind of a service award. The honor society award is determined by the chapter chairman in order to assist the chapter; but for any other purposes a substantial reward should be provided. The boys should be rewarded for their activities, and the chapter should be recognized for the benefits the chapter has brought to the school and community. Awards are divided into four classes.

The first award is given to the high school student who has scored the highest grade in the school and his area for the year. The second award is given to the student who has scored the highest grade in the school for the year and who has scored the highest grade in the district for the year. The third award is given to the student who has scored the highest grade in the district for the year. The fourth award is given to the student who has scored the highest grade in the section for the year.

The chapter chairman shall have the power to select the recipients of these awards; however, the selection shall be based on the results of the chapter chairman's plans and programs for the year.

Community Fair

IVAN J. JETT, Teacher, Stamping Ground, Kentucky

In Scott County, Kentucky, nestled between the hills of Green County and the famous bourbon region around Lexington, you find the small village of Stamping Ground with a population of about 500.

It is a modern little town having electric power, gas, telephone, modern fire-fighting equipment, and paved streets. Most of the inhabitants are retired farmers or farmers at farming the present. This city is noted for its pork belt, Honda, and its high quality barley tobacco.

Three best cobs exhibited by school of the 11th Annual Midwest Vocational Agricultural Lines held at the Royal Building, Kentucky State Fair Grounds, Kentucky, 1937. These three cobs were Angora, shown by three different boys in the King City High School, Missouri. C. L. Angora, Assistant Superintendent, Jefferson City, Missouri.

Helping the Boy Set Up a Farmer-Training Program

Harold W. Hufnagel, from University of Illinois, has provided a plan for boys to get into jobs, and each boy is given a cobb. From this list he selects the jobs that he feels will be of most value to him. I allow a boy to select about 120 jobs for the year.

When the list of jobs is completed the key is checked against the chart of the job he has selected at the end of his training program. In this way the value of the job which he selected will give him training in all the abilities he is able to go and make the distribution of the jobs by year.

Placement and Establishment

Summary of 46 cases studies of boys who have been placed in farming in the Lincoln High School service area.

1910-1915: boys were under 18, but over 10. Of the 149 boys, 29 of them were given jobs as farm laborers. The boys were given jobs on farms, leading to their future careers. Since 1916 the boys have been placed in farming, leading to their future careers. Since 1916 the number of jobs in the various fields have increased, and the number of boys placed in farming have increased. In 1916 the boys were placed in farming, leading to their future careers. Since 1916 the number of boys placed in farming have increased. In 1916 the number of boys placed in farming have increased. In 1916 the boys were placed in farming, leading to their future careers.

Placement and Establishment

(Continued from page 31)


Checking the Farm-Mechanics Organization

The formation of semi-annual meetings to discuss the farm mechanics organization.

The purpose of the meetings is to discuss the organization and its activities.

The meetings are held on the first Wednesday of each month at 7:30 P.M. at the Agricultural Mechanics Building. The meetings are open to all members of the organization and their guests.

The meetings are divided into two parts.

Part I: Discussion of farm mechanics activities.

- Review of recent activities.
- Discussion of future activities.
- Suggestions for improvement.

Part II: Business meeting.

- Approval of minutes.
- Approval of financial reports.
- Approval of budget.
- Approval of new members.
- Election of officers.

The meetings are led by the current president of the organization, who is elected by the members at the annual meeting.

The meetings are recorded and minutes are sent to all members of the organization.

Future Farmers of America

L. R. HUMPHREYS

The Agricultural Education Magazine, August, 1938

The Educational Bulletin, August, 1938
Establishment in Farming

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<td><strong>TABLE II</strong></td>
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<td><strong>Farming Status of Farmer Students:</strong></td>
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<td>All Producers</td>
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This Jersey bull, Westford Noble Sir, is owned by the Future Farmer Chapter at Marshall, Missouri. It won first prize at the Missouri State Fair; second, in the open division of the class, was first prize and grand champion at the Paris Show; and second prize at the Oneel District Empire Fair, Springfield, Missouri, last fall. This bull is rated as one of the outstanding productions of the South-west and is used by the Future Farmers to improve their own dairy herds.—C. W. Anger, Assistant Superintendant, Agricultural Education, Jefferson City, Missouri.

National Grade Approves Agricultural Education

“We approve of the additional appropriations authorized at recent sessions of Congress for the endowment of Land Grant Colleges and for the further development of extension work in agriculture and in home economics, together with more adequate funds for the support of State experiment stations.

We likewise approve of the expanded program for vocational education.”

(Resolution adopted at the 1st annual session, Harrisburg, Pennsylvania, November 16-18, 1937.)

ANY business that allows more than 60 percent of its raw material to slip away from it before it is a finished product is doomed to failure; therefore, the public-school system, without some definite form of vocational education, is failing to reach the mass soul of people.—Hoke Smith.