One single shaft of light, one suggestion, can transform a man's whole life. The most startling thing in the whole universe is the change one idea can make when it reaches the inside of a man's head.—Ellen White.
Contributions of Leading Americans to Agriculture—Eugene Davenport

ARETA S. W. NOLAN,
Professor of Agricultural Education, University of Illinois

Although quite unable to do justice to the subject, I am happy to undertake the responsibility of presenting a few words about Dr. Eugene Davenport, one of America's greatest leaders in agricultural education. He is the true "Uncle Sam" to his friends who knew him best, for he embodied all those fine qualities of soul and character which have been attributed to the best American spirit that great spirit—typical of American manhood.

Two things alone: (1) The fact that a person is not a property of his community, he is very real and available to all. To us in the work of Agricultural Education, Dr. Davenport will always be remembered as a true leader and public servant.

In an essay to get some of the interesting facts about Dr. Davenport's life for this article, I asked the writer, "Like many other men, I was born on a farm in southeastern Michigan, and was almost literally reared in a log cabin, brought up on the old-fashioned methods of making maple sugar and syrup were one of my principal in

Eugene Davenport

Tennessee Twenty-Year Club

At a recent annual conference of leaders of vocational agriculture in Tennessee is a Twenty-Year Club of men who were members of that club when they were in the 2nd grade. Now, 20 years later, they are meeting at the 4-H club at Mt. Pleasant, J. D. Clark, who has taught agriculture 25 years at Tener, G. E. Freeman, who has been in the class with them, and the three other leaders who were in the club that year before the National Vocational Education Act was passed, who was state supervisor from 1910 to 1930, and C. E. Johnson of the Tennessee Agricultural Experiment Station, who taught in three different counties and is now state director of vocational agriculture. The Seventeen members of the Twenty-Year Club met at Mt. Pleasant, J. D. Clark, who has taught agriculture 25 years at Tener, G. E. Freeman, who has been in the class with them, and the three other leaders who were in the club that year before the National Vocational Education Act was passed, who was state supervisor from 1910 to 1930, and C. E. Johnson of the Tennessee Agricultural Experiment Station, who taught in three different counties and is now state director of vocational agriculture. The Seventeen members of the Twenty-Year Club met at Mt. Pleasant, J. D. Clark, who has taught agriculture 25 years at Tener, G. E. Freeman, who has been in the class with them, and the three other leaders who were in the club that year before the National Vocational Education Act was passed, who was state supervisor from 1910 to 1930, and C. E. Johnson of the Tennessee Agricultural Experiment Station, who taught in three different counties and is now state director of vocational agriculture.
Supervised Practice

H. K. DICKSON, Head, Agricultural Department, Kern County Union High School, Bakersfield, California

The Use of a School Farm as a Laboratory for Vocational Agriculture

W. C. HAWKINS, Professor of Agriculture, University of California, Berkeley

1. Supervised practice has received widespread recognition as a valuable method for preparing students for the world of work. In recent years there has been a growing interest in the use of the school farm as a laboratory for vocational agriculture. This interest is due in part to the fact that the school farm provides an opportunity for students to gain practical experience in agriculture, which is essential to their future success in this field. The school farm also serves as a resource for teachers, who can use it to create lesson plans and activities that engage students and provide them with hands-on learning experiences. Overall, the use of a school farm as a laboratory for vocational agriculture has great potential to benefit both students and the community.
adults in the community. We need not go through all the details of financing the operation, but one thing is sure: the first equipment has been paid for, and never more up-to-date equipment has been secured to replace it.

Concentration of the group was the establishment of a co-operative to handle the marketing of the potatoes. This has been accomplished in a manner which would be possible only to a group of individuals who have a common interest in the field of potatoes. The result of this is that the group now has a co-operative which can handle the entire marketing of its potatoes.

Each year the F. A. A. chapter rents a farm or farms varying in size from 15 to 25 acres, as a cash farm for the potato growing enterprise. Experience in managing these farms is invaluable, and crops are planned according to proper procedure, and grown in a manner which do not interfere with the plans of the boys' potato growing.

The results of the group's efforts have been outstanding. The group has grown, and the co-operative is one of the best potato growing organizations in the country. The boys' potato growing has been successful, and the co-operative is able to supply the potato needs of the community.

A school farm could be used for the ideal purpose of the entire community. The boys, as a group, have demonstrated that they are capable of handling the potato growing enterprise, and the co-operative is able to supply the potato needs of the community.

New Farmers of America

J. W. A. REYNOLDS, Teacher Education, Homestead, Virginia

The New Farmers of America is the organization of young men engaged in agricultural education in the United States. Organized 12 years ago, with a few chapters and members, it has expanded until today to include 2,096 chapters and over 20,000 active members.

The New Farmers of America is a non-profit educational organization which is designed to protect the development of its members. It provides opportunities for the development of its members' educational, vocational, and personal lives. The organization is open to all young men who are interested in agriculture.

The organization affords members an excellent opportunity to develop a type of leadership which is very essential in the future. This leadership ability is developed through participation in various activities, and from the training received under the supervision of the local advisor.

History of the New Farmers of America

The New Farmers of America has its origins in the movement for educational improvement of the 1920s and 1930s. It was founded in 1929, with the cooperation of the New Farmers of Virginia at Farmington.

This organization was begun at the urging of Dr. H. D. Sargent, a member of the Board of Directors, and was a result of the group's strong interest in education and agriculture. The organization was designed to provide a way for students to become involved in agriculture and to develop their leadership skills.

The New Farmers of America has been successful in its goals of providing educational opportunities for students in agriculture. It has grown from a small organization of a few chapters and members to a large organization with over 2,000 chapters and 20,000 active members.

The organization has had a positive impact on the lives of its members, helping them to develop educational, vocational, and personal skills. It has provided opportunities for leadership development, and has helped to create a strong interest in agriculture among young people.
Young Farmer Classes

Ralph E. Bender, Teacher Education, Ohio State University

Every effort was made to realize the goals of instruction, and to make the class a fitting complement to the educational program. Emphasis was given to the development of the young men, with a broad base of knowledge in the agricultural field, and in the practical application of that knowledge to the real world of farming. The class was conducted in a manner that would make the students appreciate the value of their studies, and how they could apply them to their farm operations.

The course was divided into two parts: the theoretical aspects of agriculture, and the practical aspects of farming. The theoretical part was focused on the principles of crop production, soil management, and animal husbandry. The practical part was focused on the application of these principles in the real world of farming.

Learning to Live in a Democracy

Education for proficiency in farming and keeping with the ideals of democracy. According to John Dewey, education is the process of becoming educated, and it is the process of learning to think for themselves. In order to be proficient in farming, one must have a strong understanding of the principles of democracy. In order to be proficient in managing a farm, one must have a strong understanding of the principles of democracy. In order to be proficient in farming, one must have a strong understanding of the principles of democracy. In order to be proficient in farming, one must have a strong understanding of the principles of democracy.

An Evening School in Group Leadership

W. C. Carpenter, Teacher Education, Ohio State University

Altogether I have had quite a number of evening schools and I've worked with more than 20 groups. This is an evening school in group leadership.

In the Canal Winchester community, we have a co-operative program, in which young men and women work in groups, and in each group there are two leaders. These leaders take turns in leading the meetings of the group. Each group meets every two weeks during the school year for purposes of discussing problems. These meetings are held in a series of two-hour sessions, and the leaders are expected to attend.

Learning to Live in a Democracy

Last year, the first year of the organization, the group discussed many topics, as it is often the case. One of the topics that they discussed was the question of democracy. They discussed the importance of democracy in society, and how it is necessary for the good of all.

The organization of a community club is definitely organized with its own constitution and program of work. A social and recreational program, a folk dance, a potluck dinner, a story group, and a newspaper are some of the events that the club sponsors. They also participate in community activities, such as the annual fair, and they contribute to the community's welfare.

Steps in Promoting an Evening School

Howard Dosh, Instructor, Blue River, Wisconsin

Blue River has a population of about 150 inhabitants, and is the center of a large farming community. There is a demand for an evening school among the farmers and their families. The school should be organized in a way that is convenient for the farmers, and it should be offered at a reasonable cost.

A community club is the foundation of any evening school. The club should be organized with its own constitution and program of work. The club should be open to all members of the community, and it should be conducted in a way that is convenient for the farmers. The club should be located in a convenient location, and it should be offered at a reasonable cost.

The first step in the planning of an evening school is to organize a community club. The club should be organized with its own constitution and program of work. The club should be open to all members of the community, and it should be conducted in a way that is convenient for the farmers. The club should be located in a convenient location, and it should be offered at a reasonable cost.

The second step is to determine the need for an evening school. The need for an evening school should be determined by a survey of the community. The survey should be conducted by a committee of farmers, and it should be conducted in a way that is convenient for the farmers. The survey should be conducted at a reasonable cost.

The third step is to plan the evening school. The planning of an evening school should be done in a way that is convenient for the farmers. The planning should be done by a committee of farmers, and it should be conducted in a way that is convenient for the farmers. The planning should be done at a reasonable cost.

The fourth step is to organize the evening school. The organization of an evening school should be done in a way that is convenient for the farmers. The organization should be done by a committee of farmers, and it should be conducted in a way that is convenient for the farmers. The organization should be done at a reasonable cost.

The fifth step is to conduct the evening school. The conduct of an evening school should be done in a way that is convenient for the farmers. The conduct should be done by a committee of farmers, and it should be conducted in a way that is convenient for the farmers. The conduct should be done at a reasonable cost.

The sixth step is to evaluate the evening school. The evaluation of an evening school should be done in a way that is convenient for the farmers. The evaluation should be done by a committee of farmers, and it should be conducted in a way that is convenient for the farmers. The evaluation should be done at a reasonable cost.

The seventh step is to repeat the process. The process of planning, organizing, conducting, and evaluating an evening school should be repeated until the school is successful. The process should be repeated at a reasonable cost.

The eighth step is to distribute the materials. The materials should be distributed in a way that is convenient for the farmers. The distribution should be done by a committee of farmers, and it should be conducted in a way that is convenient for the farmers. The distribution should be done at a reasonable cost.

The ninth step is to keep the records. The records should be kept in a way that is convenient for the farmers. The records should be kept by a committee of farmers, and it should be conducted in a way that is convenient for the farmers. The records should be kept at a reasonable cost.

The tenth step is to stop. The process of planning, organizing, conducting, evaluating, distributing, and keeping records should be stopped when the school is successful. The process should be stopped at a reasonable cost.
Preparation of Teachers for Farm Mechanic Work

M. R. WILSON, Department of Shop Practice, Kansas State College, Manhattan

A teacher-training institution is responsible for the proper training of its personnel, and the problem of the first question in the preparation of teachers is that "Are the plant and equipment adequate for the proper training of these men?"

The plant and equipment should be adequate, if properly organized, as the training is carried on in the shop. If not, it is a duty of the state director and the state superintendent of vocational agriculture to bring the attention of the legislature to this need, and to cooperate in securing a proper plant.

M. R. Wilson

Instructors of agricultural or mechanical engineering in colleges also enroll students in a comprehensive vocational agriculture, the course is the same for all institutions. Different engineering courses are offered in different institutions, but these courses do not treat all the same kinds of subjects. Mechanical engineering courses are offered in some institutions, and these courses do not treat all the same kinds of subjects. The same is true of vocational agriculture, but these courses do not treat all the same kinds of subjects.

It would appear to be advisable to have one man in each of these institutions to band together and develop better methods and techniques and to work out new and better ways of teaching vocational agriculture in colleges.

It is the opinion of the writer that we shall have to develop a new type of vocational agriculture and mechanics and that the best way to do this is to train teachers who have had the necessary training in the field of vocational agriculture. The program in vocational agriculture is large enough and more important and of sufficient importance to warrant separate training methods.

The first point, the writer says, is that these men are not yet good teachers. Of those who are good teachers, some are good because they have a number of years of experience, others have had the necessary training in the field of vocational agriculture, and these are those who have had the necessary training in the field of vocational agriculture. The program in vocational agriculture is large enough and more important and of sufficient importance to warrant separate training methods.

The need for such training is great, but it is not yet widespread. There is a need for it in the schools that are being started, and it is only a question of time when this need will be met. At the present time, there are very few schools that have had the necessary training in the field of vocational agriculture.

The writer says that in order to meet the needs of the students, they need to have teachers who have had the necessary training in the field of vocational agriculture, and then to have these teachers be trained in the field of vocational agriculture. The program in vocational agriculture is large enough and more important and of sufficient importance to warrant separate training methods.

The writer says that there are many vocational agriculture and mechanics schools which are not good, and some of them are not even good. It is the opinion of the writer that we shall have to develop a new type of vocational agriculture and mechanics, and that the best way to do this is to train teachers who have had the necessary training in the field of vocational agriculture. The program in vocational agriculture is large enough and more important and of sufficient importance to warrant separate training methods.

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The Placement of Teachers of Vocational Agriculture

E. B. Knight, Teaer Education, Knoxville, Tennessee

Experienced instructors in over 50 percent of the states reporting were highly satisfied with the opportunities for teaching teachers of vocational agriculture. They also felt that the majority of the students were prepared to teach in high schools, although the extent of the training needed for these positions was not specified. However, it is clear that there is a need for more training in this area, as well as for more opportunities for those who are interested in teaching as a career.

Improvement of Placement Practices

While placement agencies are necessary to assist in the selection of teachers, they are not always effective. Inadequate information is often provided by the agencies, and the selection process is often based on subjective criteria. It is important for placement agencies to work closely with vocational agriculture educators to ensure that the best possible candidates are selected for teaching positions.

Occupations of Former All-Day Pupils in the Bridgeport, New Jersey, Area

L. L. Foust, Teacher Education, Bridgeport, New Jersey

The purpose of this study was to determine the number of former all-day pupils who entered vocational agriculture programs beginning with the classes of 1918 and 1919, and to obtain information about their occupations. The study was conducted in Bridgeport, New Jersey, and the results were compared with those obtained in a similar study in Shill and Bridgeport, Connecticut, in 1911 and 1912.

Placement Policies

State supervisors, individually or collectively with the cooperation of district agents, are responsible for the selection and appointment of teachers. The selection process involves a series of interviews and examinations, followed by a recommendation to the board of education. The board then makes the final decision on the appointment. This process is designed to ensure that the best possible candidates are selected for teaching positions.

Placement Problem

Although there is a need for more training in this area, there is also a need for more opportunities for those who are interested in teaching as a career. Placement agencies can play an important role in this process by working closely with vocational agriculture educators to ensure that the best possible candidates are selected for teaching positions.
Teaching Co-operation

Thru Co-operation

KERNIT GARDNER, Teacher, Bethany School, Redfield, South Dakota

BECAUSE of the increased interest in poultry among the members of the Bethany Young The Hard Farmers Chapter of F. A. during the summer of 1958, there arose a real desire on the part of the boys to purchase their feed co-operatively. In September, 1958, the membership voted to organize the Bethany F. A. Co-operative. At this meeting they selected their executive committee, which formulated complete plans for operating it.

"The main objective is to train the boys in co-operative activity."

O. M. Stotan, Priscillangel, who has given much help in the Poultry movement at Bethany.

During the first eight months of operation the co-operative handled 70,100 pounds of feed, 1,800 pounds of salt, and 160,000 pounds of corn, and sold value at $34.00. The boys expect to expand their operations in the future, as they have now learned how to carry on the business. The main objective is to train the boys in co-operative activity and in the use of proper farm machinery.

One of the poultry demonstration teams judged "Superior" at the Wisconsin Poultry Congress at Cedarville was one of the Bethany chapters. John McSweeney, who was the chairman of the demonstration team and the Bethany F. A. Co-operative, said that the team had won the award because they were able to show that the boys were working co-operatively and were receiving a fair price for their poultry.

Using the Monopoly Poultry Demonstration Team

The team demonstrated how to raise and care for chickens, and how to market them for maximum profit. They also showed how to use the co-operative system to handle the boys' poultry, so that they could receive a fair price for their chickens. The team's success was due to the hard work and cooperation of the boys, as well as to the guidance and support of the adult leaders.
OCCUPATIONS IN BRIDGTON

(Need to adjust gender pronouns to third person)

Table 1 shows the distribution of these groups in agriculture-related occupations. The table also shows the percentage of these occupations. The occupations are divided into three categories: agricultural, related agricultural, and non-agricultural. The results show that the largest group of people engaged in agriculture-related occupations are those who have one or two years of training in the all-day schools. The next largest group is those who have four years of agriculture-related training. The smallest group is those who have six or more years of agriculture-related training.

Summary

1. A larger percentage of people were engaged in agricultural occupations on the first day after leaving the all-day school than were engaged in other occupations later. This shows that having four years of agriculture-related training is a significant factor in determining occupation.

2. People following agriculture and related agricultural occupations have a higher percentage increase in the employment-corder scale than those following other occupations.

3. As time elapsed the percentage in the employment-corder scale increased, with the exception of the twelfth year. In this study, people who had completed one year of agriculture-related training were engaged only one year previous to the twelfth-year period.

4. The difference in the percentage increase in the employment-corder scale is larger than the difference in the occupations of the people engaged in agriculture-related training.

5. The all-day school is an important factor in determining occupation.

School Farm as a Laboratory

(Continued from page 94)

Table 2 shows the number of people engaged in agricultural occupations by year and by type of occupation. The table also shows the percentage of people engaged in each type of occupation.

Preparation for Farm Mechanics

(Continued from page 94)

A Workbook for Student in Field Crops, by William A. Dreyer, John W. Shears, and J. H. Stone. This workbook is designed for use in teaching the principles of field crops. It provides a systematic approach to teaching the principles of field crops, with emphasis on practical application and problem-solving skills. The workbook includes many exercises and quizzes to help students understand and apply the concepts.

Book Review

A Workbook for Student in Field Crops by William A. Dreyer, John W. Shears, and J. H. Stone is a valuable resource for teaching the principles of field crops. The workbook provides a systematic approach to teaching the principles of field crops, with emphasis on practical application and problem-solving skills. It includes many exercises and quizzes to help students understand and apply the concepts.