"THE ALL-NIGHT VIGILS at farrowing time will be our sentry duty; the tractors we guide along contour rows will be our tanks; the seeds we plant will be our inland ocean mines; farm machinery we repair will convert our farm shops into our own ground crew work; agricultural information we use will be our own intelligence work; our neighbors will be our Allies in a common cause. We will regard every dead pig, every missing hill of corn, every smutted wheat head, every scrub animal, every cull hen, and every bit of wasted material and effort as being of aid and comfort to our enemies."

ALBERT VAN WALLEGHAN, KANSAS
(A FARM BOY)
Editorial Comment

Looking at Ourselves

VOCATIONAL education in agriculture is in a strategic position to make an inestimable contribution to a strengthening of our nation both during the war and during the period of trying time which may continue to follow the war. With CNV and OSVA clans, vocational agriculture has demonstrated a full-bodied capacity to function directly as a vital tool for increasing the efficiency of the nation's war effort.

The importance of this capacity stands out in bold relief in the light of the rigid scrutiny and careful evaluation to which all agencies are being subjected. Public institutions and educational services are largely exempt from such taxes at taxes, but they are not excepted from the scrutiny and evaluation which are conscientious to times of great stress. And because schools and school services must be operating, living, continuously growing things, this scrutiny, particularly in self-evaluation, is necessary and desirable.

We must satisfy ourselves and the nation that we are doing our utmost to meet immediate needs and problems, remembering always that our next objective is reconstruction, and the ultimate goal is broad freedom and peace in a democratic society. The attainment of ultimate peace and freedom is unquestionably worth our every effort to production, in service, and in self-expression. The farmer's part in the all-out program was to see to it that the United States was prepared to serve as the leader as well as the arsenal for the war campaign. And, of course, persons responsible for programs of a national character are realizing that the only chance for accomplishment lies in a program of education, a program of training for the unskilled who must carry the burden.

Teachers' Responsibility

In the days ahead teachers of agriculture will face many new responsibilities, but the conclusions and vigorous carry-over of part of our job in agricultural education may not be neglected. The next move will, in fact, seem more important. Food production will undoubtedly become supremely important while farm labor becomes increasingly scarcer. Not only must our soldiers and those of our civilians be fed, but there should be better cases better than in recent years. Quotas for the desired increase in the various products are being announced daily. What can we do to help every farmer and every farming community to supply the needs of our people? That is the foremost question of this hour and one which supercedes all others.

The answer will determine our success on all fronts.

For teachers everywhere the responsibilities are great. All of our practice, all of our lives, in fact, will be to adjusted to that each one of us, each farmer, and each farm, may co-operate fully with the least possible loss in efficiency and production.

Rumpling the World

Truths of agriculture are sciences, applying science in its natural setting. They know that science can create power but that it does not determine whether to use our machines to till the soil and produce goods or to use them to advance the destruction of the world. They have learned that science can help to create wealth but it cannot tell us how to distribute it justly according to the needs of men. Science can show us how to raise nature; it cannot tell us how to raise ourselves or how to live together in good will and peace. How the power of science is used is a matter for men to decide.

Teachers of agriculture can go forward exercising their influence for intelligent action in keeping with the ideals of American democracy. Striving for the up-building of the agricultural and industrial organizations, they can do much to create the spirit of cooperation and self-sacrifice that is the essence of the American way of life and the American way of thought. Teachers of agriculture can do their part in the effort to make a true democracy out of the American way of living.
Readjustments in Teacher-Training Programs Necessitated by the War Production Training Program

L. F. HALL, Teacher Education, Manhattan, Kansas

Every teacher-training program is designed to make the initial entry of teachers into the teaching profession, and their ability to function effectively in the classroom, a matter of primary concern to the war effort. This is particularly true of teacher-training programs in Virginia, where the state is deeply involved in the war effort. The Virginia Supervisory Program, which is closely related to the Virginia State Teacher Training Program, has been so modified as to meet the needs of the war effort.

1. The Virginia Supervisory Program is designed to prepare teachers to meet the needs of the war effort. It is a state-wide program, and its purpose is to provide a comprehensive education for the prospective teacher in all phases of the teaching profession. The program includes both classroom instruction and practical experience in the classroom, and it is designed to prepare the teacher to function effectively in the classroom.

2. The Virginia State Teacher Training Program is a state-wide program, and it is designed to provide a comprehensive education for the prospective teacher in all phases of the teaching profession. The program includes both classroom instruction and practical experience in the classroom, and it is designed to prepare the teacher to function effectively in the classroom.

3. The Virginia State Farm Bureau, which has been a leader in the development of the Virginia Supervisory Program, has been so modified as to meet the needs of the war effort. The program includes both classroom instruction and practical experience in the classroom, and it is designed to prepare the teacher to function effectively in the classroom.

4. The Virginia State Agricultural College, which has been a leader in the development of the Virginia Supervisory Program, has been so modified as to meet the needs of the war effort. The program includes both classroom instruction and practical experience in the classroom, and it is designed to prepare the teacher to function effectively in the classroom.

5. The Virginia State Vocational Education Program, which has been a leader in the development of the Virginia Supervisory Program, has been so modified as to meet the needs of the war effort. The program includes both classroom instruction and practical experience in the classroom, and it is designed to prepare the teacher to function effectively in the classroom.

6. The Virginia State Industrial Arts Program, which has been a leader in the development of the Virginia Supervisory Program, has been so modified as to meet the needs of the war effort. The program includes both classroom instruction and practical experience in the classroom, and it is designed to prepare the teacher to function effectively in the classroom.

7. The Virginia State Music and Art Program, which has been a leader in the development of the Virginia Supervisory Program, has been so modified as to meet the needs of the war effort. The program includes both classroom instruction and practical experience in the classroom, and it is designed to prepare the teacher to function effectively in the classroom.

8. The Virginia State Home Economics Program, which has been a leader in the development of the Virginia Supervisory Program, has been so modified as to meet the needs of the war effort. The program includes both classroom instruction and practical experience in the classroom, and it is designed to prepare the teacher to function effectively in the classroom.

9. The Virginia State Physical Education Program, which has been a leader in the development of the Virginia Supervisory Program, has been so modified as to meet the needs of the war effort. The program includes both classroom instruction and practical experience in the classroom, and it is designed to prepare the teacher to function effectively in the classroom.

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Methods
G. F. Dyer

A Student Harvest-Work Program
HERBERT F. BARTLETT, Teacher, West Springfield, Massachusetts

Very soon after school opened on September 9, 1942, it became apparent in the West Springfield junior high school that a large number of students came from farm families. A careful check showed that 226 students existed on farms, and the labor of students was needed on the farms. In the past, harvesting was done by adults on the farms, but they were not there full time.

Need for Farm Labor

An effort to secure farm help had been carried on by the United States Employment Service in Springfield, Massachusetts, and students were released portions from Willimantic Academy, Wilbraham, Massachusetts. Students at the high school in Middletown, Massachusetts, were being used for farm work, and in the spring of 1942 some students from the state had been used with a few from the junior high school.

An agricultural instructor, West Springfield owns and operates a farm and poultry farm, and as an effort on the part of the instructor to organize a packing crew on the first Thursday and Friday, September 10 and 11, for work on Saturday, for purposes of teaching the students to help in the high school, it was in a very favorable position to become a source of help. If the students were not given the help brought out the necessity of making some concerted effort to get help which he and other farmers needed. On Monday, September 14, a personally. A team of 14 persons, with 30 men and women, was selected by the instructor. The next day, September 15, the preparations of the students were called in the attention of Dr. F. F. Hazlitt, the superintendent. He called a conference with Professor before the high school principal, W. A. Coghlan, and the vocational guidance and placement instructor, William Valenq, and vocational agricultural instructor, Herbert F. Bartlett, at which time plans were made to revise the high school schedule for one period each day, to allow students to help in harvest work.

This schedule revision provided for the full number of periods each day, but each period was shortened so that school would close at 12:30 instead of 12:15, due to the increased amount of class work as usual. The increased amount of work in the plan with the farmwork program in progress and with these already about 85 percent of the students had a full half day at their employment.

On the form shown in Figure 1, a preliminary survey of the working status of high-school enrollment was made on Tuesday, September 15. It clearly showed that 50 percent of the high-school students were already working on some kind of job. Also, an order from the various farmers was received that the students should be at their tasks promptly at 12:30 on Thursday. They were to have a very busy day, as they were to be on their farms, and at that time it was apparent to the supervisor-teacher, for the ninth-grade papers carried very valuable and simple guidelines for students to follow. To a student who caught a student who might have found a job, the school

Figure 1

West Springfield High School
West Springfield, Massachusetts
American Youth Pledges for Victory
Help the War Effort

Name: __________________________ Date: __________________________
Address: ______________________ Telephone: ______________________

1. Are you now employed regularly after school? Yes ______ No ______
2. If not employed after school at present, would you be willing to do work vital to the war effort? Yes ______ No ______
3. Are you willing to help gather in the harvest during the summer? Yes ______ No ______
4. I pledge: To fight on the home front by participating in the vital tasks that can be done by the youth of America.

Signed: __________________________

Figure 2

West Springfield Public Schools

To Whom It May Concern—

The student in the ________ grade at West Springfield High School, Massachusetts, has permission granted by the Superintendent of Schools to work temporarily on various farms and market gardens without his school work or when school is not in session. This permission is granted because of the urgent need of farm labor at the present time and temporary absence of the Superintendent of Schools. This form serves as a temporary working card.

Principal

Phyliss G. Bartlett

West Springfield High School

American Youth Pledges for Victory
Help the War Effort

Name: __________________________ Date: __________________________
Address: ______________________ Telephone: ______________________

1. Are you now employed regularly after school? Yes ______ No ______
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4. I pledge: To fight on the home front by participating in the vital tasks that can be done by the youth of America.

Signed: __________________________

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Phyliss G. Bartlett

West Springfield High School
Analysis of Hog Project Records

W. LESLIE NEWPORT, Instructor, Kansas, Illinois

RECORDS on high-school agriculture production projects are kept each year, but often no analysis of the records is made to determine the causes of success or failure. Much may be learned about the effect of certain factors from an analysis of account records and comparison of predetermined standards. A large amount of good farming material may also be obtained from the results of the study of a large group of project records. The project group falling in a certain community in which it is to be used.

Necesity for Making Analyses

With these things in mind the author has attempted to make an analysis of some of the project records which have been kept by students of vocational agriculture in the Hamilton High School during the past 11 years. Hog project records have been kept since the school year 1928-29, and the project group has been used in this kind of work. The project group has been used in this kind of work, the project group has been used in this kind of work.

Table 1 shows the scope of this analysis. It includes 45 project records of the number of hogs, with a total of 449 hogs raised to market weights. Eighty-one thousand one hundred and ninety-two pounds of pork were produced, requiring a total of 238,032 pounds of feed, or an average of 377 pounds of feed per 100 pounds of pork produced. Table 2 gives the amount of each kind of feed used and the percent of each kind used by each of the three projects and by the total of all project groups.

Table 3. The Kind, Amount in Pounds, and the Proportion of Each Kind of Each Kind of Feed Required to Produce 100 Pounds of Pork

Table 4. Relationship of Male Market Age to Average Daily Gain

Table 5. Comparison of Factors of Production as Affected by the Months or Seasons in Which Pigs Were Farrowed

Some Trends

An analysis was made also of the production of pigs during the 11-year period. Feed requirement per 100 pounds of pork produced was taken as a standard measure of feed required. Some generalizations may be drawn from this study which would help any farmer to plan his feed requirements for his pigs.

1. There was a great variation in the amount of feed required by different producers in the production of pork. This indicates that the amount of feed varies in the cost of production.

2. Any farmer who plans to feed a liberal amount of protein supplement to his farm pigs will find these general trends in his own farm.

3. One trend proved to be a good feed for both hog producers' feed has been, and will be, the total feed.

4. The number of pigs per litter is an important factor in determining the efficiency of production of pork. The number of pigs per litter is an important factor in determining the efficiency of production of pork.

5. The more important factor is the number of pigs per litter.
FIELD trips were used alternately with classroom meetings in a rural work production course dealing with increasing milk production in the State. The trips were very popular with the farmers. This trip, which is believed to be an essential part of the work, was designed to give the farmers an opportunity to discuss farm management problems, specific to farms of the same size, and to visit the farms of the local community. The trip was well attended, and the presence of the instructor, who was a local farmer, was very helpful.

During the trip, the farmers visited several farms and discussed their individual farm situations. They were encouraged to share their experiences and to learn from each other. The trip was a great success, and the farmers expressed their satisfaction with the opportunity to learn from each other and to improve their farming practices.

Advocacy Council
The central committee also recommended that an advisory council be established. In this council, consisting of three men, was what could be called the "experts." As far as the details of any appointment, or any other business that needed to be attended to, the three men were recognized as chairman, secretary, and treasurer, and they were given full power to act as needed. The chairman presided over all meetings. The secretary made notes of all meetings and gave them to me after each meeting.

The Attack Develops
We started our first course on increasing milk production in the vocational high schools, and the council met to discuss the program. The council consisted of the farmers and the instructor. The council had been meeting regularly and had discussed various topics. The meeting had been set for the first meeting on the program and was to be held in the auditorium. The council had been working on the program for several months, and the members were looking forward to the meeting.

Rapiding farm machinery

Adults Profits From Field Trips

B. M. CARTER, Instructor, Vermont

Farming near pastures

An Expanding Adult Program

R. H. YOUNG, Tamworth, Middlebury, Vermont

Farm Market

This particular field trip had a third advantage; it provided evidence of the possible benefits of using homemade equipment in the barn. Many labor-saving devices were in use during the trip and were placed in class members' hands for inspection and use during the year. A large number of representatives were present on the farm field at the next regular meeting of the opportunity for discussion of the various labor-saving devices and the merits of the homemade equipment.

During the week following a class meeting at one of the barns visited during the year, another field trip was arranged to a farm where many labor-saving devices were already in use. Prior to the gathering of the class, a number of members were given a tour of the barns, equipment, and actual use of the items on hand. A chance to try out different barn tools in the performance of a single job is not too common, and all members of the various classes took advantage of the opportunity.

The Farm as a Laboratory

Demonstration projects were arranged. In a field, for example, a given floor area was occupied with a small group of members, and several small greenhouses were set up side by side. The experimental plots were laid out in a number of different ways, and the results were compared. The same principles were followed on the barns, where a large number of different types of equipment were used.

The methods of checking infestations for leafhoppers proved interesting. A single hopper proved to be in the vicinity of a group of hoppers. The hopper was caught and placed in a box with a large number of green leafhoppers. A short while later, the group of hoppers was observed to have increased in size. This proved to be a valuable lesson in the study of pests and their control.

The class members were interested in the discussion of machine operation and care. The farmer whose barn was visited was able to show the students how to operate the machinery, and they had an opportunity to watch a tool being used in action. The students were given an opportunity to ask questions and to learn from the farmer.

One point of interest was the use of both hand and motorized tools in the operation of the farm. The students were able to observe the use of both types of equipment, and they were able to compare the results. The students found the motorized tools to be more efficient and to save time.

The class members were interested in the discussion of the farm organization and its management. The farmer discussed the various departments of the farm, such as the milking barn, the dairy, and the poultry. The students were able to learn about the different jobs that are involved in the operation of a farm.

The class members were also interested in the discussion of the farm economy. The farmer discussed the different ways in which the farm was operated, and the students were able to learn about the different methods that are used in the operation of a farm. The students were able to see the importance of the farm economy and the role that it plays in the overall economy of the country.

The class members were also interested in the discussion of the farm policies and the laws that affect the farm. The farmer discussed the various laws that affect the farm, and the students were able to learn about the different regulations that are in place. The students were able to see the importance of the farm policies and the laws that affect the farm.
Farm Mechanics
L. R. FOLLOM

A County-Wide Farm Machinery Repair Program
J. N. BAKER, Assistant Supervisor, Swainboro, Georgia

The farmers of this county are con-

THE farmers of this county are con-

ucted with the most gigantic problem in the world—the problem of producing huge quantities of food with a shortage of labor and inadequate equip-

ment. Talk with one of these farmers and hear what he has to say: “Now that farm equipment is cheap, what are you going to do? How can I produce my part of the nation’s needs so badly when my plows are worn out and now are not obtainable? I carried my wagon to the blacksmith shop for repairs and found that the blacksmith had gone to the shipyard. What are we going to do?”

so are rendering a real service to the farmers in their patronage area. Let’s go down to the Rustley shop. Last fall County Superinten-

dent C. C. Fadgett and R. D. Whisnant, Superintendents of the Rustley High School, and young Randall Trice, vocational instructor, determined that the farm-

ers in Appling County would have an opportunity to repair their machinery. Their first step was to acquaint the farm-

ers with the program and employ Mr. W. E. Coe, local mechanic, as the instruct-

or. The response from the farmers was so great that it was necessary for them to be divided into four groups, each group to meet for four and one-half hours per day, two days each week, for a period of four weeks.

Since December 1, 15 farm machinery courses have been conducted at the Rus-

ty shop. Five thousand hours and twenty-five machines have been spent in these courses by 150 farmers. These farmers have repaired 756 pieces of farm equipment. According to Mr. Coe, it would cost these farmers $4,200.00 to have all these repairs made in a per-

duct shop, but none had been available. In addition to repairing equipment, mem-

bers of these classes have also consumed 424 pieces of new equipment, such as plows, cutters, seeders, wagon bodies, etc., with the value of $3,610.70.

Analysis of Hog Project Records

The had effect of the winter on the younger farms and of more than is to offer any advantages which late spring pigs have become a factor in the latter conditions.

Much of the information brought out in this study is important. Many of the practices found to be good and usable here have been shown to be good by various experiment stations. However, this information is based upon potential farm conditions in the specific com-

munity where it is to be used. It is therefore more useful to farmers than to many farmers than information obtained at some distant place.

There is a wealth of information available in the project records of highschool

students in many high schools in the United States. If we could only make a more complete analysis of these records. Too many project records as well as farm records are kept each year and then thrown away or stored away without adequate plugging the reasons why the operator succeeded or failed. I refer to a more “lifelike” than his neighbor.

Need Good Records

It has been the observation of the autho-

r that many high-school agriculture project records are rather incompletely

kept. Probably the most important rea-

don for this is that the student cannot see any advantage in keeping such records.

As a result of these observations and information secured from others, the au-

thor has worked out project record forms which will give the student a thorough analysis of his project records, including all phases of the project. More, he has worked out project record forms which will give the student a thorough analysis of his project records, including all phases of the project. More, he has worked out project record forms which will give the student a thorough analysis of his project records, including all phases of the project.

These three forms include the following parts:

1. A list of the repairs and adjustments which each student may check the progress in his own work.

2. A list of approved practices which

Farmers repair tractors

Thus the Rural War Production Train-

The rural War Production Train-

ning Program the vocational agricultural schools in Georgia have found a way to

meet this emergency. Farm machinery repair training courses are now in opera-

tion in approximately 400 Georgia vocational departments. Each of these voca-

tional departments has well-equipped shops and has thrown its doors open to the farmers of this state. These shops are operated as training centers where farmers are taught to repair their equipment under the supervision of a mechanic.

Farmers do their work

Everybody works in these school shops. That farmers like the plan and are inter-

rested in the project has been clearly demonstrated by the fact that attendance rec-

ords in dozens of shops throughout Georgia. What are these farmers doing in these shops? They are doing everything from putting handles in carts to building wag-

nes. While all of these vocational schools.

An Expanding Adult

Program

Our fourth course, on the care, repair, and construction of farm machinery, was

our fourth course, on the care, repair, and construction of farm machinery, was

announced in the department courses. This type of course was very interesting to

farmers and just as much an inspiration to the production courses. At the first meeting each member listed one machine which he needed help in repairing. Dumes were

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The Eight-Year Study and Some of Its Implications for Vocational Agriculture

G. P. DEYOE, Teacher Education, East Lansing, Michigan

One of the most significant studies in the history of vocational education was the "Eight-Year Study." This study was undertaken to investigate the requirements of students in the high school. The purpose was to determine the courses of study that would be most suitable for the majority of students who attend high school.

In the study, a sample of students was selected from high schools throughout the United States. The students were divided into two groups: one group received a vocational education, and the other group received a non-vocational education. The students were followed for eight years, and the results were compared to determine the effectiveness of each type of education.

The study revealed that students who received vocational education had better job placement rates and higher earnings than those who received non-vocational education. Additionally, students who received vocational education were more likely to remain in school and to graduate.

The study also revealed that vocational education was not just for students who were planning to enter the workforce immediately after high school. Students who received vocational education were more likely to continue their education and to pursue higher education.

The study is still considered one of the most significant contributions to the field of vocational education, and its findings continue to influence educational policies and practices today.

Why should the study concern parents in high school?

Some parents may believe that their child should not receive vocational education if they plan to attend college. However, the study showed that students who received vocational education were just as likely to attend college as those who received non-vocational education. Additionally, students who received vocational education were more likely to be successful in college.

Parents should also be aware of the benefits of vocational education. Vocational education prepares students for specific careers and provides them with the skills and knowledge needed to be successful in those fields. Additionally, vocational education can provide students with valuable work experience and can help them make informed decisions about their future careers.

In summary, the Eight-Year Study is a significant contribution to the field of vocational education. Parents should consider the benefits of vocational education and support their child's participation in vocational education programs.
Let's Work Together

Table 1. Co-operative Supervised Project Programs

<table>
<thead>
<tr>
<th>Girls' Projects</th>
<th>Canoeing</th>
<th>Tying knots and roads for canoes</th>
<th>Cooking and serving fish</th>
<th>Preserving fish for household use</th>
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<tr>
<td>Raising baby chicks</td>
<td>Gardening</td>
<td>Tending to flowers</td>
<td>Digging</td>
<td>Planning a garden layout</td>
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<td>Raising chickens</td>
<td>Keeping chickens</td>
<td>Harvesting</td>
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<td>Raising turkeys, geese, etc.</td>
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One of the most definite helps we can give teachers is to see that the most efficient organization involves the fullest cooperation of the counselor and co-operative teachers rather than the attempt to do all the planning and all the work themselves.

Teachers Have Many Responsibilities

We have found that the problem of training a teacher to the fullest extent is more acute now than training him as a vocational agriculture teacher. In many States his regular preparation is for two or three months and still get him fairly well trained. It is almost at the end of the school year. But in the case of the Rural Education Program, Mr. Wilson said, "It is easier to get new teachers with the program is dependent upon the success of the first teaching group." We have found that one of the early decisions to be made is the choice of the student who is to be emphasized to the community and the commodity production programs. In connection with the commodity production courses we have found it well to stress the use of regular evening school funds. We have found that if a teacher does not have a successful organization for the farm management program, it is not because of any lack of patriotism. Some other factor is involved, and it is up to us to find out what that factor is.

Those of you who have been working with the Rural Education Program Training Program will agree with me that and until a certain point in the curriculum, the instructors have been working with the curriculum in the schools.

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Vermont Future Farmers in the War Effort
RALPH M. GRANGER, Executive Secretary

The Vermont Association of Future Farmers, the organization of only 15 years ago, has been doing a splendid piece of work in cooperation with the war effort. We all have been much pleased with the amount of work that is to be done and the spirit of cooperation of the burned farmers and others which lead to do it. So the local chapters have taken it to the state that they have decided something about the situation. Chapter officers and co-operation of the members have been much better, as the results of these several actions have shown.

The scrap campaign offered a challenge which was gladly accepted and carried out, with a total of 3,252 pounds of scrap materials being turned in by every FFA member in Vermont. This total is impressive and shows what the boys really will do when given an opportunity and proper leadership. Several of the chapters have used the money obtained from the sale of scrap materials to add to their purchase of War Bonds and Stamps. Recent total is purchases of War Bonds by the local chapters are not meagre, but we do know that most of the chapters are purchasing Bonds or Stamps regularly.

Building Egg Carts

Egg crates in the state of Vermont are very scarce, and the state association, the local chapters, has decided to see what can be done to provide suitable cases and cartons for the commercial production of eggs. Following plans drawn up by the agricultural engineer at the University of Vermont, the local chapters are building egg cartons so that they are the same dimensions as a standard egg crate. The state association has purchased a supply of flax and burlap for these crates and is distributing them among the chapters as they are requested.

School of Agriculture

The state association which has been involved in the past have been largely stimulated by the presence of the war in the state and by the efforts of the members. One of our more important recreational activities has been the annual FFA calendar, the school carnivals held in each of the districts during the height of the snow season. Since the start of the war a special travel has been in effect, these carnivals have all been cancelled and the boys have not found much opportunity for display and inspiration in such events as the school carnivals and the building of a building program, and events which are now more important are the addition of War Bonds and Stamps.

State Convention

Plans are now underway for a very limited state association convention this spring. We in Vermont feel that a dele- gate's meeting, with one or two representatives from each chapter, is necessary and will prove of great value in keeping the members informed concerning the work which obviously lies ahead for the next year. The Vermont Association of FFA has recently been awarded the national organization distinguished with the honor of being the first state organization to work on the Victory Garden program. It is our concern to promote this movement and the care and repair of farm machinery and equipment. Those chapters that have a part of the local chapter's work of war.

Teacher-Tutors Have All Phases of Program

As we teachers-trainers may look upon the Rural War Training Program as a means of increasing the efficiency of teachers in every phase of vocational agriculture work.

The farm machinery and construction program makes it possible for the teacher to train his local supervising, to get into as much as he can learn the "tricks of the trade" from skilled mechanics. Teachers who take advantage of this opportunity are going to have the skill and confidence to undertake an expanded-day-school program in farm machinery repair and construction.

It would be possible to set up a more efficient means of operating our teachers in their farm mechanical skills. It is up to us to capitalize on this opportunity. We say that a teacher is no more willing to the work he does than is his local contacts. The war production program provides an ideal opportunity for adult contacts and gives the teacher an opportunity which will result in a more effective part-time and evening street school program in the future.

The same way the Rural War Production Training Program can help us with an opportunity to increase our efficiency.

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