A well-trained mind is the only dictator that free men acknowledge and the only security that free men desire.—H. B. Lamar, President of Republic of Texas
**Regional Representatives**

<table>
<thead>
<tr>
<th>State</th>
<th>Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>R. C. Macrae</td>
</tr>
<tr>
<td>New York</td>
<td>New York</td>
</tr>
<tr>
<td>New York</td>
<td>New York</td>
</tr>
<tr>
<td>New York</td>
<td>New York</td>
</tr>
<tr>
<td>New York</td>
<td>New York</td>
</tr>
</tbody>
</table>

**Contents**

- A. V. A. Convention Program .................................. 103
- Some Wartime Problems of Farmers ................................. 104
- The Science Needs of the Day on the Farm ......................... 105
- A Clinical Technique for the Selection and Guidance of \n  Agricultural Education Trainees ............................... 106
- Long-Time Farming Programs ..................................... 108
- The Use of Farm Survey in Developing Farm Programs ......... 109
- Project Work in Wartime .......................................... 110
- Nolon Farming .......................... 112
- The Development of Community Service Thru \n  Evening-School Programs .................................. 113
- Building Evening Classes for Farm and Home Problems ........ 114
- The Responsibility of the OSU Counties ......................... 115
- Future Farms Collect Scout Troops ............................. 116
- Bays Make Cotton Districts in Vocational Agriculture Shops ... 117
- A. V. A. to Meet in Toledo ...................................... 118
- The Montezuma Farms Mechanization Program ................. 119
- The Community Survey and the Agricultural Program .......... 120
- A Futur Farmer Osa .............................................. 121
- College Group Helps Develop Active Chapters .................. 122
- A Recipe for a Good F. F. A. Charter .......................... 123

**Editorial Comment**

- Friday, December 6, 3:30 P.M.
- Chairman—s. M. Jackson, State Supervisor, Louisiana
- Secretary—Fred DeHart, State Supervisor, North Dakota
- What We Are Doing to Meet the War Situation
- Joint meeting with the Rural War Production Leaders
- Summary of Our Activities—Dr. H. C. Love, \n  Federal Agent, Agricultural Education, North Atlantic Region, Washington, D.C.
- The New Rural War Production Training Program—A \n  Forward Look—Dr. W. T. Spangst, Chief, Agricultural \n  Education Service, Office of Education, Washington, D.C.

- Saturday, December 7, 5:00 P.M.
- Chairman—Dr. C. S. Anderson, Pennsylvania State College
- Secretary—Dr. Sherman Dickinson, University of Michigan
- A Philosophy of Agricultural Education for Those Times—\n  Dr. H. M. Manion, University of Illinois
- After the War—Our Problems, Opportunities and Responsibili-\n  ties—Dr. E. C. Young, Dep. of Rural Economics, \n  Purdue University, Lafayette, Indiana

- Tuesday, December 3, 7:25 A.M.
- Ten-Year Teacher-Trainees in Agricultural Education
- State Supervisors of Agricultural Education
- Dinner at 5:30 P.M.
- Annual Meeting of the Editing-Managing Board of the \n  Agricultural Education Magazine

- Friday, December 5, 3:50 P.M.
- Dinner for Teachers of Vocational Agriculture

**Vocational Agriculture Teachers**

- Friday, December 6, 3:30 P.M.
- Chairman—W. H. Jorgensen, President, Ohio A. T. V. A., \n  Spencerville
- Our Contribution to the War Effort
- Reports from selected delegates followed by a discussion of \n  methods and results

- Saturday, December 7, 9:00 A.M.
- Chairman—C. H. England, Kentucky A. T. V. A., \n  Campbellsburg
- The Improvement of Our Teaching
- Panel Discussion: Subject—Teaching on the Basis of Farming \n  Programs
- Panel Leaders—Ralph B. Brand, Superintendent, \n  Ohio State University
- Panel Members
  - Grayson Beek
  - E. W. Readey
  - Alma McPherson
  - Donald P. Robinson
  - John H. Leonard
  - Keanso, Ohio
  - Van Wert, Ohio
  - Willard B. Wolf
  - Ralph H. Grinnell
  - Westervelt, Ohio
  - Mossmont, Ohio
  - Open Discussion

- Thursday, December 5, 7:30 P.M.
- Meet with the State Directors for a discussion led by \n  General MacSherry, representing the War Man-Power Com-\n  mittee, followed by a sectional meeting for \n  Discussion—Applying the Man-Power Program in \n  Agricultural Education—H. J. Spangst, U. S. Office of Educa-\n  tion, Washington, D.C.
- General Discussion
The Science Needs of the Boy on the Farm
E. R. HOKINS, Teacher Education, Cornell University

In considering what might seem to be the obvious needs of the farm should have for satisfying the demands of the farm of the next generation, E. R. Hokins, teacher education, Cornell University, considers the effects of new technology on farming, and the implications of education and training on farm operations. He finds that new technology may improve productivity, but it is important for farmers to be aware of the implications of new technology on their businesses and the environment.

Bibliographic Sciences

After young men have become located and equipped with the necessary tools for carrying on agriculture, they must be prepared to recognize, regulate, and control invasive biological forces in their environment. He should be able to identify and analyze plant and animal life, and should be able to understand the function of each life process as it relates to the health of the environment. He should be able to interpret the results of scientific research and use them to improve farming practices.

Organizing Science Instruction

Since I have developed briefly the science needs of a young farmer, I would like to discuss the importance of teaching and getting the teacher to understand the importance of teaching science. It is important to stress that science must be taught as an integral part of the curriculum. It should be taught in a way that stimulates interest and motivates students to learn. The teacher should be able to use a variety of teaching strategies to meet the needs of different learners. It is important to emphasize the need for collaboration and communication among teachers, students, and other learners in the classroom.

Price Level

The general price level is about 50 percent above the current level of the depression, but this does not mean that prices will continue to rise indefinitely. The prices of many products are expected to decline in the near future.

In conclusion, the need for science education on the farm is clear. Science education should be an integral part of the curriculum, and teachers should be able to use a variety of teaching strategies to meet the needs of different learners. It is important to emphasize the need for collaboration and communication among teachers, students, and other learners in the classroom.

The Science Needs of the Boy on the Farm
E. R. HOKINS, Teacher Education, Cornell University

In considering what might seem to be the obvious needs of the farm should have for satisfying the demands of the farm of the next generation, E. R. Hokins, teacher education, Cornell University, considers the effects of new technology on farming, and the implications of education and training on farm operations. He finds that new technology may improve productivity, but it is important for farmers to be aware of the implications of new technology on their businesses and the environment.

Bibliographic Sciences

After young men have become located and equipped with the necessary tools for carrying on agriculture, they must be prepared to recognize, regulate, and control invasive biological forces in their environment. He should be able to identify and analyze plant and animal life, and should be able to understand the function of each life process as it relates to the health of the environment. He should be able to interpret the results of scientific research and use them to improve farming practices.

Organizing Science Instruction

Since I have developed briefly the science needs of a young farmer, I would like to discuss the importance of teaching and getting the teacher to understand the importance of teaching science. It is important to stress that science must be taught as an integral part of the curriculum. It should be taught in a way that stimulates interest and motivates students to learn. The teacher should be able to use a variety of teaching strategies to meet the needs of different learners. It is important to emphasize the need for collaboration and communication among teachers, students, and other learners in the classroom.

Price Level

The general price level is about 50 percent above the current level of the depression, but this does not mean that prices will continue to rise indefinitely. The prices of many products are expected to decline in the near future.

In conclusion, the need for science education on the farm is clear. Science education should be an integral part of the curriculum, and teachers should be able to use a variety of teaching strategies to meet the needs of different learners. It is important to emphasize the need for collaboration and communication among teachers, students, and other learners in the classroom.
A Clinical Technique for the Selection and Guidance of Agricultural Education Teachers

LEIGH H. HARDEN, Instructor in Agricultural Education and Assistant to the Dean, College of Agriculture, Forestry, and Home Economics, University of Minnesota

teaching vocational agriculture (1, 5).

Clinical Technique
In training selection the clinical technique as used in psychology and psychotherapy may prove to be of value. This, the student will study as it is done at Minnesota so far as the training local. This procedure provides a careful, objective, intimate diagnostic analysis of the question, whether or not the individual concerned possesses the qualities of a successful teacher of agricultural education. It includes all available data concerning each student, including physical fitness, family and financial records, as well as measurements of the qualities involved in teaching success. This selection and guidance technique (clinical) emphasizes the interest, aptitude, ability, or collection from a variety of sources, of data which provide an adequate understanding of the student who claims an interest in becoming a teacher of agriculture; second, a pattern of symptoms and conditions of success or failure in the analysis in such an manner as to reveal the personal qualities, abilities, interests, and aptitudes in teaching vocational agriculture. In the logical educational sequence, these steps are followed by a closer, more detailed analysis of the student's background, aptitude, and first-hand observations, all of which are then followed by a personal interview with the student's teacher.

An ability to succeed in teaching vocational agriculture (1, 5).

6. Duration of Interest in teaching
7. Emotional stability (balanced personality)
8. Satisfying community and family life
9. Physical fitness (physical and mental health)
10. Participation in community and family life

Teaching Interest
Interest in teaching is also measured by the Strong Interest Inventory and, in doing so, is found to be related to the student's general aptitude and attitude as indicated by good academic standing. This procedure is designed to assess the student's potential for teacher training, and is related to the student's likelihood of success in teaching vocational agriculture. The test is designed to measure a student's potential for teacher training. In the logical educational sequence, these steps are followed by a closer, more detailed analysis of the student's background, aptitude, and first-hand observations, all of which are then followed by a personal interview with the student's teacher.

Teaching Interest
Interest in teaching is also measured by the Strong Interest Inventory and, in doing so, is found to be related to the student's general aptitude and attitude as indicated by good academic standing. This procedure is designed to assess the student's potential for teacher training, and is related to the student's likelihood of success in teaching vocational agriculture. The test is designed to measure a student's potential for teacher training. In the logical educational sequence, these steps are followed by a closer, more detailed analysis of the student's background, aptitude, and first-hand observations, all of which are then followed by a personal interview with the student's teacher.

Teaching Interest
Interest in teaching is also measured by the Strong Interest Inventory and, in doing so, is found to be related to the student's general aptitude and attitude as indicated by good academic standing. This procedure is designed to assess the student's potential for teacher training, and is related to the student's likelihood of success in teaching vocational agriculture. The test is designed to measure a student's potential for teacher training. In the logical educational sequence, these steps are followed by a closer, more detailed analysis of the student's background, aptitude, and first-hand observations, all of which are then followed by a personal interview with the student's teacher.

Teaching Interest
Interest in teaching is also measured by the Strong Interest Inventory and, in doing so, is found to be related to the student's general aptitude and attitude as indicated by good academic standing. This procedure is designed to assess the student's potential for teacher training, and is related to the student's likelihood of success in teaching vocational agriculture. The test is designed to measure a student's potential for teacher training. In the logical educational sequence, these steps are followed by a closer, more detailed analysis of the student's background, aptitude, and first-hand observations, all of which are then followed by a personal interview with the student's teacher.

Teaching Interest
Interest in teaching is also measured by the Strong Interest Inventory and, in doing so, is found to be related to the student's general aptitude and attitude as indicated by good academic standing. This procedure is designed to assess the student's potential for teacher training, and is related to the student's likelihood of success in teaching vocational agriculture. The test is designed to measure a student's potential for teacher training. In the logical educational sequence, these steps are followed by a closer, more detailed analysis of the student's background, aptitude, and first-hand observations, all of which are then followed by a personal interview with the student's teacher.

Teaching Interest
Interest in teaching is also measured by the Strong Interest Inventory and, in doing so, is found to be related to the student's general aptitude and attitude as indicated by good academic standing. This procedure is designed to assess the student's potential for teacher training, and is related to the student's likelihood of success in teaching vocational agriculture. The test is designed to measure a student's potential for teacher training. In the logical educational sequence, these steps are followed by a closer, more detailed analysis of the student's background, aptitude, and first-hand observations, all of which are then followed by a personal interview with the student's teacher.

Teaching Interest
Interest in teaching is also measured by the Strong Interest Inventory and, in doing so, is found to be related to the student's general aptitude and attitude as indicated by good academic standing. This procedure is designed to assess the student's potential for teacher training, and is related to the student's likelihood of success in teaching vocational agriculture. The test is designed to measure a student's potential for teacher training. In the logical educational sequence, these steps are followed by a closer, more detailed analysis of the student's background, aptitude, and first-hand observations, all of which are then followed by a personal interview with the student's teacher.

Teaching Interest
Interest in teaching is also measured by the Strong Interest Inventory and, in doing so, is found to be related to the student's general aptitude and attitude as indicated by good academic standing. This procedure is designed to assess the student's potential for teacher training, and is related to the student's likelihood of success in teaching vocational agriculture. The test is designed to measure a student's potential for teacher training. In the logical educational sequence, these steps are followed by a closer, more detailed analysis of the student's background, aptitude, and first-hand observations, all of which are then followed by a personal interview with the student's teacher.

Teaching Interest
Interest in teaching is also measured by the Strong Interest Inventory and, in doing so, is found to be related to the student's general aptitude and attitude as indicated by good academic standing. This procedure is designed to assess the student's potential for teacher training, and is related to the student's likelihood of success in teaching vocational agriculture. The test is designed to measure a student's potential for teacher training. In the logical educational sequence, these steps are followed by a closer, more detailed analysis of the student's background, aptitude, and first-hand observations, all of which are then followed by a personal interview with the student's teacher.

Teaching Interest
Interest in teaching is also measured by the Strong Interest Inventory and, in doing so, is found to be related to the student's general aptitude and attitude as indicated by good academic standing. This procedure is designed to assess the student's potential for teacher training, and is related to the student's likelihood of success in teaching vocational agriculture. The test is designed to measure a student's potential for teacher training. In the logical educational sequence, these steps are followed by a closer, more detailed analysis of the student's background, aptitude, and first-hand observations, all of which are then followed by a personal interview with the student's teacher.
Supervised Practice

Long-Time Farming Programs

W. T. REESE, Instructor, Seymour, Wisconsin

The use of Farm Surveys in Developing Farming Programs

B. R. DUGDALE, Instructor, Stanly, Wisconsin

A survey of the farm boys of your high school can be of great assistance in determining the farming program for each boy. The survey can be made available to the teacher and his parents so that he will add some other ideas on how we can do this work. F.F.A. Chapter Can Help!

The Future Farmer Chaper can help a great deal in developing the farm program by cooperating closely with the new farmers, making farm tours, and other tours of interest. He can be very helpful in this survey work and his advice will be greatly appreciated.

Steps in Setting Up Program

The first step in setting up a good program is to have a meeting with the farm boys and their parents after school. In this meeting, the instructor should make a summary of several good programs and examples of what has been done.

Ways to Reduce Travel

There are several ways by which we can reduce our expenses, and some of the best ways are by using the telephone, radio, and television. The best way of all is to use the telephone. When the boys are at home, they are much closer than if they were in the city. By using the telephone, we can save a great deal of expense and travel.

Our Vision:

We teach the boys how to use the telephone, and it is the best way of all to reduce travel.

Responsibility of the Teacher

We teach the boys how to use the telephone, and it is the best way of all to reduce travel.

Use other Transportation Services

The telephone, mail service, and newspaper should be used to reduce mileage costs. The boys should be instructed to write letters home and to keep in touch with their parents. They should also be instructed to write letters to their friends and relatives.

While our vocational leadership-teacher takes on the responsibility of selecting new areas of work and assigning the students, he should also be responsible for the selection of new areas of work and assigning the students. He should be able to make decisions and assign jobs to the students. He should also be able to make decisions and assign jobs to the students.

One of the outstanding results from my use of a farm survey in determining the farming program for boys is the increasing number of production-orientated dairy boys. The daily dairy boys are in a position to fill their needs.

Setting Up Programs

Each year I study the survey results and find that the dairy boys are really filling their needs. The dairy boys are in a position to fill their needs.

Wisconsin Dairy Council.

I have been in the dairy field for the past three years, and during that period I have been able to get a good idea of what the boys expect of me and what I can do for them.

Other important points

We have had a great deal of work to do with the dairy boys, and I have been able to help them fill their needs. It is our duty to give our boys the best possible chance to succeed in agriculture.
Building Evening Classes on Farm and Home Problems

FREDRIC D. MORRIS, Ruhlтон, N. Y.

The terms "evening classes," "out-of-school groups," "short course," "young farmer group," and any others that are used to signify groups of rural farm individuals is a catch-all term for any group that are served by teachers of agriculture and their follow workers who in their spare time teach the principles of basic education or of a varied and complex nature. The community materials and methods of instruction may vary from one area in this field—and further shows that workers are recognizing the principles that they are trying to state and define.

Recognizing the Problems

In this discussion special attention will be given to outlining of the "community," "How to Conduct the Classes" and "How to Follow-up and Monitor the Classes." The course in this topic might well be topics for discussion within the various vegetables.

To find the problem and grasp it one must start far in advance of the actual teaching work. This may well be done by visiting as many farmers in the community as one can—summer is a good time to do this. In making the trip the teacher should, above all, get acquainted with the farm families of the community. This is a most important point. Do not be afraid to ask questions.

There are seven evening schools centers conducted in this high-school district. The teachers of vocational agriculture includes regular high-school teachers and the high-school teachers are the ones for most of the problems to control with the growing of the vegetables.

There are seven evening schools centers conducted in this high-school district. The teachers of vocational agriculture includes regular high-school teachers and the high-school teachers are the ones for most of the problems to control with the growing of the vegetables.

There are seven evening schools centers conducted in this high-school district. The teachers of vocational agriculture includes regular high-school teachers and the high-school teachers are the ones for most of the problems to control with the growing of the vegetables.

There are seven evening schools centers conducted in this high-school district. The teachers of vocational agriculture includes regular high-school teachers and the high-school teachers are the ones for most of the problems to control with the growing of the vegetables.

There are seven evening schools centers conducted in this high-school district. The teachers of vocational agriculture includes regular high-school teachers and the high-school teachers are the ones for most of the problems to control with the growing of the vegetables.

There are seven evening schools centers conducted in this high-school district. The teachers of vocational agriculture includes regular high-school teachers and the high-school teachers are the ones for most of the problems to control with the growing of the vegetables.
The Responsibility of the OSYA Courses

L. B. Pollom

The OSYA me-
chanic courses established two types of students: those engaged in vocational education in agriculture and those in agricultural ma-
chinery and an or-
ganization to help
them achieve their
objectives.

The OSYA courses were
open to all farmers, regardless of age, and to all mechanics in the direction of the selection of the farm machine pro-
duction segment. The adult
farmer is not immer-
santly concerned with youth, and the condition of his machinery. He is more anxious that it be in good repair.

To teach Both Youth and Adults

We must, of course, continue to pro-
vide basic mechanical training to those youth who are in the community. This does not mean that we should not provide some basic training to those youth who wish to enter the selected industries. The OSWA courses will continue to provide a program of study and practical experience in the production of farm and fiber.

Future Farmers Collect Scrap Iron

The Moravia chapter of the Future Farmers of America has just completed a very successful scrap iron drive in their community. The drive was launched at a regular weekly meeting, and the boys were assigned to their various neighborhoods. The local boys then took turns collecting scrap iron, and some of the interesting articles collected were a fence, a set of tools, and several old machines.

In a number of cases, as many as three families joined together to pick up a delivery of scrap iron. For instance, six families in one community posted the suitable ma-
terials they had on hand and added to it in building a dusky that was used for educational purposes and two applications on 1,000 acres of cotton. The Colesman vocational agriculture program was later expanded to include two more applications on 3,000 acres of corn.

J. H. Greenway and the cotton dodger he and his boys made

A. V. A. to Meet in Toledo

The A. V. A., or American Association for the Advancement of Science, will be held in Toledo, Ohio, during the week of February 2 to 5, 1954. The meeting will include sessions on agriculture, engineering, and biology, among other topics.
The Community Survey and the Agricultural Program

L. MAX WILLS, Teacher, Watchung, Washington

A far too many teachers of agriculture are not sufficiently knowledgeable about community by not obtaining a comprehensive and complete profile of the area from which they come. It is difficult to determine even when their students live in the community and its problems. The challenge is to provide adequate and often results when our reliance on the judgment of some students in the community, especially when these clients are only partially well informed and have little information.

The Farm as a Teaching Tool

Vocational agriculture instructors prepare students for working on any type of farm or home-farm shop that should be taught. This is especially true when students are being prepared for farm mechanics training. In discussing this, particular reference and farms for their future careers. The module of the vocational agriculture program should prepare the student to be taught to work with the farm equipment.

A additional survey material may extend to all parts of the agricultural program, and a guide to problems in each module is given. The survey can be obtained by writing the local vocational agriculture instructor at the beginning of each term.

The Farm as a Teaching Tool

Farm mechanics training in Minnesota must be an integral part of the total agricultural study program in the high school. The survey material must be focused on the problems of farm mechanics that are common to all parts of the agricultural program. The farm mechanics program will be adequate for students planning to become farm mechanics. The F.F.A. program can be built on studies of crops in the survey, and research in this field have not paid the last word relative to the extent of the farm-home shop facilities and the extent of the farm's educational facilities.

The Community Survey and the Agricultural Program

L. MAX WILLS, Teacher, Watchung, Washington

The number of farms needed to obtain a representative sample of the total number of farms was then estimated and the number of farms needed in each locality was calculated.

For the most part the problems of general and specific interest had been identified and the results of every problem were carefully evaluated by the students and a general picture was formed of the situation. The following questions for the interpretation of the results of the questionnaire: similar farms are being used for the different kinds of farm animals and farm crops.

The farm mechanics program is a prerequisite to the farm mechanics training in Minnesota. The farm mechanics training in Minnesota is a prerequisite to the farm mechanics training in Minnesota.

The farm mechanics training in Minnesota is a prerequisite to the farm mechanics training in Minnesota. The farm mechanics training in Minnesota is a prerequisite to the farm mechanics training in Minnesota. The farm mechanics training in Minnesota is a prerequisite to the farm mechanics training in Minnesota.

The farm mechanics training in Minnesota is a prerequisite to the farm mechanics training in Minnesota. The farm mechanics training in Minnesota is a prerequisite to the farm mechanics training in Minnesota. The farm mechanics training in Minnesota is a prerequisite to the farm mechanics training in Minnesota.

The farm mechanics training in Minnesota is a prerequisite to the farm mechanics training in Minnesota. The farm mechanics training in Minnesota is a prerequisite to the farm mechanics training in Minnesota. The farm mechanics training in Minnesota is a prerequisite to the farm mechanics training in Minnesota.
A Future Farmer Quiz

A. W. TENNEY, Teacher Education, Gainesville, Florida

The following questions were posed. Try the test yourself and see how high a score you can make. Answers may be found on page 118. A few of the questions are based on F.F.A. activities within the state of Florida. The answers should be considered as being in order to change when used in other states.

Questions

1. The tallest building in the world is the Empire State Building, New York City. The tallest mountain in the world is Mount Everest in India. The tallest building in the world is the Empire State Building in New York City. The tallest mountain in the world is Mount Everest in India. In 1950, 350 towns were the tallest mountains in the world. The tallest building in the world is the Empire State Building in New York City. The tallest mountain in the world is Mount Everest in India.

2. Mr. J. Howard of Virginia is a member of the Florida F.F.A. Who is the national executive secretary?

3. In 1941, there were 461,013 members of the Florida F.F.A. How many thousand members are there now?

4. There are 48 states in the union and 2,000,000,000,000 acres of land in the United States. How many F.F.A. chapters are there in Florida?

5. In the years of 1951, 1952, and 1953, Senator Hull of Senate, Secretary of Agriculture, is one of the advisors of President Franklin D. Roosevelt. What is the name of the president?

6. The colors used by the students of the University of Florida are orange and blue. The colors used by the students of the University of Florida are orange and blue. The colors used by the students of the University of Florida are orange and blue. The colors used by the students of the University of Florida are orange and blue. The colors used by the students of the University of Florida are orange and blue. The colors used by the students of the University of Florida are orange and blue. The colors used by the students of the University of Florida are orange and blue.

7. Minstrels of 1775 had a red-black-white on their clothing with words under it. "Don't cruz on me." What are the words to the motto of the F.F.A.?

8. There are a number of ways to tell whether the United States Flag, is flying right-side-up or wrong-side-up (1/2). The only official Salute of the F.F.A. is to pour down the east side of the flag. Demonstrate the correct way for Future Farmers to salute the American flag.

9. There are many ways of recognizing baseball in the U.S. A. On the area, which players include priests, corporals, sergeant, lieu-tenant, captain, major, and general. What are the grades of the non-commissioned officers in the F.E.A.?

10. Of Metal Lincoln delivered his most famous address at the dedication of the national cemetery at Gettysburg, Pennsylvania. The first Continental Congress met in Philadelphia. What did Mr. Lincoln deliver his famous address at the dedication of the national cemetery in Gettysburg, Pennsylvania?


12. Georgia became a charter member of the Future Farmers of America in 1930. Mississippi received her charter in 1934. What is the name of the state of Georgia?

13. A list of items pertaining to the activity and success of the Florida F.F.A. is submitted to the annual conference and state activities.

14. The following items are submitted to the national office in the state of Florida during the annual conference and state activities.

15. A list of items submitted to the annual conference and state activities.

16. The Florida F.F.A. has been working toward the development of new activities for local chapters, some of which are offered during the annual conference and state activities.

17. The following items are submitted to the national office in the state of Florida during the annual conference and state activities.

18. The complete list of items submitted to the annual conference and state activities.

19. The following items are submitted to the national office in the state of Florida during the annual conference and state activities.

20. The complete list of items submitted to the annual conference and state activities.

Score Card for Evaluating Chapter Activities

Credit: 10 Points

<table>
<thead>
<tr>
<th>Component</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Activities to be evaluated by the chapter:</td>
<td>8</td>
</tr>
<tr>
<td>2. Chapter annual report (to be evaluated by committee)</td>
<td>3</td>
</tr>
<tr>
<td>3. Better chapter contest: Report of accomplishments - 4 points, minimum, every chapter (to be evaluated by better chapter contest committee)</td>
<td>5</td>
</tr>
<tr>
<td>4. General excellence of the chapter for the conference (to be evaluated by chapter contest committee)</td>
<td>6</td>
</tr>
<tr>
<td>5. General good of group during conference (in better chapter contest)</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Score: 100

Officer planning report

The following is a copy of the score card used at the Annual Leadership Conference for 1942.

Agriculture Group Helps Develop Active Chapters

R. W. CLINE, Teacher Education, Tuscaloosa, Alabama

One of the main criteria for evaluating F.F.A. chapters is the number of members participating in the educational activities and the number of members participating in the fruits of educational activities available to the group.

During the past year, meetings of the active chapters of the College of Agriculture have been held at the University of Alabama. These meetings have focused on the development of new activities for local chapters, some of which are offered during the annual conference and state activities.

A list of items pertaining to the activity and success of the Florida F.F.A. is submitted to the annual conference and state activities.

15. A list of items submitted to the annual conference and state activities.

16. The Florida F.F.A. has been working toward the development of new activities for local chapters, some of which are offered during the annual conference and state activities.

17. The following items are submitted to the national office in the state of Florida during the annual conference and state activities.

18. The complete list of items submitted to the annual conference and state activities.

19. The following items are submitted to the national office in the state of Florida during the annual conference and state activities.

20. The complete list of items submitted to the annual conference and state activities.

Score Card for Evaluating Chapter Activities

Credit: 10 Points

<table>
<thead>
<tr>
<th>Component</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Activities to be evaluated by the chapter:</td>
<td>8</td>
</tr>
<tr>
<td>2. Chapter annual report (to be evaluated by committee)</td>
<td>3</td>
</tr>
<tr>
<td>3. Better chapter contest: Report of accomplishments - 4 points, minimum, every chapter (to be evaluated by better chapter contest committee)</td>
<td>5</td>
</tr>
<tr>
<td>4. General excellence of the chapter for the conference (to be evaluated by chapter contest committee)</td>
<td>6</td>
</tr>
<tr>
<td>5. General good of group during conference (in better chapter contest)</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Score: 100

Officer planning report

The following is a copy of the score card used at the Annual Leadership Conference for 1942.

Agriculture Group Helps Develop Active Chapters

R. W. CLINE, Teacher Education, Tuscaloosa, Alabama

One of the main criteria for evaluating F.F.A. chapters is the number of members participating in the educational activities and the number of members participating in the fruits of educational activities available to the group.

During the past year, meetings of the active chapters of the College of Agriculture have been held at the University of Alabama. These meetings have focused on the development of new activities for local chapters, some of which are offered during the annual conference and state activities.

A list of items pertaining to the activity and success of the Florida F.F.A. is submitted to the annual conference and state activities.

15. A list of items submitted to the annual conference and state activities.

16. The Florida F.F.A. has been working toward the development of new activities for local chapters, some of which are offered during the annual conference and state activities.

17. The following items are submitted to the national office in the state of Florida during the annual conference and state activities.

18. The complete list of items submitted to the annual conference and state activities.

19. The following items are submitted to the national office in the state of Florida during the annual conference and state activities.

20. The complete list of items submitted to the annual conference and state activities.

Score Card for Evaluating Chapter Activities

Credit: 10 Points

<table>
<thead>
<tr>
<th>Component</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Activities to be evaluated by the chapter:</td>
<td>8</td>
</tr>
<tr>
<td>2. Chapter annual report (to be evaluated by committee)</td>
<td>3</td>
</tr>
<tr>
<td>3. Better chapter contest: Report of accomplishments - 4 points, minimum, every chapter (to be evaluated by better chapter contest committee)</td>
<td>5</td>
</tr>
<tr>
<td>4. General excellence of the chapter for the conference (to be evaluated by chapter contest committee)</td>
<td>6</td>
</tr>
<tr>
<td>5. General good of group during conference (in better chapter contest)</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Score: 100

Officer planning report

The following is a copy of the score card used at the Annual Leadership Conference for 1942.
A Clinical Technique

[Text not legible]

A Recipe for a Good F.F.A. Chapter

[Text not legible]

Advantages of the Plan

[Text not legible]