The United States will emerge from this war with a school program more nearly adapted to the practical and current life of the students.—W. W. Charters
Evaluating Our Efficiency

Efficiency is the watchword of the hour, and it is well that it should be. In a scientific age, efficiency is the goal of all efforts. In the world of agriculture, efficiency is the key to the future. Teachers of vocational agriculture must be able to show that their students are efficient in their work, and that they are using their resources wisely. By doing so, they can demonstrate to the public that vocational agriculture is a valuable asset to society.

In the agricultural education program, the evaluation of efficiency is critical. The standards for evaluating efficiency must be clear and specific. The standards must be based on the goals and objectives of the educational program. The evaluation process must be fair and consistent.

The evaluation of efficiency must be continuous. It should be an ongoing process that involves all stakeholders. The evaluation process should be designed to provide feedback to instructors, students, and the community. The evaluation process should also be used to identify areas for improvement.

In the agricultural education program, the evaluation of efficiency must be linked to the learning outcomes. The learning outcomes must be clear and specific. The evaluation process should be designed to measure the extent to which the students are achieving the learning outcomes.

In the agricultural education program, the evaluation of efficiency must be linked to the needs of the community. The needs of the community must be considered in the design of the educational program. The evaluation process should be designed to measure the extent to which the educational program is meeting the needs of the community.

In conclusion, efficient evaluation of efficiency is critical to the success of the agricultural education program. The evaluation process must be continuous, fair, consistent, linked to the learning outcomes, and linked to the needs of the community. The evaluation process should be designed to provide feedback to instructors, students, and the community. The evaluation process should also be used to identify areas for improvement.
Roadblocks in Supervisory Programs to Meet the War Situation

JULIAN A. McPhee, Chief, State Bureau of Agricultural Education, State of California

THE THERE has never been a time since we entered the war when education was more needed than now. Educational leaders, when confronted with the great problems of the times, have needed more concrete data and more intelligent leadership than before.

The position of the vocational agriculture teacher has undergone a significant change in the last two years. In the period between 1930 and 1940, a large number of agricul- tural education leaders could not exactly define their roles. Many new teachers found themselves in almost a blank wall of uncertainties. Their role and responsibilities were not clearly defined, and they were not sure how to proceed.

Many New Problems

I do not mean by that statement that the status of vocational agriculture declined during this decade; I mean that the role of the agricultural leader has not been clearly defined. There are still many questions about the nature of the new teacher and what he should do. In 1930, the role of the teacher was not always clearly defined, and even in 1940, it was often unclear.

In order to list some necessary changes in the supervisory program to meet the war situation, it is essential that the supervisory program understand the job of the teacher. In listing problems in which realignment might be made, let me put it this way. The complete conclusions are:

1. The supervisor must understand the job of the teacher.
2. The supervisor must bring the teacher into a true understanding of the work he is doing.
3. The supervisor must prepare the teacher to meet the new problems.
4. The supervisor must improve the teacher’s supervisory skills.
5. The supervisor must improve the teacher’s ability to present the new materials.

If we are to attract more boys to the jobs they need, and to make them into effective leaders, we must have a better understanding of the needs of agriculture. We need to improve the minds of our students in order to attract more of them to the work in agriculture.

If American cities are booming, many citizens would protest to the Govern- ment at the national level, or find the farmer’s job one of the most important. The man of Lexington and Concord physician, the country doctor, and the real estate agent, all make a living from agriculture. The doctor will take up an approach to a farmer, or other professional men, about the need for a new system of agricultural education.

In this respect, it is true that supervision is to inspire the teacher so that he will give more attention to agricultural production in his community. There is no other possible activity which is likely to compete with this at the same time consuming.

Preparing the Teacher to Meet Immediate Problems

After the supervisor has a clear understanding of what the teacher is called upon to do, he must also have a clear understanding of the problems that the teacher will face. He must provide assistance for the teacher in planning and implementing programs for the classroom.

Let’s assume that it is early September and a new group of students is ready to start in a certain district. The most important part of the supervisor’s task is to select the proper community to carry on the program. He must secure the approval of the administration school to plan the program.

The agriculture teacher is in a key position in the community. He is the leader of the agri- cultural program in the school. He can work with other leaders in the community to plan the program. He can help to organize the program in the school to help students to carry it out.

The agriculture teacher should be in a position to organize the program in the school to help students to carry it out. He should be able to organize the program in the school to help students to carry it out. He should be able to organize the program in the school to help students to carry it out.

The problem next week will be for the supervisor to decide what the teacher needs to do. The teacher needs to understand the needs of the students. He needs to understand the needs of the students. He needs to understand the needs of the students. He needs to understand the needs of the students. The teacher needs to understand the needs of the students. He needs to understand the needs of the students. He needs to understand the needs of the students.

It is possible that in each state many vocational teachers have not seen their students for two years. It is true, but not surprising; because I cannot understand how the United States can support a nation in times of war when we need more teachers than we have. We need a large number of these teachers. We need to use the system of agricultural education to train these teachers. It is possible that in each state many vocational teachers have not seen their students for two years. It is true, but not surprising; because I cannot understand how the United States can support a nation in times of war when we need more teachers than we have. We need a large number of these teachers. We need to use the system of agricultural education to train these teachers.

Follow-up on New Teachers

In order to staff high school-vocational agriculture departments with men trained to replace those leaving the profession for the armed forces, the supervisor must plan to work with each of the new teachers. He must plan to work with each of the new teachers. He must plan to work with each of the new teachers. He must plan to work with each of the new teachers. He must plan to work with each of the new teachers. He must plan to work with each of the new teachers. He must plan to work with each of the new teachers. He must plan to work with each of the new teachers.

The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher. The supervising teacher must understand the job of the teacher.
Methods

A. M. FIELD

Farm Families in Georgia Provide and Preserve Foods

T. G. WALTERS, State Supervisor, Atlanta, Georgia

It is estimated that more than one-third of the total commercial production of canned vegetables in 1945 will go to meet the requirements of our armed forces and veterans. It is the patriotic duty of every farm family to produce and preserve as much as possible of the year's family food supply.

The failure of the oat and the grass hopper illustrates what may be the condition of the farm family that depends upon buying canned vegetables from the village grocer. There just isn't too much left to go around.

Georgia farm families did not wait until their pantry shelves were empty. They started in February and March, planning their food program. Fifty thousand one hundred and twenty-five years in the United States is working long and hard to develop the Food for Victory Program and also with a conviction that every day might be considered a "valley day." Forty-nine thousand one hundred and fifty-one Georgia farm families canned this year 2,804,809 cans of fruits, vegetables, and fruits and vegetables in 3,826 community canneries under the supervision of teachers of vocational agriculture, assisted in many ways by the teachers of home economics. The total number of such filled cans amounted to approximately 500,000 cans of canned goods.

The Georgia Canning Program did not just happen overnight, but dates back to 1926, when the first wave of canning was done by Mr. J. F. Gilmore, agricultural teacher in the Lime Community, Franklin County. Mr. Gilmore did not have even a building, but he made use of the shed on the school grounds. A borrowed saw mill boisterously generated the excise, wooden barrels were used for preserving. Live steam was released in the kiln to boil the water. No pressure cookers were used and most of the products canned consisted of canned and salted pork, with even the stoker and very limited equipment. Mr. Gilmore canned 5,000 cans of vegetables for 20 farm families.

During the war in Georgia did not gain momentum until 1942. The same basic labor equipment is purchased for the school department. Some communities have been fortunate enough to have a board of education which has heard of canning equipment and has given it to the school as a financial contribution. To use the different methods agricultural teachers in Georgia have used to raise money to purchase equipment and construct canning units is testimony to the spirit of cooperation and the belief that the community must have a canning unit.

Many plants have sprang up and secured good equipment in the past few years. The activities where that belief is held impossible. When the people saw the need, they always found a way. The following is a list of the places where good equipment was obtained:

- T. C. Bell
- O. J. Martin
- N. C. Gillett
- L. A. T. Martin
- W. J. Martin
- W. J. Martin
- W. J. Martin
- W. J. Martin
- W. J. Martin
- W. J. Martin

T. G. Walters

The ten community preserving plants with the highest record for 1942 were:

<table>
<thead>
<tr>
<th>School</th>
<th>Total Cans</th>
<th>Pints Cans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pickens County</td>
<td>167,000</td>
<td>469</td>
</tr>
<tr>
<td>Calhoun</td>
<td>146,805</td>
<td>315</td>
</tr>
<tr>
<td>Tuckers</td>
<td>192,231</td>
<td>300</td>
</tr>
<tr>
<td>Chattoos</td>
<td>151,302</td>
<td>472</td>
</tr>
<tr>
<td>Clayton</td>
<td>144,300</td>
<td>497</td>
</tr>
<tr>
<td>Franklin County</td>
<td>110,800</td>
<td>263</td>
</tr>
<tr>
<td>Murray County</td>
<td>117,814</td>
<td>613</td>
</tr>
<tr>
<td>Bostick</td>
<td>103,206</td>
<td>287</td>
</tr>
<tr>
<td>Sumter</td>
<td>105,000</td>
<td>325</td>
</tr>
<tr>
<td>Sparta</td>
<td>98,138</td>
<td>131</td>
</tr>
</tbody>
</table>

Book Review

Farm Machinery, Andrew A. Stone, 524 pp., illustrated, published by John Wiley & Sons, Inc., New York, 1945. This, the revised edition of Stone's Farm Machinery, the material has been expanded appropriately one-third. About 200 new illustrations have been added. Each of the first 10 chapters is devoted to a selected farm machine; the last eight chapters to tractor, implements devoted to plows, hoes, and other tools, cultivators, mowers, potato planters and diggers. The chapters in the latter section deal with the more general, engine, fuel, engine, transmission, axis, wheels and steering gear; and there's a separate chapter on operation and maintenance. The approach to the subject has been changed very little, inasmuch as the book contains line illustrations on basic farm implement from the point of view of size and type, available, the mechanical construction, and specific directions for their operation and maintenance. The laboratory exercises used in the first and second sections have been eliminated to make room for job instruction. The new edition will prove valuable to teachers of vocational education, and should appeal to many students enrolled in OYSA courses.

P. L. Elkins, Teacher of Vocational Agriculture, Alpharetta High School, Fulton County, Georgia, recommends it to students of agriculture and those interested in farm machinery.
The Success of the Supervised Practice Program Depends on the Teacher

KENNETH Diehl, Teocock, Livingston, Illinois

MANY times the agriculture teacher's minimum standards for a student's supervised practice program become the maximum for the student. This is due to the demands of setting goals as to the number, kind, and combination of projects the student will do during the school year. Goals are important to students who have a supervised practice program. Goals are set high enough so that if we are content to have such a project in order to complete last week in agriculture. In most cases the student's supervised practice program should help him become established in farming. This idea is encouraged by most students, especially older students. A boy 13 years of age is not interested in a 4-H Program that is promoting extinction in farming. If this freshman starts with a punned store or dairy project, and continues during the time he is in high school, he does not have to be told he has a good start in becoming established in farming when he is a senior.

Interested in Making Money

On the other hand, it is hard to find a boy who is not interested in making money. Some average freshman know how he should be able to make some money and he will usually become interested. In most cases when a supervised program will not return a profit to the student in some way, it should be discouraged.

Where the agriculture departments have been established in a community for some time, there are usually members of example of boys who were former students who have become successfully established in farming. Many times their hard foundation stone was started from their supervised practice program. Tips to the farmers or to the houses of outstanding F.F.A. members will do much to interest those who are just starting their practice programs.

Use Pictures

Pictures of outstanding projects posted in the agriculture rooms or in appropriate places are of interest to new members and visitors. Every boy likes to have his picture taken with something of which he is proud, even if he has not worked on it. Only pictures of outstanding individuals' programs should be shown for those who are more than just pictures of every project. In other words, it should be an honor to have your picture taken.

Many supervised practice programs fail because they are too small in demand, too much time and attention of the student. The fundamental change that should be made is that the student be interested in the time, equipment, and money the student has available. On the other hand, even in projects they may not be well in which student projects are taken too much time and attention.

Robert Wildeman looks over his hog.

Sell the Program

One of the major reasons for a poor supervised practice program with the majority of students is that the teacher is a poor salesman. He has failed to sell the boy the program. Let us sell the program rather than compete the boy to do the particular task! By this I mean let us overcome the student by some method that he should have a specific number of activities rather than improve to make his project better.

In my opinion the success of the supervised practice program depends more on the teacher than on the students. We must have a definite program clearly in mind and sell it to the boys. In order to accomplish good results, ourselves must be good examples.
Farm machinery maintenance and repair.
3. Income tax reporting and farm record keeping.
4. Wartime agriculture and its impact on the war effort.
5. Shortages and how to adjust to them, including food conservation and rationing.
6. Wartime and postwar agricultural policies, including the prevention of inflation.

Commodity Courses

Unit courses, encouraged by the new Federal legislation, will constitute the principal part of our adult-education program. They will deal principally with the production of certain farm commodities.

These courses, if they are well conceived, will follow a common pattern.

1. An accurate picture will be secured of the current situation in the entire community, or at least of the farm or school age, number of landowners, group in the community.

2. Production standards will be set.

3. We shall work on the specific kind of assistance to the community from reaching the standard. Set for the production of a particular commodity.

4. Records will be maintained to assist farmers in locating their individual difficulties and in determining whether they are making progress toward achieving the standard.

5. Every effort will be made to increase production without charging very high prices. The number of livestock kept or the crops grown.

Courses in Pork Production

We must have more pork this year. It is ordinarily rather easy to isolate the factors which will keep farmers from increasing their pork production. Usually one of the following is responsible:

1. Small litter size.
2. High mortality.
3. Lactation problems.
4. The price of pork.
5. The age of the pig.

Marking the sows and weighing the litters at 50 days helps materially in locating the cause. When the cause has been determined, specific remedies may be applied. This approach involves working with individual farmers on their specific problems. Their difficulties must be diagnosed specifically and specific treatments given. This program will have to be handled by Mr. J. H. Hall, Assistant Commissioner of Agriculture, and Mr. E. J. H. Alford, Assistant Commissioner of Agriculture.

New Problems

Many of the problems our small communities now face are related to world conditions at this time. For example, the community leadership had better get world-minded in a hurry, if they have not already done so. We face decisions which affect the fate of the world for a very long time to come. Are we ready to meet these decisions? What can be done to prepare our adult students to get our people ready? How can we prepare some of the younger students who will face an adult school organization along these lines for the following:

1. How can we attract the right kind of teaching talent to this work? How can we get the right kind of teaching policies in our schools?
2. How can we help our schools to have a more effective leadership in their schools?
3. How can we get them to have a more effective leadership in their schools?
4. How can we get them to have a more effective leadership in their schools?
5. How can we get them to have a more effective leadership in their schools?

FARM MACHINERY

Courses in farm machinery operations and maintenance are essential for adult work during the war and thereafter. Mr. W. L. H. Alford, head of the International Harvester Company, has indicated that in spite of all he can do to get enough tractors into the United States, there is still a critical short supply of farm machines to keep our farm machinery going and to operate and care for farm machinery.

He suggests that we should have a common farm-skills program, including: cutting, raising, cranking, operating, and maintaining machinery. We plan seasonal meetings. There will be meetings on plow selection and use. We hope to start our campaigns for hog prices early, so that farmers will have plenty of stock to work on when they arrive.

Beef and Poultry Production

We need more beef and more poultry for a number of reasons. The world is in need of more beef and more poultry for a number of reasons. The world is in need of more beef and more poultry for a number of reasons. The world is in need of more beef and more poultry for a number of reasons.
Relationships Between Teachers of Vocational Agriculture and Equipment Interests in Farm Equipment

C. D. SPRAUGE, Pennsylvania State College

THE possibilities offered by co-operative relationships between teachers of vocational agriculture and equipment dealers in the development of a better understanding of the needs of the farmer, as well as the equipment dealers' needs, are significant. By means of such relationships, the teachers may be effective in spreading knowledge of new types of equipment and the dealers may be effective in teaching the farmers how to use the equipment. This is of great importance, as many farmers are not familiar with the use of modern equipment and are therefore unable to make the best use of it.

Additives to Service

In the past, vocational agriculture teachers have been schooled on the basis of their training in agriculture rather than upon their mechanical ability. However, in recent years, many vocational agriculture teachers have been trained in the field of farm machinery and equipment. This training has enabled them to become more adept in the use of farm machinery and equipment. They have been able to recommend improvements to the dealers, and have been able to assist farmers in the proper selection and use of machinery.

Effectiveness of Program for Upgrading Teachers

It is difficult to get an exact measure of the effectiveness of the program, but certain observations are available. The teachers of the Vocational Agriculture Teachers' Seminars have shown an increase in the number of new and used equipment that they have been able to acquire. This has been due to the increased contacts that these teachers have had with the dealers, and the increased knowledge that they have gained.

The Normal Vocational Agriculture Program

Existing programs in the field of farm machinery and equipment are often inadequate. They may be too general in nature, or may not be adequately designed to meet the needs of farmers. The Normal Vocational Agriculture Program, on the other hand, is specifically designed to meet the needs of farmers. It provides a comprehensive and systematic approach to the teaching of farm machinery and equipment.

Readjustments in Supervisory Programs

The need for readjustment in supervisory programs is evident. The existing programs are often too general, and do not adequately meet the needs of farmers. The new program, on the other hand, is specifically designed to meet the needs of farmers. It provides a comprehensive and systematic approach to the teaching of farm machinery and equipment.

In the preparation of subject-matter material, people do not have time to write extensively. Therefore, it would normally be impossible to prepare detailed specifications for all items of farm equipment. However, the teachers of vocational agriculture and equipment dealers have the necessary knowledge to prepare specifications for all items of farm equipment. This knowledge can be used to advantage in the teaching of farm machinery and equipment.

Deputizing Work to Responsible Teachers

It is not probable that members of the staff of vocational agriculture schools as they now exist, could be entirely deputized to perform the work of co-operative relationships with dealers. However, it is possible that some school boards, as they are now constituted, could perform this work more effectively than they now do. The school boards could provide training for teachers in the field of farm machinery and equipment, and could provide the necessary funds to support this training.

In conclusion, it is evident that there is a need for readjustment in supervisory programs, and that teachers of vocational agriculture and equipment dealers can play a valuable role in this readjustment. The teachers have the necessary knowledge and skills to perform this important role.
Changes

There are several notable changes:

1. The year of the previous change is 1964.
2. The address of the school is 162 High School Drive.
3. The number of students mentioned is 250.
4. The number of classes is 2.
5. The number of teachers is 13.
6. The number of sports teams is 3.
7. The number of extracurricular activities is 4.
8. The number of clubs is 5.

Summary

- The school has made significant changes in the last few years.
- There are many new students and activities.
- The school is well-prepared for the upcoming year.

Changes

- The school has added a new art class.
- The library has been updated with new books.
- The gym has been renovated.
- The student body has grown by 10%.

Future Directions

- The school plans to expand its science program.
- The school will be placing more emphasis on technology and STEM.
- The school will be looking into new ways to support students with special needs.

Conclusion

The school is looking forward to a successful year with many new opportunities for students.
The Star Farmer of America

A. W. TENNEY

With an eye to the future and a firm faith in agriculture as a life's work, James Thrush was prepared to devote himself to the securing of the "Star Farmer of America" for 1942, and he is now living up to his promise. Born in Salem, Oregon, and a graduate of the Salem Agricultural High School, Mr. Thrush has been an outstanding student in the field of agriculture and has been awarded numerous scholarships and prizes for his work. In 1930 his father gave him a registered Shropshire ram lamb, and he raised all of the andes of his own flock of Shropshire wethers and hogs, and built up a flock of 25 of these sheep. During these early years James became an ardent admirer of his sheep at the county and state fairs, from which he learned nearly $200 in prize money.

With this background in farming operations, James entered the vocational agriculture department at Salem Agricultural High School in his first year in vocational agriculture education. He was able to purchase two registered California gilt as foundation stock for a swine project with the money which he had saved from his sheep. During this first year he also learned six acres of land from his father, which he decided to work as a part-time job. His labor income from his first vocational agricultural project. The amount has increased since then, and he has earned and saved from his previous projects and farm rentals. James completed four years of college courses and attended Oregon State College, with a production record exceeding 500 pounds of corn, 10 head of sheep, 2 pigs, 30 head of dairy animals, 100 acres of wheat, 5 acres of grass, and 5 acres of miscellaneous crops, for a total of $760.68 in labor income.

High-School Project

In the following project, the results of a project conducted during his third-year high school project, Thrush grew 200 pounds of corn, 7 head of sheep, 4 dairy calves, 40 acres of wheat, 200 acres of grass, 10 acres of vegetables, 7 acres of hay, 2 acres of pastures, 5 acres of timber, 5 acres of other crops, and 150 acres of miscellaneous crops, for a total of $1,100.00 in labor income.

Chapter Profits With Pigs

FRANK A. BUCHANANN, Admire, Mt. Jackson, Virginia

Selection of Seed

The Poland China breed was selected, with 35 of the 35 members being interested in this breed for the project. The Poland China was selected for many reasons, including its high quality, docile nature, and disease resistance. It is also a good choice for small-scale farmers because of its adaptability to different environments.

Determining Needs

In the fall of 1940 the chapter officers, in planning the feasibility of the project, made a survey of the needs for improved livestock. It was determined from the survey that the chapter needed some of the new breeds that were not present in the area. These needs were determined by the members and the results were used in the future livestock improvement plans for the project.

The following results were from the fall of 1940's operation of this very successful chapter project:

As of March 1, 1941, this one project and its officers report the chapter and members have sold over $1,500 but it has greatly added to the personal incomes of all owners and members of the 32 of the 24 members.

To make it possible for the members of the Pig Club to have the use of the registered Poland China Pig Stock that was raised, one was sold to a buyer in the agricultural market in the local town, and during the one hundred breeder stock every member project could have the services of the breeder. A small fee is charged for the services which go to the member who finds and cares for the breeder.

The chapter officers look forward to continuing this project as a source of regular chapter income and also to provide a definite means of saving each year to the value of livestock in the school districts.

Table I. Investment by the Chapter

<table>
<thead>
<tr>
<th>Number</th>
<th>Kind</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Registered Poland China gilts</td>
<td>$700.00</td>
</tr>
<tr>
<td>2</td>
<td>Registered Poland China boar gilts</td>
<td>$275.00</td>
</tr>
</tbody>
</table>

Total original investment: $975.00

Table II. Returns to Chapter and Members (including only first litter of gilt)

<table>
<thead>
<tr>
<th>Kind</th>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. gilts—farrowing (within year)</td>
<td>16</td>
<td>$465.00</td>
</tr>
<tr>
<td>No. pigs—farrowed</td>
<td>128</td>
<td>$1,024.00</td>
</tr>
<tr>
<td>Average size of litter</td>
<td>8</td>
<td>$128.00</td>
</tr>
<tr>
<td>No. pigs—entering service with boar</td>
<td>41</td>
<td>$408.00</td>
</tr>
<tr>
<td>Inventory value of incomplete contracts</td>
<td>8</td>
<td>$10.00</td>
</tr>
<tr>
<td>Construct adjustments—non-breeder stock</td>
<td>0</td>
<td>$0.00</td>
</tr>
<tr>
<td>Sales value at 60 days</td>
<td>167</td>
<td>$95.00</td>
</tr>
<tr>
<td>Value of pigs—sold or weaned by members</td>
<td>10</td>
<td>$95.00</td>
</tr>
</tbody>
</table>

Gross returns and value: $1,024.00

FEED COST: $89.00

NET RETURNS ON PROJECT: $935.00

Table III. Chapter Financing of Project

<table>
<thead>
<tr>
<th>Kind</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loan—from Shinnecock Production Credit Association</td>
<td>$270.00</td>
</tr>
<tr>
<td>Returns</td>
<td>$1,024.00</td>
</tr>
<tr>
<td>Total costs</td>
<td>$89.00</td>
</tr>
<tr>
<td>Total net income</td>
<td>$935.00</td>
</tr>
</tbody>
</table>

November 1941—$212.00

Business and industrial development: $158.40

Editorial Comment

Some of the problems are very difficult, and many of them beyond the control of the chapter officers. The chapter officers are responsible for the failure of the project, and the chapter officers are the ones who are responsible for the success of the project. The chapter officers should take the necessary steps to solve the problems and to ensure the success of the project.

Servo to Educators

The Division of Educational Services, of the National Education Association, has been organized to help teachers and pupils in the field of agriculture education. The association is divided into regions, and for information about the regional association, see Address labels for OWI, Forestville, New York.

Chapter Profits With Pigs

FRANK A. BUCHANAN, Adviser, Mt. Jackson, Virginia

Selection of Seed

The Poland China breed was selected, with 35 of the 35 chapter members being interested in this breed for the project. The project was fully under way, and the chapter had selected 21 gilt from the herd of Poland China pigs kept in the state. The following results were from the fall of 1940’s operation of this very successful chapter project:

As of March 1, 1941, this one project and its officers report the chapter and members have sold over $1,500 but it has greatly added to the personal incomes of all owners and members of the 32 of the 24 members.

To make it possible for the members of the Pig Club to have the use of the registered Poland China Pig Stock that was raised, one was sold to a buyer in the agricultural market in the local town, and during the one hundred breeder stock every member project could have the services of the breeder. A small fee is charged for the services which go to the member who finds and cares for the breeder.

The chapter officers look forward to continuing this project as a source of regular chapter income and also to provide a definite means of saving each year to the value of livestock in the school districts.
The radio is constantly bringing news of the great events and wars that are raging in the land—wars that bring about so many changes and problems for us in the world. One of the most recent events is the war in Europe. It has caused much trouble and suffering for the people there.

One of the ways in which the people are being helped is through the Red Cross. The Red Cross has been working hard to provide aid to those who are affected by the war. They are providing food, clothing, and medical care to those in need.

Another way in which the people are being helped is through the United Nations. The United Nations is a group of countries that work together to promote peace and stability around the world. They are doing their best to find solutions to the problems caused by war and conflict.

Overall, the people are working hard to overcome the challenges of the war. They are showing great resilience and determination in the face of adversity. We can all do our part to support those who are affected by the war and to promote peace and stability around the world.