It is my joy in life to find
At each turning of the road
The strong arms of a commeade kind,
To help me onward with my load.

But, as I have no gold to give,
Love alone must make amends;
My only prayer is — while I live,
God make me worthy of my friends.
— Unknown
Service Opportunities Ahead

The record of achievement in America's program of vocational education in agriculture is one that can well stir the patriotic and confidence of every teacher of vocational agriculture. Developments in this increasingly important field of applied education have been quiet and not spectacular at the same time of tremendous basic significance. Many human interrelations have appeared here and there throughout the country that indicate the substantial accomplishments of farm enterprises of many a farmer's son whose ambition has been stirred and whose vocation has been extended thus to the inspiring but practical instruction of a teacher of vocational agriculture.

The full and true story of this accomplishment has never really been adequately presented to the people of this country. Persons living in rural areas who know how this program has maintained itself have been aware of the lives of individual farm boys, need no sales campaign to make them believe in such a program of education. They have seen the beneficial results in the lives of their sons on their own farms and in the lives of youth on neighboring farms. But the country at large, the official and the lay public and even most of our educators, are as yet slow to see fully with great program so obviously tied into the economic and social well-being of our rural youth.

It is our hope that sometime before long our leaders in vocational agriculture will find a way, within the states and on a national basis, of adequately setting forth the full and true value of this vocational program in the lives of men and women rural youth.

The program of vocational education in agriculture has never been limited to service to youth. Organized instruction dealing with improved farm developments and practices has been an essential part of our rural vocational schools.

The teacher of vocational agriculture has been the man who has been called upon to lead to look to these schools and their vocational leaders for definite organized instructional service dealing with the problems and opportunities of the farmers, as they may arise.

Unquestionably one of the outstanding contributions of vocational agriculture during the past 25 years has been the remarkable program of instruction in farm machinery repair. The value of machinery repaired, the number of farms improved, the value of labor saved, has been an amazing story in itself. In addition to this, teachers of vocational agriculture have given outstanding instruction that contributed materially to increased food production during this war period. This entire story of the war service of vocational agriculture might well be adequately set forth in some well-illustrated report to the nation.

One of the services rendered by the program of vocational agriculture has been the guidance and assistance furnished by vocational teachers in helping them look forward to getting started in farming for themselves. Thousands of our farm boys who have served America so well on the battlefield, on the high seas, and in the air, will soon begin to return to their home environment, to the land that has been their home. Many more will wish to marry on their farms and get started in farming on their own enterprises.

Our program of vocational education in agriculture must make adequate provision for refresher courses for many of these young men, no longer boys, as they return from the great world conflict. It can give them a normal living on the farms. We must be ready with our plans for meeting their vocational needs. Large numbers of them will not be able to return to the old status of boys on the home farms. This is a difficult challenge for teachers of vocational agriculture. When our war is over, in cooperation with other interests and agencies, to put before them the results of Democracy on their feet and with their own enterprise. This means the teachers of vocational agriculture will have to put their heads together and turn their hopeful attention to the normal agricultural activities of a nation again at peace.

The future must see some definite program in the co-ordination and organization of this various service of vocational agriculture in education. The war years have made the organization of this various service the need of the moment. In the future, the organization of this various service will be even more essential.

Blueprints Wanted

For more than 25 years conference have been held on national, regional, state and district bases at which, almost without exception, some new duty has been assigned the teachers of vocational agriculture to perform. Thus the years those have reached every imaginable area of service need and degree of performance. They have dealt with all types of work: all-day, young-farmer and adult-farmer classes; with the organization of agents and methods of training these various classes; with surveys, records and reports; with relationships within the school itself; with relationships with the various agencies in the community such as 4-H Club work, the Grange, the Extension Service in general, and federal agencies; with emergency projects such as junk drives, scrap-paper drives, Red Cross drives, and emergency relief, to mention only a few of the long line.

Never before have they been able to perform a task from their teachers' area of service. As a result the additions are not made to their already untrained staffs.

The lazy or indifferent teacher is not afforded but the coördinating hard-working teacher is bowed low by the very impossibility of the tasks assigned. So much so that many of them have left the work, and excellent teachers they were too, not because of their innate honesty and frank confession have said, because they wanted to engage in work where they felt they sometimes—at the end of a day, a month, or a year—they could feel that they had a job reasonably well done. "Those things ought to be done," "We must be prepared to take on this new task of a teacher of vocational agriculture."

"Normally he is a married man with a family who is in earnest in doing an honest day's work every day that he is employed. He wants some time in which to look forward to the educational work that he may prepare for his duties as a teacher because basically that is what he is more than anything else, he wants to carry out constitutionally and well whatever duties he undertakes; he wants to have some time for his family; he wants time for a needed night's rest that his health may not be impaired; he wants to be able to perform duties that have been assigned to him repeatedly during the years. It is for some one to ask in behalf of the teachers of agriculture, "What is a day's work? a week's work, an apprenticeship, a professional growth? Is there any consideration? What shall be deferred or omitted? What are the blueprints of this job?"

The farmers should be promptly eliminated. When the programs of the various agricultural services have been well planned and thoroughly developed to the farmers, the influence of all agencies will be greatly increased, and best of all, the farmers and our whole agriculture will benefit.

The teacher of vocational agriculture can well become the community contact man for the college of agriculture and the agricultural extension service. He can be the avenue of information bringing to the classroom and experiment station the attention of individual farmers of the community. This will result in increased service value from the community to our extension service and will add materially to the prestige of the farm leadership of our colleges of agriculture.

The co-operation and co-ordination of these various services in agricultural education is one of the immediate and pressing needs. This work is so large and varied and often so complex that to use his influence to rapidly bring into actual operation the better correlation of these various services to their desired mutual benefit. The influence of the teacher of vocational agriculture thus the years that have gradually been definitely fostered. But the years immediately ahead will be full of greater opportunities and many challenges. These teachers, cooperating with other leaders and agencies, will be equal to the task of providing our farmers with the proper kind of educational service that they need.
What I Would Like to See Done in Agricultural Education*

CHARLES FIGY, Commissioner, State Department of Agriculture, Lansing, Mich.

In outlining my views on agricultural education, I must confess to the fact that some of the things which I propose may be impractical. I have, however, been impressed by the progress that has been made in some form at the Michigan State College and in 1896 schools, located in different parts of our state, which have programs of vocational agriculture open to all students, and I feel that we should continue and extend our Board of Control for Vocational Education.

I am deeply concerned with that class of young people, both boys and girls, over which they have no control, never attended any other institution of learning after they leave the classroom in the last eight years or so.

The more I know about the lack of agricultural education in the part of our state schools, the more I am surprised that the fact that Michigan has attained the highest rank in the country which it occupies today among other states.

While our Michigan State College is the oldest agricultural college in the nation, it was not until 1917 that the "Smith-Hughes schools" were established in the public schools. In the first year of their operation, there are less than 250 in operation—a condition which we are not now able to improve in the public schools.

One of the sad occurrences, so far as our college extension work is concerned, was that the boys and girls who go to the forms from the rural high schools, the junior college or institution of higher learning, seldom become farmers. They do not select the agriculture as a life occupation. Some of those who do, do so because their program was made by the agricultural system to retain a larger portion of the boys and girls on the farms of our state. This can be brought about by making farming more profitable and providing for the furtherance of a better system of agricultural education.

With the improvements that have come to the farm industry during the last 40 years, it is now possible for the farmer to make a smaller loss and get a better price for some of the many of the commodities which were supplied to the farmers in the past. The loss in the production of corn, wheat, and oats has been more than made up for by the increase in the production of wool, cotton, and woolen goods.

Radio, and good roads have largely obviated the boundary line between city and country.

One Great Need

The one great need, as I see it, is, an educational program which will bring the boys and girls of the rural schools and the extension educators together, and also a fundamental knowledge of the occupation of the farm. Since the Michigan State College has the leadership, it seems to me that a program of co-operation in this area will benefit both the boys and girls.

The day school should include teaching the fundamentals of farming, such as bookkeeping, soil tests, and other necessary subjects.

I would like to see the following changes made in our agricultural education:

1. The boys and girls should have a notebook in which they can keep track of all the work they do, whether it is farming or not.

2. The boys and girls should be taught how to keep a record of all the work they do, and how to keep track of what they learn.

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Methods of Teaching

G. P. DEYO

Giving Instruction in Proper Land-Use to Farm Boys

WATSON FOWLE, Teacher, Traverse City, Michigan

P R O B L E M S of the home farm can be solved effectively as one basis for teaching vocational agriculture and for leading into various agricultural activities which are included in the soil supervised farming programs. Since the home farm problems are of real interest to farm boys, these provide a desirable basis for effective instruction. When the student can see direct application of subject matter, he will develop the interests of farm boys. This year an innovation has been followed which has greatly motivated the interest of the student. The writer, with the co-operation of Mr. Clay Spunt, work unit leader of the Grand Traverse Soil Conservation District, has developed a procedure in preparing materials in land-use and farm planning. Because of the importance of these problems on the farms in this area, this theme has been used as a core thru all classes in agriculture. In the second-semester class, where the emphasis is on livestock, the problems of the herd and considerations of crop and livestock balance have been discussed as they relate to proper land use. In the beginning class, the student has been on soil classification, crop selection, and rotation, correlating with the study of crops.

Many problems of the home farm revolve around soils and soil management. Agricultural production and community welfare are dependent upon the maintenance of the soil. Good land use is soil conservation. Good land use is using land in such a way to protect it adversely from erosion and the degradation of its fertility. Thus, experience, has been found that there are three major things which determine the proper use for land. They are:

1. The kind of soil (soil type)
2. The topography of the land (slope)
3. The amount or depth of topsoil remaining on the land (texture)

The coordination of these factors is for any piece of land determines the use for which the land is best suited.

A "Guinea Pig" Farm is Studied

The students were first made completely

At the request of the students, use was made of a "guinea pig" farm for a complete analysis of soil problems and proper land-use practices. The particular farm was one from a member of the current adult class. This farmer was glad to have the students go over the farm and determine in their mind land-use practices to follow. A second trip was made and the farmer considered what the students had observed as his farm class and then presented his own crop plan at work out by himself in the adult class and the United

They soon appreciated the difficult uses to which these soils should be put. The effects of the slope and degree of erosion was correlated with soil type. From here the students felt the need for a proper land-use program was seen. To help motivate this study a field trip was conducted to one farm. This farm was used as a "guinea pig" farm for a complete analysis of soil problems and proper land-use practices. The particular farm was one from a member of the current adult class. This farmer was glad to have the students go over the farm and determine in their mind land-use practices to follow. A second trip was made and the farmer considered what the students had observed as his farm class and then presented his own crop plan at work out by himself in the adult class and the United

Field trips are taken to study slope and soil erosion and secure other information for interpreting the soil map for the "guinea pig" farm

Aerial survey map of the "guinea pig" farm with the field arrangement used at the time the farm was studied

State Soil Conservation Service. The accompanying charts show the original and rearranged cropping plan of his farm. From the factor, a land-use-capability map was developed which was used in developing the cropping plan. The use of this "guinea pig" farm gave all the students a common ground for discussion. It opened up to the students the possibilities of application of proper land use on their home farms.

Plans Developed for Home Farm

After a thorough analysis of land use, each student was given a detailed soil map of his farm. This map gave the soil type, slope, and degree of erosion of the different areas of the farm. The students then were able to make for himself a colored map setting forth the different land-use capabilities. Several class periods were spent in interpreting the soil symbols in terms of soil classification. The color scheme followed is the standard used by the Soil Conservation Service in labeling the land into the eight land-use capability classes. The colored map gave a pictorial inventory of the land-use capability classes as found on the individual student's home farm. After a thorough analysis of what the maps revealed, some data on the student's part, in planning management was evolved. Each boy is finding one or more simple practices that could be put into practical or land-use program. Some of the students have worked out a plan for reno

The cropping plan developed by the class for the "guinea pig" farm

A device which I have found useful in organizing teaching materials is to use two filing systems unified by one system of colored labels representing the different uses-blue for poultry, red for dairy, etc.

In many folders prepared for the teaching materials for each teaching job are filed: lesson plans, minograph for pupils, pictures, charts, commercial pamphlets, and extra bulletins and circulars not used in regular bulletin file. Each minograph folder is labeled with the name of the teacher, the teaching job, and the color of the enterprise under which it falls. The color coded labels make it easy to find at a glance all the materials concerned with each enterprise. Teaching jobs are numbered in order to simplify the search for materials on a specific subject.

Individual bulletin and circulars are filed according to enterprise in boxes designed for that purpose. Similarly, colors and numbers are used in the organization of this system. A narrow strip of paper of color designated for the enterprise is pasted on the back of each bulletin. A definite series of numbers is allocated to each enterprise in order that bulletins within each box may easily be found. For example, one to 200 is assigned to the poultry enterprise. A plain white label showing the number of bulletins found in that box is also placed on the back of each bulletin box. These bulletins are placed in each box in numerical order. A minograph list is prepared for all the bulletins and circulated among the number of numbers and groups to each pupil to place in his notebook. Information on a subject can be found by using the list of bulletins under the particular enterprise, finding the number of the bulletins, easily recognizing the group of boxes in which it is included by looking at the proper colored label, and then referring to the particular box containing that number.

Since so much material must necessarily be made available to students and farmers by a teacher of agriculture, a good system of organization and classification is essential.
Surveying Farms to Determine the Opportunities for Supervised Agriculture

WILLIAM MATALAMAR, Teacher, Bigfork, Minnesota

Farm programs can be a powerful tool in agricultural education, helping students understand the complexities of farming and preparing them for future careers. By surveying farms and identifying opportunities for supervised agriculture programs, educators can provide students with valuable hands-on experience and real-world knowledge.

The process of surveying farms involves visiting various farms, observing practices, and gathering information about the opportunities for supervised agriculture programs. This information can then be used to develop programs that are tailored to the specific needs and interests of the students and the farms.

There are several benefits to surveying farms for supervised agriculture opportunities. Firstly, it provides students with a deeper understanding of the different aspects of farming, including production, marketing, and management. Secondly, it allows students to see different farm types and scales, giving them a broader perspective on the agricultural sector. Lastly, it helps educators identify the unique needs and challenges of each farm, ensuring that the programs are relevant and effective.

In conclusion, surveying farms for supervised agriculture opportunities is a crucial step in developing programs that can enhance the agricultural education experience for students. By understanding the unique needs of each farm, educators can create programs that are tailored to the specific goals and interests of both the students and the farms.

Old Joe said to Young Joe...

"Young Joe, when you get over there in the thick of it, son, you have time to think about the little things. You have to be prepared to be productive. You'll be interred at the same moment by shooting straight and shooting first."

"This issue never comes when you're lying under the table. You have to face the whole thing out—and it will be very smart.

"You'll be fighting to protect the opportunity that all Americans have of survival and their independence of the—on the—top-and that's typically American.

"You'll be fighting to protect your right to live your life in your own way, without being pushed around by some people who don't want to do all your planning for you.

"That's about all there is to it, son. It's mighty worthwhile—this business of being in the sticks and doing the things that have made America great.
A.V.A. Convention Program
Philadelphia, Pennsylvania—December 9, 1944

AGRICULTURAL EDUCATION SECTION
TEACHERS—TRAINERS—SUPERVISORS—TEACHERS

Saturday, December 9, 9:00 A.M.
Aldwych Hotel

THEME: Agriculture Education in the Recreepersion Era
Chair, Chief, Agricultural Instruction, U. S. Office of Education

SECRETARY—Guy P. Whitney, Teacher of Agriculture, Juddsburg, New Hampshire
Co-ordinator, Curriculum Adviser, Jr. Colleges of the New England Section

Topic—"The Place of Young Farmer Organizations in the Development of a Comprehensive Agricultural Education Program in Agriculture" (30 minutes)
C. P. Mann, Head of Agricultural Education, U. S. Office of Education

Panel Discussion: Vocational Agriculture

Chairpersons of the Panel—W. Samuel, University of Kentucky, Lexington

Members of the Panel:
R. B. Dickerson, Specialist in Extension for Young and Adult Education, University of Kentucky, Lexington, Ky.

Vocational Education in Agriculture in Retaining Vet-
Korean Veterans, W. H. Martin, Regional Agent, U. S. Office of Education
Discussion—(45 minutes)

Business Meeting—(45 minutes)

CHAIRMAN—J. A. Gillmor, Vice-President for Agricultural Education, American Vocational Association

Minutes of TVM Business Sessions
Committee Reports
Special Business

Thursday, December 9, 7:20 P.M.
Joint Session with Home Economics and Part-Time Edu-

ication Sessions

THEME: The Impacts of Groups in Home Economics and in Agriculture Working Together

Chairman—J. A. Gillmor, Vice-President for Part-Time Edu-

ication, American Vocational Association; Chairman, Department of Agricultural Education, Ohio State University, Columbus, Ohio

SECRETARY—W. Howard Martin, Supervisor of Agricult-

ural Education, Ohio Department of Vocational Education, Columbus, Ohio
A Survey of Co-operative Activities of Part-Time Groups—(60 minutes)
Miss Mary Lyle and John B. McClelland, Iowa State College, Ames, Iowa
A Specific Example in Pictures—(20 minutes)
Miss Mildred Tins and Stewart Holaday, County Agent for Home Economics and Agricultural Education in Wisconsin and Saukville Counties, Tuscola, Illinois
Co-operative Activities in All-Day Groups—(50 minutes)
Discussion—(60 minutes)

Friday, December 10, 8:30 P.M.

THEME: On-Going Programs for Vocational Education in the Post-War Era

Chairman—S. M. Jackson, State Supervisor of Agricultural Education, University of Louisville, Louisville, Kentucky

SECRETARY—Guy P. Whitney, Teacher of Agriculture, Juddsburg, New Hampshire
Agricultural Education—(60 minutes)

Agricultural Education in the Post-War Era—(30 minutes)
R. B. Dickerson, Specialist in Extension for Young and Adult Education, University of Kentucky, Lexington, Ky.

Business Meeting—(45 minutes)

CHAIRMAN—J. A. Gillmor, State Supervisor of Agricultural Education, University of Ohio, Columbus, Ohio

Minutes of TVM Business Sessions
Committee Reports
Special Business

Saturday, December 9, 5:00 A.M.
Joint Session with Part-Time Education Section

CHAIRMAN—J. H. Howard, State Supervisor of Agricultural Education, Richmond, Virginia
SECRETARY—Guy P. Whitney, Teacher of Agriculture, Juddsburg, New Hampshire
Brief Report of the Findings in a Study of the Effectiveness of the Part-Time Education Program in Agriculture—(30 minutes)
P. W. Laffren, Research Specialist in Agricultural Education, U. S. Office of Education

Panel Discussion: Vocational Agriculture

Chairpersons of the Panel—W. Samuel, University of Kentucky, Lexington

Members of the Panel:
R. B. Dickerson, Specialist in Extension for Young and Adult Education, University of Kentucky, Lexington, Ky.

Vocational Education in Agriculture in Retaining Vet-
Korean Veterans, W. H. Martin, Regional Agent, U. S. Office of Education
Discussion—(45 minutes)

Business Meeting—(45 minutes)

CHAIRMAN—J. A. Gillmor, State Supervisor of Agricultural Education, University of Ohio, Columbus, Ohio

Minutes of TVM Business Sessions
Committee Reports
Special Business

Wednesday, December 8, 6:30 P.M.

THEME: Eastern Teachers, Do Come

The purpose of the Agricultural Section of the Con-
vention is to provide an opportunity for educators to discuss problems and to exchange ideas on agricultural education in the Eastern States. The meeting is open to all educators who are interested in agriculture education in the Eastern States.

Chairman—J. A. Gillmor, State Supervisor of Agricultural Education, University of Ohio, Columbus, Ohio

SECRETARY—Guy P. Whitney, Teacher of Agriculture, Juddsburg, New Hampshire

Agricultural Education—(30 minutes)
R. B. Dickerson, Specialist in Extension for Young and Adult Education, University of Kentucky, Lexington, Ky.

Business Meeting—(45 minutes)

CHAIRMAN—J. A. Gillmor, State Supervisor of Agricultural Education, University of Ohio, Columbus, Ohio

Minutes of TVM Business Sessions
Committee Reports
Special Business
Farm Mechanization

R. W. CLINE

Upgrading Our Farm Mechanization Program
GLENN BRESSELL, Teacher, Hollidaysburg, Pennsylvania

The outstanding achievement of this article is the prescient selectivity of the Teachers of Vocational Education Program in Pennsylvania and in many other states. The writer emphasizes the need for an upgrading of our farm mechanization program and directs us to the article by Mr. Breswell on how to meet this challenge.

Stage by Stage

Stage By Stage, an up-to-date overview of the issues of importance for our agricultural students, is a collection of the most current information and strategies for teaching these topics in the classroom. This piece is an excellent resource for teachers who want to help their students prepare for a successful future in agriculture.

Shane Beaulier

The issue is their opportunity. Mr. Breswell will be soliciting from the teachers good articles for publications.

ers are eager to do their own farm maintenance repair work in the school shop.

To use this equipment efficiently they must understand the hiring of special labor a redondo of many factors. Many teachers of agriculture were not sufficiently trained to perform many skills required in the various repair jobs. Hiring an experienced person who is knowledgeable about the mechanics of such machinery was known by many of the farmers added prestige to the courses. The farmers were assured that the maintenance repair work could be done, and the teacher of agriculture was in a position to improve the skills of his students with the help of the shop. The teachers guided invaluable training and was awakened to the possibilities of a farm mechanization program.

Inherent teacher-students, also, in number and time, played an important role in keeping teachers alert to the possibilities of the farm mechanization programs. By working together to bring to their attention information relative to farm mechanics, they were able to work on specific problems in a way that is effective for the future.

Unquestionably, those of us who participated in the war training program have a sense of pride in our accomplishments. We have shared in the experience of being part of a team working in the face of adversity. The challenges we faced and the solutions we devised have been a great source of inspiration.

As we look back at the war training program, we can see how far we have come. The skills we learned have enabled us to make a difference in the world. We are proud of our achievements, and we are excited about the future.

The effects of the war training program will continue to be felt for many years. The skills and knowledge we gained will carry us through the years to come. We are grateful for the opportunity to have been a part of this great adventure. We are excited about what lies ahead.

We will continue to work hard and to make a difference in the world. We will be a force for good, and we will continue to push the boundaries of what we are capable of.

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Farmers are short of farm labor.
This is short of farm labor, the beginning of the European War, the result of an increase in the number of persons who have been in town to work with the farms know this thing. The public, as a whole, is aware of the situation.

Farmers and farm laborers are not on strike. They have not aroused the trouble in the paddy fields. The farmers have not hired, overworked farmers whom have in town to work with the farms.

The young men from the farms are not dark, sold, and the armed forces are not in a position to do so.

In conclusion, the teacher of vocational education in agricultural education should not be taken lightly. Personal contact that on school programs could render better service.

Used Young Boys

As the boys of military age were called, we replaced them with younger boys. First we called on the younger boys in the chapter, then we called on the elementary school boys at Powell, and finally we picked up anyone we could get. One trouble increased. There were serious complaints about the quality of the work. Eight boys were taken to a survey of a farm on Friday to do eight to 10 days work. On Monday night those boys were working on the survey of farms. This experience became the rule and not the exception. Seven or eight boys from the 12 teams, 14 experienced hands and 28 boys of 18 years of age were taken.

This program was not a startling success. As the surveying and summer of 1941, our group of student farm workers furnished the equivalent in man-hours of six men for a whole year. The work that they did on the farm house and farm work was done with experienced farm workers, not a counselor was called upon.

In the beginning we set prices for farm labor that this is a matter of an untried step. When five F.F.A. members worked on a farm for six hours a year, the middle of the day because they learned that boys were being placed on the farm with the brimmed hat, stopped setting a price. We had complaints that boys were paid over the farm and the farms of neighbors when the weather was mild and comfortable. We were paid as much as we weather for others requiring help. A few farmers paid the boys were not worth much. A far greater number of farms said they did excellent work.

Wages Troubles

After the program had been functioning for the better part of a year it came to our chapter with a labor program. We were associated with the Education Department of the University of Nebraska. The program worked well and was fundamentally the same as the one we had worked on before. In our survey we were able to make a comprehensive report. We found out we were right in the kind of work to be done, and the results in this help was in the direction of establishing a "comparative survey".

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I Also to a Point of Order

ROBERT ZINN, Teacher, Vance, Illinois

The stage as set for the annual parliamentary procedure contest held at Carthage, Illinois, Feb. 26, 1944. The officers at their stations are (left) Walter Wilson, President; William Mooney, Vice-President; Floyd Hamlyn, Secretary; William Vance, Treasurer, Harold Vance, and Robert Zinn, all of Carthage High School, observing the action.

Parliamentary Procedure Contest Score

<table>
<thead>
<tr>
<th>Card</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. CHAIRMAN</td>
<td>30 points</td>
</tr>
<tr>
<td>- Voice, emphasizing ability</td>
<td>15</td>
</tr>
<tr>
<td>- Knowledge of parliamentary rules</td>
<td>15</td>
</tr>
<tr>
<td>- Ability to handle rolling motion</td>
<td>10</td>
</tr>
<tr>
<td>II. SECRETARY</td>
<td>20 points</td>
</tr>
<tr>
<td>- Ability to keep the minutes informed</td>
<td>15</td>
</tr>
<tr>
<td>- Completeness and legibility of records as observed by judges</td>
<td>5</td>
</tr>
<tr>
<td>- Knowledge of parliamentary rules</td>
<td>10</td>
</tr>
<tr>
<td>- Extensive knowledge of parliamentary rules</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Chilhowie Chapter Surveys Its Former Students

A. B. FARMER, Teacher, Virginia

The Chilhowie chapter surveys its former students to assess their knowledge of parliamentary law, as well as to identify areas for improvement. The survey is aimed at former Chilhowie chapter students who are now farming 36% or more of whom would indicate that the knowledge they learned is still valuable. However, it must be considered that these are abnormal times and that 40% of these students have never been in an armed force. The occupational status of those surveyed is given below.

Future Farmer, a Hero

Another Future Farmer

The flyer is listed, Ralph Hanks, former FFA member and chapter president at Red Oak High School, whose experiences are described in a recent "Call" under the caption "Ralph Hanks Day," candidate. Hanks has been out of the Pacific for months and had gone on a carrier mission over Japan. He had not heard that he was a hero until this particular day.

Then came the final. In a thrilling air battle which lasted a total of 13 minutes, Hanks' airplane dived 20 of Japs planes headed for Formosa, and probably disabled two more. Hanks' share of the battle, however, was compressed into a searing five minutes of action during which he shot down 8 Jap Zero opposition.

In a letter to California Polytechnic College, where Hanks was a crop major at the university of Red Oak, the country had said, "It is almost as good as 50 Jap "meatballs" in Jap flag painted on the side of a bus and every American car." Hanks is at Cal Poly and has just completed a "Ralph Hanks day" when endless congratulations and buying more War Bonds.
A Venture in Co-operative Marketing

by an Oregon F.F.A. Chapter

M. C. BUCHANAN, Teacher, Eugene, Oregon

W HEN Future farmer boys in the ad
dominant Northwest find Eugene
High School as a field trip to the Pro
duction Farm, they may wonder why
in the spring of 1944, they didn’t think
it was a worthwhile trip. They would
see the spring of 1945. Among the
successful co-operative marketing stalls
there for F.F.A. members. However,
after conference with Mr. Ray Bower,
marketer, the boys saw for the first
time on March 19, 1944, and have kept
open every Saturday since.

A summary of the first six months of
operation covering the period from March
1 to August 1, 1944, showed a gross sales
value of $1,524.20. During this time, the
members of the two farm club teams
sold a total of 1,524 bushels of potatoes;
1,200 head of cattle; 1,500 head of dairy
sheep; 1,200 gallons of milk; 1,000 head
of pork; 150 head of beef; and 150
head of other livestock.

A feature exhibit of the first six
months was the “Eugene F.F.A. Market
Stall,” which was a success.

A special feature of the market stall
was the display of canned goods,
which were prepared by the F.F.A.
members as a means of obtaining
extra money for the group. The
members also prepared a variety of
preserves, jellies, and jams, which
were sold at the market.

The success of the market stall
was due to the efforts of the F.F.A.
members, who worked hard to
prepare and sell the products.

The market stall is one of the
many successful co-operative marketing
projects undertaken by the F.F.A.
members of Eugene High School.

Courtship At Eventide

She stood at the gate in the twilight,
her lover’s favorite hour, the time
when the darkness of the world begins
her coming to her lover.

Dark were her eyes and most
pensive, Fortunate was the man
who could look into her heart.

Her red hair seemed darker still
in the last of the day.

Kissed by the rays of the evening sun
at the top of the hill.

She seemed to rise with a glad
heart, while she gently bowed her
head.

Banquet Banter

Toasting Master: Another guest, State
Farmer for some 10 years, there be
a toast to the club, the toast move
by member “Jill” Perkins, recently
re- leased from矫正的, and the toast move
by another member “Bill” Jenkins, in
the class in coming out. I understand
Miss Jenkins, our teacher of co-operative
what impressed him most in brief
experience in Europe. And to her announcement
yet didn’t come. Ladies and gentleman,
“Jill” banter, what a splendid time.

The greatest joy of all, when
I came late and saw that the good
old days were just beginning.

I don’t know what that means,
but as that can think of others who
have worn shortcomings, and
perhaps I would fain forget him.

I am glad of one thing, that
though many householders, I know
I was not for rough enough, but didn’t
that wear and time, and I had
plainly to say about my bald head. I
think that there isn’t much said,
but as that can think of others who
have worn shortcomings, and
perhaps I would fain forget him.