An idea is a funny little thing—
it never works unless you do.
FARMING in America is a way of life. The desire to live in the main form which large most of the farm families I know cultivate and harvesting crops and feeding and marketing livestock. Some overtake that fact and some take advantage of it. The foundation of America was laid by farm families fighting for opportunity. Together these families built schools and churches, and together they erected homes, barns, and other private structures. In some cases spring farmers are attacking their parts of the way effort. Putting in long hours to do the work it is just a part of sound farm philosophy as working into the night to save a piece of hay, or running over to do chores for a sick neighbor for no pay after a long day's work. To farmers are accustomed to the process of people or high-school students to come out to help save a crop. It is all part of the way of life in which farmers have been steeped for generations. That is the way of life which made America.

Farmers are disturbed to learn that the farm is getting to be about the only place in commercial enterprise where the problems of life are tackled in this simple fashion. They do not find townpeople and high-school students dashing into freight houses and docks to help freight handlers and truckers who more than they can do in 15 or 12 hours. They find that such trade is handled; and that if these citizens have more than they can do in eight hours, they are paid not only more for staying longer, but at a higher hourly rate, sometimes to as much as $3 an hour. It is equally disheartening to the farm people the time of their leisure and physical ability to relax, and to note the new generation's capacity for hard work and less demand on their own mental and physical energies. They know they are not making use of the few large families who can and should help toward their own goal. Too much of the farm family.

Farmers work for the joy of living the American way, say what they have, look forward to having as much as their hearts desire, as long as they are needed and can enjoy the things they do best for in their chosen fields. On the farm the whole family is both the capital and labor, and there is little doubt that income is the fruit of production.

Farmers are disturbed to learn that labor habits are infecting some of their fellow residents to expect that when peace comes they can automatically receive present take-home pay for a 30-hour week. Many of the industrial workers in this country would be bashed aside as a pipe dream were the farmers discovering that they have the same in mind. And the many different forms of income and unemployment, often unaccountable to people on make-up days, are as many as the human material standard of living as that most farmers attained after providing the food and fiber that is independent.

Apostle education which presupposes that farm families are going to work farm hours supplying food and fiber at present prices while urban workers enjoy present take-home pay for 30 hours is going to be short of food and fiber. Too many farm families will starve down or seek the shorter hours and the easy money. Farmers are mechanics, traders, farmers, truckers, and tractor operators, mechanics, mechanics, and professional men and women. Most members of the farm families and the nation really depends on their economic turn at depression. As a way of life, farming holds these folks in different degrees. Many farmers will not follow a calling, however, congruential, which demands much more of the laboring men and women.

Farmers do not want to interfere with their labor's progress toward a higher and higher living standard, but they want that standard to be one which labor earns through production. They want the return to labor, management, agriculture, and capital, and to be commensurate with the skill and the industry applied in supplying the requirements of society. These returns can never be established or maintained by formulas. Farmers recognize that different rates in commodity, strain, training, costs, and other things which are not fixedly determined in cash. Farmers recognize that different rates adjust themselves with reasonable effectiveness if artificial rigidities are not established and if we remain a flexible society with individual and group initiative.

Farmers recognize the need for organization among groups to secure the full fruits of their activities and work to name the right they themselves exercise of building strong associations. But farmers are disturbed to learn of postwar planning in which the planning together of management and labor plays a prominent part. They think back to the time when management was having its day; when the worker, the worker, and the consumer were pitted in the goals of management. Then they wonder if this getting together will solve present economic weaknesses and lead to a sound postwar era. Stronger and better workers are still needed, and workers are prepared and destructive. The stronger they become the keener the American will be to stop them and the more certain it is the coming of the authoritarian state.

Our civilization depends upon an expanding economy. By this means only can security be obtained. Recognition of this is imperative now and requires prompt return to reliance and citizen initiative and the abandonment of reliance on the state. It means the return of emphasis on the state as the guarantor of opportunity and the abandonment of emphasis on the state as a source of security. Consciously and unconsciously, we are ignoring these facts today and we are pressing the skills for registration and the destruction of our destiny and the heritages of our children.

Today all of us are encouraged to look to government for things we used to get from institutions. Farmers look for government assistance of various kinds including an important part of their income from federal, state, and local subsidies or money. They look to government to help them organize, finance, and direct cooperative enterprises on their own and household good that help them to keep their farms, to get good prices for their products, and to get their businesses to flourish. Farmers want the nation which represented Townsendism, has accepted in fact, and busiblounding has become respectable. The word is in the words of the great philosopher, "Why, it is a two-edged sword, one of the ways of the mind is the only way to the very essence of the law and to become the master of it, the essence of the law is the declaration of the law which is the word of power and".

There is yet time to recognize our true goal, the recognition of our true goal.

1. A return of government to the role of referee, protecting by law the opportunity of citizens and acting as their servants, not as their rulers.
2. A balance of economic elements secured to the effective initiative of the individual, free from arbitrary indication by government direction or predatory pressures.
3. An economy of freedom which enabled equitable incomes evolve without reliance on poverty and cost of living formulas.
4. Acceptance of the principles that while the laborer is worthy of his hire, a job is a means of accomplishment and not an end in itself.
5. Acceptance and practical implementation of the principle that "make work" projects provide us and jobs, and that relief payments must be at minimum but not at incentive levels.
6. The abilities of individuals enhanced and promoted by group action.
7. A revitalization of our traditional representative type of organizations and recognition within and across groups of the responsibilities of American citizens as leaders, whether as trustees, leaders, or followers.
8. Renunciation of the closed shop principle to be in cooperation, a trade union, or a trade association.
9. Corporations and service agencies, profit and nonprofit, operating with due regard for the rights of all—owners, employers, and the general public.
Professional

Henry S. Bruner

Classroom Visit, a Principal's Tool for Improving the Teaching of Vocational Agriculture

N. E. KULMAN, JR., High-School Principal, Locksloe, N. Y.

The term "supervision," in education, has come to be accepted to mean those duties of a principal which require a direct and personal contact with the activities of the school.

A most important, but often neglected, duty of the high-school principal is the development of the classroom visitation. The reasons for this are that such visits are recurring, the small school which the principal must visit, and the small activities which the principal may visit, most usually, is a former teacher who has had additional study in the field of educational administration.

There is a further point that must be noted with respect to the lack of class- room visits. The principal is the part of administrative officers. That is, in many cases where supervision is carried on, it con- sciously to the academic fields and does not encompass the special aspects of agriculture, home economics, industrial arts, etc., in the school. Principals who follow this pattern admit that they no longer have a realistic picture of how the students are trained in these subjects.

The effectiveness of the following may be noted: Principal who are outstanding. To the extent that they are able to analyze their job needs and their job acts. These may be outlined from this analysis, which is found in the principal's work as well as his general management of the school. The principal must be able to answer these needs and, when possible, to meet them.

The principal must also be able to develop good personality relationships as well as a better understanding of the pupils. The pupils should be the principal's friends and not just pupils. The principal must have a realistic picture of the needs of the students. The principal must be able to make the time for the students. The principal must be able to help the students with their problems. The principal must be able to see the needs of the students and not just the problems.

The principal's first job is to visit the classroom. He has the knowledge of the subject matter, but he is not the expert. He must have the knowledge of the subject matter, but he is not the expert. He must have the knowledge of the subject matter, but he is not the expert. He must have the knowledge of the subject matter, but he is not the expert. He must have the knowledge of the subject matter, but he is not the expert. He must have the knowledge of the subject matter, but he is not the expert. He must have the knowledge of the subject matter, but he is not the expert.
Supervision

L. D. Clements, State Supervisor, Lincoln, Nebraska

STXTE sup-ervision is an education through administration. It is increasingly important that supervisors be thoroughly familiar with the educational needs of their area. The text below is a discussion of the importance of supervision in the education of agricultural students.

L. D. Clements

Standards for the Approval of Departments

School Administrators

OF VOCATIONAL AGRICULTURE

Agriculture education should be a four-year program for all students. The program should include at least 125 total hours of instruction, 40 hours of which must be in the areas of horticulture and animal science. The program should also include at least 30 hours of instruction in management and marketing.

Agriculture education programs should be approved by the State Board of Education. The board will review the program and make a recommendation to the State Superintendent of Public Instruction.

Standards for Establishing Departments of Vocational Agriculture

EO VOCATIONAL AGRICULTURE DEPARTMENTS IN NEBRASKA

The following standards for the establishment of departments of vocational agriculture are recommended by the State Board of Education:

1. The department should be established on the basis of need and community interest.
2. The department should be well-organized and have a clear mission.
3. The department should have qualified and experienced faculty.
4. The department should have adequate facilities for instruction.
5. The department should have a budget that is adequate to support its operations.
6. The department should have a plan for curriculum development.

Application for Approval

Since many requests are received, interested schools must make application in writing on a form provided by the Department of Education. The form must be signed by the principal and returned to the Department of Education. The application will be reviewed by a committee appointed by the State Board of Education. The committee will make a recommendation to the State Board of Education.

The Application and Survey Form

We have prepared an "Application for Establishment of a Department of Vocational Agriculture" and a "Survey Form" for use by schools.

The survey asks for information regarding:

1. The school's mission and philosophy
2. The school's enrollment and student demographics
3. The school's facilities and equipment
4. The school's current agricultural programs

The survey is designed to provide information that will help us determine the need for a new department of vocational agriculture.

Attn: Mr. John Doe
Supervisor of Vocational Education

The Agricultural Education Magazine

September, 1985
Methods of Teaching

G. P. DEYO

Developing and Maintaining Interest in Improvement Projects in Dairying

George P. DeYo, Teacher-Trainer, Michigan State College

Elmer A. Lightfoot, Supervising Teacher, Williamston, Michigan

E. A. Lightfoot

In many communities in Michigan, and in other states, dairying is an important enterprise. While ownership projects in dairying are frequently conducted by boys who have no special interest in the field or by those who are in the formative stages of its development, these usually consist of dairy activities which do not become productive units until the student has had two or three years of vocational agriculture. Certainly such projects should be encouraged, because they represent a means for boys to secure foundation animals for future breeds. In addition, however, many teachers are finding it desirable to utilize this form of activity to improve the achievement projects in dairying in which the boys are interested in their dairy herds and the improvement of these herds.

Improvement projects in dairying make it possible for boys and their families to bring about needed improvements in the herd. In doing so, each boy gains many valuable experiences, such as keeping records of production for each cow in the herd, using these records in colling and breeding, improving the feeding program, improving the barns and the equipment, introducing better animals, and improving the health of the herd. These experiences, in turn, throw light on the need for more effective instruction in a class in which most of these projects are being used as a part of the improvement project.

Use Methods Which Create Interest

In conducting improvement projects in dairying with high-school students, teachers find it important to use methods which create and maintain interest on the part of the students in the field. The following suggestions have grown out of experiences in the work of these projects have been successful.

1. Encourage students to establish a comparison with the class gained in the classroom. In this way, they may gain a better understanding of the principles involved in dairying activities.

2. Arrange a field trip to a dairy where production records have been kept, and avoid a class of cows and have the boys gather the data on the individual cows. After the report has been given, each boy is asked to write a brief narrative on the production of each cow for the preceding year. After this, show the boys the production records of each individual cow. Usually the boys then realize how valuable their production records are in determining the production of each cow.

3. Have an advanced student who has been conducting an improvement project in dairying tell the class how he has kept records and how he and his father have improved the home herd. If possible, have a field trip to at least one of the farms where improvement projects have been conducted. Raise the question, "How can we determine the production in our home herd?" Lead the class to the recognition of the importance of yearly records of butterfat and milk for measuring the efficiency of individual cows.

4. Secure the interest and cooperation of parents in their home farms early in the year. After the records have been started, maintain this interest by promptness in getting the records available. The results each month, by referring to them during home-farm visits, and by furnishing an annual summary of each herd.

5. Encourage each boy and his father to a goal of production for each cow in the herd for the year ahead. Have each boy make a chart which shows his month-to-month progress toward this goal.

6. Use simplified types of records as shown in Figure 1. Encourage the boys to keep them up to date by checking them with a "check-off" chart in the classroom to indicate completion of monthly tasks.

7. Secure good testing equipment and have a section of the classroom equipped for efficient testing. Establish a feeling of pride and a sense of responsibility on the part of the boys in helping to keep the equipment clean and orderly.

8. Have the boys in planning various phases of the testing work, including the testing schedule, arrangement of rows, and monthly reports. A Junior D.H.A. and a secretary of the F.F.A. is usually helpful in many departments.

9. Thruout the year, in classwork in and home-farm visits, make use of information from the records. At month's end, when the records are completed, results should be discussed with the boys on a instructional group.

10. Provide a sound plan of publicity for this work. This can be done through public announcements at annual meetings of the Junior D.H.A., articles in newspapers, I.F.A. bulletins, reports, etc., and publicity at school and fairs, etc.

11. Develop a feeling of pride in the quality of their herd, neatness, and accuracy of keeping records.

12. Organize the testing schedule so that certain periods each month are set aside for testing the samples, recording the results, and entering the data in the permanent dairy herd record books. With sufficient equipment, two or three days per month per class should suffice.

13. Start records in October or November on such records for eight or twelve months will be complete by the close of the school year. This creates a feeling of progress which provides added incentive for completing the records for the remaining months of the testing year. By having the testing year divided into two periods, theJunior F.H.A. can be reconvened and thus can have a number of points to discuss.

14. Have the Junior D.H.A. prepare an annual report. This should contain information for all herds showing the following for each herd: the number of cows, the average production per head, the total production for each cow, the total production for the herd, the average production of the herd, the average production per head, and the number of producers.

15. Hold an annual meeting of the parents and the boys at the close of each testing year. Have the yearly records complete for each herd and summaries of all herds. Have the boys make reports on the improvement projects.

16. This meeting can be sponsored by the Junior D.H.A.

17. Annual D.H.A. has almost been completed in production records for each cow, containing the following: date, production, and records and records of calving dates. Have the boys keep a record of these details, checking on breeding and calving efficiency.

18. Have each student complete a production chart for each cow in the herd. Compare with the data for the records on the same cow in the herd. This will give the boys a better understanding of the progress of the individual cows. The boys can make a chart showing the progress of each cow in their herd, month by month, by referring to them during home-farm visits, and by furnishing an annual summary of each herd.

19. Encourage each boy and his father to a goal of production for each cow in the herd for the year ahead. Have each boy make a chart which shows his month-to-month progress toward this goal.

TABLE I

Data for Setting Goals at Measuring Efficiency

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Production</th>
<th>High Yield</th>
<th>Middle Yield</th>
<th>Low Yield</th>
<th>Overall Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1936</td>
<td>335 lbs.</td>
<td>354 lbs.</td>
<td>294 lbs.</td>
<td>254 lbs.</td>
<td>303 lbs.</td>
</tr>
<tr>
<td>1937</td>
<td>336 lbs.</td>
<td>356 lbs.</td>
<td>296 lbs.</td>
<td>256 lbs.</td>
<td>306 lbs.</td>
</tr>
<tr>
<td>1938</td>
<td>337 lbs.</td>
<td>357 lbs.</td>
<td>297 lbs.</td>
<td>257 lbs.</td>
<td>307 lbs.</td>
</tr>
<tr>
<td>1939</td>
<td>338 lbs.</td>
<td>358 lbs.</td>
<td>298 lbs.</td>
<td>258 lbs.</td>
<td>308 lbs.</td>
</tr>
<tr>
<td>1940</td>
<td>339 lbs.</td>
<td>359 lbs.</td>
<td>299 lbs.</td>
<td>259 lbs.</td>
<td>309 lbs.</td>
</tr>
</tbody>
</table>

Note: The data for this table are from the records of the selected cows in the herd. The results are given each month, by referring to them during home-farm visits, and by furnishing an annual summary of each herd.

20. Every month, the boys should compare the production of each cow with the results of the previous month. This will give the boys a better understanding of the progress of the individual cows. The boys can make a chart showing the progress of each cow in their herd, month by month, by referring to them during home-farm visits, and by furnishing an annual summary of each herd.

The making of a living is absolutely necessary to the making of a life. Read and analyze the problems, then do something about them. Educational work is therefore the primary need in the field of dairying. — W. C. Butler

Man is like a tick—useful if he has a good head and a pointed in the right direction—but even then he is driven by a C.O.D. bill. — The Kodak Magazine
Determining the Opportunities for Farming Programs

J. C. Layman, Toche, Beverly, Va.

Any pupil who has entered upon or is preparing to enter upon the business of farming must consider the needs of the farm, the career of the pupil, and the possibilities of the program. It is often the case that not all students who are interested in farming are prepared for it.

The modern farm is a complex unit of diversified enterprises, each requiring a different skill and expertise. The farmer must be well versed in the management of livestock, crops, and other enterprises. The importance of a well-rounded farm program cannot be over-emphasized.

Making the Survey

The survey may be made of two kinds or stages. In the first stage, the survey results from the second. The only fact that one time and opportunity will permit is that the people who will be the most interested in the future farm program are included in the survey.

Setting up the Program

Let us look at one family in which there are three boys. One, Richard, decided to enter the advanced grade of high school last year. The second, Kenneth, is his junior. The third, Donald, will enter the advanced grade of his own high school this year. The boys are all interested in farming and agriculture.

This program does not aim at all the requirements of the boys. They all have different interests. The program is designed to meet the needs of the boys by presenting opportunities for all students who are interested in farming.

Kenneth's Farming Program

Our January meeting was handled very skillfully by the Greenhorns. They opened the meeting, conducted the business, and made up the program for the group in some games. Then they had dinner. Our program was a very successful one. We are very glad that we received the literature on "Farm Retirement Projects." We are also glad that we received the literature on our meeting next year—Nebraska, Nebraska.

Our chapter had our first meeting at the Northfield Center—Watertown, Nebraska.

The Agricultural Education Magazine, September 15, 1945

Richard Beaud and his two brothers Donald and Kenneth held four head of purebred beef cattle. John C. Layman, Teacher, Beverly, Virginia.

This program has some definite weaknesses. One of which is that Kenneth must start on the farm as soon as he can. The other weakness is that his interest in farming is not as strong as he would like. He is interested in the program, but he does not feel that it is going to help him as much as he would like. The program is designed to be a complete farming program.

The Agricultural Education Magazine, September 15, 1945

Richard's Farming Program

We have on our F.F.A. mailing list, the President of the Board of Directors, the President of the Board of Trustees, and the Chairmen of the various committees. They are all interested in the program. We are very glad that we received their support and that they have been so generous in giving their time and effort for the success of the program.
A Survey for Returning Servicemen

MANY of your farm men have left the community during the past few years to serve in the armed forces. A few of these young men have returned to their former occupations, but many of them are still away from the community. Therefore, it is necessary to plan a new training program intelligently so that we know what to do with these young men—whether or not they wish to continue their farm careers and what information upon which we may base our proposals.

The servicemen and war workers who have just returned to the community should be interviewed for this information. We must also know about the farms away from the community, their owners, and other facts that will help us in planning for the future. The following is a list of the men in service who may return to work before the end of the next season:

<table>
<thead>
<tr>
<th>Number of individuals by group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-19</td>
<td>4</td>
</tr>
<tr>
<td>20-24</td>
<td>15</td>
</tr>
<tr>
<td>25-29</td>
<td>24</td>
</tr>
<tr>
<td>30-35</td>
<td>19</td>
</tr>
<tr>
<td>36 and over</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of individuals employed in the following occupations before leaving military service or war work:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Army</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Navy</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Air Force</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Coast Guard</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Marine</td>
<td>5</td>
<td></td>
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</table>

The committee recognizes that the individual has changed since he went into the armed forces and will not be satisfied with a training program that is not responsive to the new developments in farming and educational facilities.

It is recommended that the leaders of vocational agriculture in the local area develop the individual's ability to establish himself in farming. The committee also recommends, whenever possible, that the leaders of vocational agriculture in the local area provide similar training programs to meet the needs of the individual.

Support for Action

<table>
<thead>
<tr>
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</tbody>
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We have agreed that the ultimate goal of vocational agriculture is to establish an educational program. Therefore, the next step is to plan a new training program for returning servicemen. The following is a list of the men in service who may return to work before the end of the next season:

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<td>19</td>
</tr>
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<td>3</td>
</tr>
</tbody>
</table>

Project Agreements

To the following articles pertaining to the projects:

1. To the project on the development of a test for vocational agriculture instructors who are interested in the supervision of the project or projects. The instructor should help and advise the work. The projects shall be approved by the superintendent at the time of the plan. The projects shall be approved by the superintendent at the time of the plan.

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We, the undersigned, agree that these provisions are satisfactory.
Establishing Shops on Farms

THOS. E. MABERY, Teacher, Rupert, Idaho

The main content of this section of the farm shop is to provide guidance on starting shops on farms. This section also includes historical references to the development of farm shop programs.

The teacher, Thos. E. Mabery, shares tips on how to establish a farm shop, including considerations for Farmers' Markets and local community resources.

In conclusion, the document suggests that farm shop programs provide opportunities for farmers to sell their produce and engages the local community, leading to better economic opportunities for farmers and their families.
The project on program planning and evaluation at the University of Illinois reached its third milestone on 9th September. The third annual report of the training project was accepted for the fourth year. The original intentions of the project are being carried out.

1. Usage of a general advisory group for policy-making.
2. To study each community's needs for educational agriculture.
3. To plan a tailor-made program with specific objectives for each community.
4. To evaluate outcomes in terms of the clients' objectives.
5. To achieve meaningful relationships of the departments of agriculture and the school and community.

We are more fully informed than we were as to the possibilities of the general approach and the activities and the difficulties which arise in it. On the whole, we are very well satisfied with the results which have been achieved.

The Illinois project has not been in the use of test and milk production records, this sheep and swine and cattle have also been kept. A report of the work with pork production records is included in a publication of the departments of agricultural education and animal husbandry, University of Illinois, called "Education for Pork Production." A publication is now prepared which will include a discussion of the very successful methods that have evolved for handling milk and bulk sales, keep in mind that the work and adult farmers and the use of these records, and in this work, the animals and the farmers have come to the department.

The comments of two of the cooperating principals may be of interest. One principal says, "Mr. Holc and his co-workers have shown that we can have a splendid job in organizing with teachers in this tremendous large area. Because of the diversity of types of farms, they have set up a program of evaluating the classes that fit the needs and desires of the farmers in each community. Thus contact with the attending farmers is established and they are actively participating. They have discovered that the farmers have found the information given at the meetings during the schools into actual practice. These schools have been of tremendous interest to the value of the school. The project is directed to keep farmers informed on the type of teaching that is done in the department of agriculture of the University of Illinois for high school education."

Another principal says, "I believe we have a high value on Mr. Filippis' participation in the project on cooperation planning in vocational agriculture. We can very clearly see that, in the next few years, farm families will be able to reach a point of economic and educational understanding of the students."

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5. To achieve meaningful relationships of the departments of agriculture and the school and community.

We are more fully informed than we were as to the possibilities of the general approach and the activities and the difficulties which arise in it. On the whole, we are very well satisfied with the results which have been achieved.

The Illinois project has not been in the use of test and milk production records, this sheep and swine and cattle have also been kept. A report of the work with pork production records is included in a publication of the departments of agricultural education and animal husbandry, University of Illinois, called "Education for Pork Production." A publication is now prepared which will include a discussion of the very successful methods that have evolved for handling milk and bulk sales, keep in mind that the work and adult farmers and the use of these records, and in this work, the animals and the farmers have come to the department.

The comments of two of the cooperating principals may be of interest. One principal says, "Mr. Holc and his co-workers have shown that we can have a splendid job in organizing with teachers in this tremendous large area. Because of the diversity of types of farms, they have set up a program of evaluating the classes that fit the needs and desires of the farmers in each community. Thus contact with the attending farmers is established and they are actively participating. They have discovered that the farmers have found the information given at the meetings during the schools into actual practice. These schools have been of tremendous interest to the value of the school. The project is directed to keep farmers informed on the type of teaching that is done in the department of agriculture of the University of Illinois for high school education."

Another principal says, "I believe we have a high value on Mr. Filippis' participation in the project on cooperation planning in vocational agriculture. We can very clearly see that, in the next few years, farm families will be able to reach a point of economic and educational understanding of the students."

The AGRICULTURAL EDUCATION MAGAZINE September, 1945
The Woodstock Chapter of Future Farmers of America gained possession of Vermont's most famous Farm trophy at the State Agricultural's Sixteenth Annual Convention. The Sheldon Trophy, as it is known, has been awarded annually since 1940 to the F.F.A. chapter making the most improvement during the year, in memory of Kenneth J. Sheldon, former state advisor to Vermont Future Farmers.

To gain the right to hold this trophy, the Woodstock Chapter completed a program which surpassed that of the preceding years by a margin of 35 out of a possible 100 points.

The purchase of official F.F.A. jackets for officers for the first time gave impetus at the very beginning of the year to the chapter's program of work, designed to contribute to the war effort. The chapter collected and sold 56,000 pounds of waste paper, purchased equipment for the school in the amount of $165, placed in all district and state F.F.A. contests, conducted several school assembly programs, and operated a milk testing service for dairymen. The chapter and individual members were awarded awards as winners in F.F.A. contests or exhibits. The chapter was also successfully carried thru even tho the teacher of agriculture and chapter advisor left on April 1.

This year our chapter offered a prize to the best library or garden set on F.F.A. boy—Cleoro City, Nebraska.

It is a big event when we hold our annual field day at the school. The farmers, who are specialists in this field of activity, are present. For us.

This year our chapter held a Faculty Meet. This gives the boys a good chance to get acquainted with the teachers, but the main purpose was to get the boys acquainted with the F.F.A. and "Ag." activities.

At the May meeting we always invite the nearby 8th graders. Part of the meeting is put on especially for them—Hum. Nebr., Nebraska.

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(Based on page 20)

facts and skills involved in each. One satisfactory arrangement would be for the first boys to be given some small piece of ground for garden work. This would give the boys the opportunity of actually working with the soil, studying plant growth and culture, insect control, and the keeping of farm records. First year boys would also be given the opportunity to study with farm animals and poultry enterprises. The second year boys would study more advanced skills involved in the animal and crop enterprises. The third year boys would be more interested in farm planning, management, marketing and record keeping. Each student would be required to make a beginning inventory for the school farm. Each month's receipts and disbursements would be available for three students to keep a complete set of records on the farm. A closing inventory and financial statement should give some excellent facts about farm operation and different enterprises.

Each of the three classes would be given some work in, according to the equipment needed for home enterprise and equipment needed by enterprises, to be carried on the farm. This should include the very important phase of farm marketing.

The farm laboratory is justified in large schools where many of the boys are involved in agriculture and there are few farms and ranches available for use in teaching farm jobs and skills. Boys who are really interested in this type of education should be given the opportunity to get it if the school can furnish them with the knowledge of what they live in town or in the country does not necessarily mean that every boy who wants to take a course in agricultural studies should be excluded. It is the duty of the individual farmer and counselor to try and place students in the courses that they will benefit the most from. This is done by individual interviews to determine the boys' interests, environment, his abilities, and then counsel accordingly.

The Agricultural Education Magazine September, 1945