"Silence is not always golden; sometimes it is just plain yellow."
Planning Programs and Individual Services for Veterans in Rural Areas

Planning is thought of as being the major part of many programs. Some of these may be more concerned with the content of the program itself than with planning. Many types of meetings and conferences involved in planning have been discussed in previous articles. The emphasis here is to discuss some of the major aspects of planning in rural areas, where many of these programs are located.

Many types of planning programs include an actual planning in their agenda. Some of the following topics, taken from recent Colloquium on Planning held at Hamilton, New York, are of particular interest in planning: "The Community We Want," "Education for World Order," "Developing a Legislative Service," and "Large-group Living." Many other types of planning might well be mentioned, such as a Programs for Agriculture in the "State or County." Planning is worthwhile because it is a more complex process than the other aspects of planning. The planning process involves a greater degree of uncertainty and a greater degree of complexity.

1. The plans should be made in relation to tested (or past) experiences.
2. The plans should be made in part, at least, by those who are expected to execute them or by their representatives.
3. The plans should be made in relation to actual needs as discovered by scientific procedures.
4. The plans should provide for the ways and means of their execution.
5. The plans should allow for individual adjustments, or flexibility, in their application.
6. The plans should provide for periods of revision to meet changing conditions or circumstances.

Planning programs and individual services in rural areas should all be made to the best of their potential for the betterment of rural youth and adults. Perhaps the teachers of vocational agriculture are the ones to assume greater leadership responsibilities, or perhaps some are to have the unusual opportunity of becoming the most valuable contributions to leadership in educational administration. All teachers of vocational agriculture are going to have an opportunity to serve in one of the major teacher of educational administration, or actually, to establish an establishment of veterans in forming in or related farm occupations and services.

The nature of this challenge is not immeasurable not only the future stature of deserving veterans, but the strength of the veterans in the community for years to come. There are certain elements, or characteristics, of this vital problem that may be mentioned.

1. There is much available information concerning veterans and their need of service in every community.
2. Nearly every family in a given community has a relation who has had military service in World War II and each family is ready and willing to help in this planning.
3. Many organizations are anxious to plan, or have started to plan, for programs of services for veterans.
4. There is danger of duplication of services in a divided area, which may result in giving veterans the "run around," for there is enough for all willing workers to do.
5. The need for co-ordinating effort among individual leaders, organizations, and rural and urban groups is great.
6. The time to launch co-ordinated planning is at hand.

The author of this article has been very conscious of the problems involved in local planning during the past few years, and his special interest in the problems of planning for rural areas led him to make an extended study during the year of 1944. The study and the subsequent findings were based, in part, upon the educational and occupational records of 800 young men who were under 20 years of age, and who had lived in and had planned to return to a well defined rural area in the Finney-Lincoln Region of central New York. The study will be published as a research bulletin in the New York State Experiment Station.

The purposes of this study, which follow, are quoted as they will appear in published form:
1. To identify representative success stories, as a base, for the selection of programs and to evaluate the educational backgrounds and work experiences as certain basic information to indicate their future educational and occupational needs.
2. To study and evaluate the total resources of the region as bases for discovering local opportunities for recreation and re-employment.
3. To study and evaluate local and nearby educational facilities and programs in order to determine their suitability for meeting the educational needs of veterans and other adults, and to aid school administrators and others in planning future educational programs.
4. To indicate the needs for occupational and educational training in non-degree and degree-granting institutions located beyond the border of the region.
5. To evaluate the types and scope of the present work experience of veterans and to determine the policies of employers toward the re-employment of veterans, and the provisions to be made for pre-school training programs.
6. To establish a pattern for the scientific approach to this and different problems to which the same principles and procedures may be applied.

The author believes that the purposes of his study were well chosen and timely, that he realized that several of the procedures may be supplemented by personal contacts and individual interviews with returned veterans.

Certain results of the bulletin should be of considerable help to teachers of vocational agriculture and other leaders concerned with the problems of veterans. The regional resources should be suggestive of types of local studies that may be made in advance of similar studies of large numbers of veterans.

To study and evaluate the agricultural, occupational, human and social resources of any given area in which services are to be established, a complete description of any area concerned with vital problems of re-employment and re-employment of veterans and displaced industrial workers is important. It is likewise important that the occupational resources of rural areas should be studied and evaluated. It should be important to the farmer to know that 800 young men who lived in a rural region of approximately 800 square miles had worked at 100 or more different types of employment prior to entering the armed services. Such a high degree of agricultural, as well as not too certain area and the accompanying part-time farming, are characteristics that were discovered and evaluated. A monthly business and weather-year evaluation of work experiences of individuals is the only key to the solution of the opportunities of the group a given area.

Agricultural farming experience in relation to specific types of farms, varying years, in the light of the total knowledge of the occupational experiences of the selected group. This study was extended to include the evaluation of the educational achievements of all individuals of the group. Elementary education and secondary education in its degree and non-degree granting institutions were considered. The rural high schools of the region in relation to the migration of their students and as their future plans and special offerings suitable for veterans and other adults. Both occupational and educational educational purposes were used when counseling counselors, relative, em- ployers and others in relation to their recommendations for the re-employment and re-employment of each individual with whom they were concerned. All preliminary recommendations used for program planning are expected to be confirmed or altered by local counselors as veterans are released from the armed services and their military records are evaluated. The teacher of vocational agriculture should be prepared for his role in the selection and placement of those vitally interested in farming and the related occupations and services.
Agricultural Training Programs for Re-training Veterans and War Workers

Byron J. McMahon, Chief, Bureau of Agricultural Education, San Luis Obispo, California

We who are engaged in the task of re-establishing normal educational and vocational training have a profound responsibility for planning and preparing for post-war agricultural training for returning veterans and displaced war workers. The immediate problem upon which we are focusing our attention is one that we can expect to return with some force to a future date. The veterans are returning to all communities in increasing numbers.

The personnel in the armed forces of the United States, during World War II, have been more northeast and more highly trained and equipped than any generation of any country in the history of the world. This is as it should be, for we must not forget that for the last few years millions of dollars have been spent on training and equipping forces to fight both under adverse weather conditions in the deserts of North Africa, and in the same conditions of war which we have in our own country. We must also realize that this is a highly trained and trained military personnel who has been well trained and well equipped.

The case and application did not stop with the training and military personnel of this country. The United States has already made available these veterans and displaced war workers to any country that can benefit from their services. The veteran who has been trained and equipped in the United States has been given the right to return to the country of his birth and not to his own country.

There are three major principles that we must never forget in preparing for post-war agricultural training for returning veterans and displaced war workers. The first is the need to provide for the education and agricultural education of returning veterans.

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The Institute Idea

CARLTON E. WRIGHT, Director, New York State Institute of Agriculture and Home Economics, Cobble Hill, New York.

A FEW years ago the idea of an "action" on passenger service was first being introduced by the railroad companies in large cities. It was first being introduced by the railroad companies in large cities. It was then a recognition that transportation facilities were not as good as they should be. This idea was then being carried out in some other large cities in this country. The idea that the Institute of Cobble Hill could have been carried out in some other large cities in this country. The idea that the Institute of Cobble Hill could have been carried out to a greater extent than it has been in the past.

An interesting fact which has been noted is that in recent years, particularly the last five, vocational educators have been investing in and talking a great deal about area vocational schools. Many articles have appeared in the public and other magazines, and bulletins have been written on area schools. Much good has been done by various leaders in the area vocational school field. In one of the articles which appeared in the State Institute of Agriculture and Home Economics Bulletin of Cobble Hill, New York, on a rotating platform at a mammoth education conference, a sign for the display would be, "An Area Vocational School in the Making."

Established by an act of the legislature in 1913, it was then known as the Schoharie School of Agriculture, being located in the county of that name. In 1917 the school was moved to Cobble Hall, New York State Institute of Agriculture and Home Economics. The location of the institute at Cobble Hill is the same as that of the original school of agriculture, which was moved to Cobble Hill in 1821. It was a small institution, with a few students. It was later described as a "simple, comfortable, and well-furnished building." The institute is now considered one of the finest educational institutions in the country.

The program is unique in that it is based around the life of the student. It is organized around local situations and does not lead to a high level of professional training for the student. It is an area school of agriculture that is not considered as basic to the institutional program. In agriculture, farming is the area of education that is far more important than the area of the school's mission. In this sense, the school is primarily an area school that provides educational opportunities for the student in his local community. It is a school that is concerned with the problems of the area and provides educational opportunities for the students of the area who are interested in farming or the area and makes possible educational opportunities for those who otherwise would not have them.

Improving Pastures

L. H. HALLBROOK, Area Superintendant, New York State Department of Agriculture and Home Economics.

J. A. HUTCHISON, teacher of practical agriculture at Bay City, Texas, has been working on a pasture improvement program. He has found this method of getting farm people to accept new ideas for improved pasture management:

Believing there is a more effective way to improve pasture management, J. A. Hutchison, teacher of practical agriculture at Bay City, Texas, has been working on a pasture improvement program. He has found that it is essential to get farm people to accept new ideas for improved pasture management.

There are many ways of improving pastures, and the industrial programs offered in various states have been quite successful. However, in the light of past experience, the most important factors to be considered in pasture management are:

- The use of livestock management techniques such as rotation grazing and proper pasture planning.
- The use of appropriate species and varieties of forage plants.
- The use of proper pasture fertilization and irrigation techniques.
- The use of adequate pasture conservation practices such as pasture rest and proper use of tillage.

A survey of these factors as they apply to pasture management in the area in which J. A. Hutchison is working reveals the following:

- The use of livestock management techniques such as rotation grazing and proper pasture planning is essential for the successful improvement of pastures.
- The use of appropriate species and varieties of forage plants is critical for the success of pasture management.
- The use of proper pasture fertilization and irrigation techniques is important for the improvement of pastures.
- The use of adequate pasture conservation practices such as pasture rest and proper use of tillage will lead to a successful improvement of pastures.

The conclusions drawn from these findings indicate that pasture improvement programs can be successful if they include:

- The use of livestock management techniques such as rotation grazing and proper pasture planning.
- The use of appropriate species and varieties of forage plants.
- The use of proper pasture fertilization and irrigation techniques.
- The use of adequate pasture conservation practices such as pasture rest and proper use of tillage.

The programs are designed to be offered to farmers through workshops, conferences, and other educational programs. The programs are designed to be offered to farmers through workshops, conferences, and other educational programs. The programs are designed to be offered to farmers through workshops, conferences, and other educational programs. The programs are designed to be offered to farmers through workshops, conferences, and other educational programs. The programs are designed to be offered to farmers through workshops, conferences, and other educational programs. The programs are designed to be offered to farmers through workshops, conferences, and other educational programs.
Methods of Teaching

G. P. DEVOE

Instruction in Forestry

ROBERT N. HOSKINS, Industrial Forester, Seaboard Air Line Railway

During the past 11 years, with the exception of periods of war, the Florida Forest Products Association has been holding a two-week training camp for stockmen, forest managers, and others interested in forestry matters at the Southern Forest Experiment Station at Casa Grande Valley, Texas. The camp is an excellent place to gain instruction in the art of forestry. There is an abundance of good forestry material on the grounds. The weather is generally mild, and there is an abundance of good material on the grounds. The weather is generally mild, and there is an abundance of good material on the grounds.

The Florida Forestry Association is the largest organization of its kind in the world with an active membership of over 1,000,000. In the past year, the Association has had 4,500,000 acres of land, a program in vocational education, and 117 chapters in 59 of the states. Each of the chapters in the state is entitled to send one delegate to the General Assembly.

Instructors at the camp this year included Assistant Forester W. J. Jackson, director; Peter J. Lucas, landscape architect; Frank C. Butz, arborist; Benjamin H. Davis, forestry consultant; and W. E. Nelson, agricultural engineer. The chief instructor was Mr. J. L. Tutt of Okeechobee, Florida.

The leadership training each year includes an assembly of students who are interested in forestry education, Assistant Superintendents Travis Lowry and L. G. Smith.

Variant Program Provided

The boys' program is set up to handle the following: first, second, and third-year students. The third-year groups are mostly home-missions work, and the first-year groups are sent to the Southern Forest Experiment Station at Casa Grande Valley, Texas, and the second-year groups are sent to the Seaboard Air Line Railway.

The activities programs include trips to the nearby national and state parks, as well as to various points of interest such as the Seaboard Air Line Railway, the Southern Forest Experiment Station, and other similar places.

Caring Centers after the War

C. B. BARCLAY, Area Supervisor, Texas

The question, "Will our caring centers continue after the war?" is one that is frequently asked by many people. The answer is yes, but not as it was before the war. In many places, it has been decided that the centers should be continued, and in some cases, they have been expanded. In other places, the centers have been closed, and in a few cases, they have been moved to new locations.

The centers provide a place for children to play and socialize, and for adults to meet and make new friends. They also provide a place for people to receive mental health services, as well as a place for children to learn about their emotions and how to express them in a healthy way.

Comprehensive Adult Programs

W. H. GREGORY, Teacher, Somerset, Tennessee

During the winter of 1940-41, David Davenport, a Tennessee farmer, began offering vocational education courses to men and women on his farm. The program offered a wide range of courses, from carpentry and sewing to farming and cooking. The program was so successful that other farmers in the area began offering similar programs. Today, there are many comprehensive adult programs throughout the country, providing education and training for adults in a variety of fields.

Improving Pastures

(Continued from page 107)

be has become the responsibility of a large number of people, not just the farmers alone.

Teachers of vocational agriculture should not expect to get support equal to that of other professions. There are problems of land tenure, of the educational system, and of the economic system that make it difficult for vocational agriculture to get the support it needs.

In Texas, another measure of improving pastures is the use of heat resistant grasses and clover. These grasses and clovers are being used, both individually and in mixtures, in a wide variety of agricultural projects. In some cases, the grasses and clovers are being used in combination with other grasses, such as Bermuda and Kentucky bluegrass, to create a more nutritious and productive pasture.

The principal author, F. E. Barber, is an Assistant Professor of Crop Science at the University of Minnesota. He has been working on this topic for many years, and his research has led to many new insights into the effects of heat on plant growth.

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Should young farm people, especially young farm couples, next to doing what is necessary to improve themselves and their farms, work together in an organization? Whether or not the answer is definitely “yes”, there are possibilities for making the answer more certain. Young farmers and women members are needed for many purposes, but for some (such as young farmers) the answer by reports in the Agricultural Education Magazine, several states, is that there has been no report in which the presence of both young men and women working together, as a unit, is reported. As a review following.

A Key Committee Helps

The state supervisors of agriculture and home economics discussed with the state directors of agriculture and home economics the possibilities of initiating a program of this type. The first step would be the formation of a group to work together in an organization of young farmers and women members. This committee should be called the “Young Farmers and Women Members Committee”.

An examination of the activities of the state directors of agriculture and home economics indicates that the activities of young farmers in the state are not being utilized. The problem of group work has been discussed in several states, and it has been found that the activities of young farmers in the state are not being utilized. The problem of group work has been discussed in several states, and it has been found that the activities of young farmers in the state are not being utilized. The problem of group work has been discussed in several states, and it has been found that the activities of young farmers in the state are not being utilized.

The first meeting opened with 22 in attendance who were engaged in agriculture and home economics. The next meeting was opened at 2 p.m. and attended by 12. The meeting was opened at 2 p.m. and attended by 12. The meeting was opened at 2 p.m. and attended by 12. The meeting was opened at 2 p.m. and attended by 12.

The enrollment finally reached 36, counting the members of the state agriculture and home economics committees. It was thought that this was a very good beginning for the organization. There were 36 members who were not connected with the statewide committees who attended the meetings. Attendees were informed that they could not continue to be in the organization unless they attended meetings regularly. The meetings were held on the state university campus at the state agriculture and home economics office. This was attended by 12. The meetings were held on the state university campus at the state agriculture and home economics office. This was attended by 12. The meetings were held on the state university campus at the state agriculture and home economics office. This was attended by 12.

Common Problems Faced

All of the meetings were held every month. Each one was more interesting and more valuable than the preceding. Members who usually did not attend the meetings were accepted by the members for the few meetings that they could attend. Members who normally did not attend the meetings were accepted by the members for the few meetings that they could attend. Members who normally did not attend the meetings were accepted by the members for the few meetings that they could attend. Members who normally did not attend the meetings were accepted by the members for the few meetings that they could attend. Members who normally did not attend the meetings were accepted by the members for the few meetings that they could attend.

One of the members of the membership in a working group was disliked, because some of the group were working toward common goals. It was found that the membership in a working group was disliked, because some of the group were working toward common goals. It was found that the membership in a working group was disliked, because some of the group were working toward common goals. It was found that the membership in a working group was disliked, because some of the group were working toward common goals. It was found that the membership in a working group was disliked, because some of the group were working toward common goals.
Train Teachers to Do Farm and Snop Jobs

L. B. HUMPHREY, Professor of Agricultural Education, State Agricultural College, Logan, Utah

Modern agriculture today presents a very complex task for the teacher of vocational agriculture. It affects directly the lives of many young farmers and their families.

The teacher of vocational agriculture is in- vital very closely in the economic, health, and social and industrial growth of the home farm and community. The most outstanding problem facing the teacher of vocational agriculture is that of getting farm boys to operate farms and also to operate them properly.

In determining the content of high school work in vocational agriculture, it is extremely important to meet the needs of the market. The teacher must therefore have a thorough knowledge of the market for the produce of the farm and should be able to plan his work accordingly.

The teacher must also have a thorough knowledge of the methods of training and teaching that will best prepare the student for the work of the farm. He must be able to plan his work so that the student will be able to operate a farm successfully.

In the course of high school work in vocational agriculture, it is desirable that the teacher of vocational agriculture should have more experience in operating a farm at the lowest possible cost. This would enable him to understand the problems of operating a farm and to help the student to understand them as well.

There are many ways in which the teacher of vocational agriculture can help the student to operate a farm successfully. He can help by giving the student information about the market for the produce of the farm and by helping him to plan his work accordingly.

The teacher of vocational agriculture must also have a thorough knowledge of the methods of training and teaching that will best prepare the student for the work of the farm. He must be able to plan his work so that the student will be able to operate a farm successfully.

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The Education of "Dirt" Farmers

J. A. STAARRE, Teacher, Iowa State College, Ames, Iowa

The preliminary purposes of the investigation reported in this paper were to (1) obtain an evaluation of the current programs of agricultural education in the high schools of Iowa, (2) suggest ways of improving those programs in order to meet modern farm operations. A secondary purpose was to obtain suggestions for the improvement of these programs.

The general technique employed was to select for study a random sample of judged a group of successful farmers and study their past and present programs of agricultural instruction. This technique was based upon the assumption that ordinarily successful farmers in any occupation would be better qualified and well qualified to give reliable and valid judgments on the amount and character of the preparation required for effective participation in it.

The list of "eminently successful" farmers was prepared by questioning the county extension directors concerning the barns of 30 Iowa counties and the ranker's list of 10 of their most successful farmers. The realization differences. Four criteria for identifying the best farmers were used: (1) Successful application of approved practices, (2) economic success, (3) efficient management of the farm business, (4) participation in extension activities, and (5) satisfaction and happiness with farm life. The resulting list consisted of 75 individuals.

A letter was sent to each farmer in this list. It resulted in 56 returns, of which 50 were usable. From this, the names of the successful farmers were mailed to 58 of whom indicated their willing to cooperate and 38 of whom were interviewed. The data on 20 farmers were included in this study.

Significant Data on Farmer Respondents

Because the respect or weight that is accorded the judgments made by farmers is in large part by what is known about their experience, it is necessary to obtain certain information of the respondents. The opinions of the farmers who cooperated in this investigation were asked to state their age, years of residence, number of farm operations, and amount of land operated. The following data were obtained:

- Age: Ranges from 30 to 70 years.
- Years of residence: Ranges from 5 to 50 years.
- Number of farm operations: Ranges from 0 to 3.
- Amount of land operated: Ranges from 10 to 500 acres.

The results of the investigation concerned with the quality of education received by farmers.

- Education: Ranges from 5 to 18 years.
- Total education: Ranges from 1 to 20 years.
- Total education plus experience: Ranges from 2 to 30 years.

The data on the education of farmers was obtained from the Iowa State College of Agriculture and Home Economics. The following criteria were used to evaluate the educational programs:

- General agriculture: Ranges from 0 to 10 years.
- Vocational agriculture: Ranges from 0 to 5 years.
- Part-time courses: Ranges from 0 to 3 years.
- Adult evening courses: Ranges from 0 to 1 year.

The results of the investigation concerned with the number of hours spent in education and the amount of experience gained.

- Hours spent in education: Ranges from 0 to 1000 hours.
- Years of experience: Ranges from 0 to 20 years.
- Total experience: Ranges from 0 to 50 years.

The data on the educational programs was obtained from the Iowa State College of Agriculture and Home Economics. The following criteria were used to evaluate the educational programs:

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- Total experience: Ranges from 0 to 50 years.
The Second Victory Farm Show which was sponsored by the Future Farmers of Pahoa, a local chapter, included several activities, some of which improved our nutrition. Among them were exhibits of local produce and animals, a pottery exhibit, and a cooking competition. The Future Farmers of America chapter, which is now in its third year, is tied into a local chapter of the Future Farmers of America. The members are eager to learn more about agriculture and are eager to share their knowledge with others.

The Ohio Sugar Company cooperated by putting up an exhibit on sugar cane, the life history of the sugarcane, and a chart on the milling process. The tour of the sugar mill was limited to the members of our chapter and their guests.

The success of the fair show was due largely to the efforts of the chapter members who planned it. Many members helped behind the scenes and on the day of the show. The fair was well attended and several were busy in the exhibit room.

For poultry exhibitors, a best exhibit was awarded, and a best in show was given. The exhibit was judged by the judge of our chapter, who is a member of the board of directors of the fair. The judges were selected from among the members of the chapter.

The fair show was a success, and the Future Farmers of America chapter plans to continue to hold similar events in the future.

The Future Farmers of America chapter is located in the town of Pahoa, on the island of Hawaii. The chapter is sponsored by the Pahoa High School, and the members are students in grades 9 through 12. The chapter is sponsored by the Future Farmers of America, a national organization that is dedicated to the development of agriculture and the improvement of the rural community.

The chapter is responsible for organizing and conducting various events, such as the annual fair show. The chapter is also responsible for providing information and resources to its members, as well as encouraging them to participate in various agricultural activities.

The Future Farmers of America chapter is dedicated to the development of agriculture and the improvement of the rural community. The chapter is committed to providing its members with the resources and information they need to succeed in the field of agriculture. The chapter is also committed to serving the needs of the rural community, and to promoting the importance of agriculture in the United States.

The Future Farmers of America chapter is a valuable resource for students interested in agriculture. The chapter provides its members with the opportunity to learn about agriculture, and to develop the skills and knowledge they need to succeed in the field of agriculture. The chapter is also committed to serving the needs of the rural community, and to promoting the importance of agriculture in the United States.
A Poem

John A. Cram

The man who shows outstanding skill
In resultant line;
Seems born to plane alone
Eight chances out of nine.
Yet, any miscalculation
Has known a base.
For better service still,
Many a player misses gifts to use;
Of body, mind, and will.
It is evident enough
To man a man;
Or bring out all his stuff,
If one can do it.
He may have better gifts than that
For all that we can tell.

BANQUET BANTER

Toastmaster: I think we shouldn't
Have any more.
To one from one of our members who has just returned
From every active service, Captain Fred, who, as you know, has
Discharged for two years in the service.
When I was a freshman Fred was president of the P.F.A.
The way he handled us kids made me no surprise to
That he had to work up to the Captain's rank in fact, I am sure
He didn't go up further and even asked
If that boy knew how awesome he was,
He had more leadership and drive in a minute than
I had in a month's
His physical attributes, as we knew.
One time he wrote back about being
Chosen for the D.C. to go over and
I didn't know that rank.
Then later he was on all the teams and the same;
He was brought in and asked
That he had been with some that day with
Remarks, and
Then he began to move—second lieutenant
And later, captain. During
One of his engagements he was
Hospitalized for a brief time. They told
That the reason he came to the door
Outering and knocked, and Fred walked out
"Who are these, friends or enemies?" Welcome back, Captain Fred.

Speaker: If any of you want to know,
The mayor's reply laughingly was,
"Both,"
Speaking of the old football team and
The old toastmaster has been at his
Every hour. He has done a great job and I am
Surprised. I am not old enough
That something good some time for us was
I had to get along on a high plane this year;
I haven't had time to do all their activities and
The talks by the boys tonight have
Given us all a good job of
That year's work. While sitting here I have had
The chance to talk to Miss White and learn of
The help that was given and the preparation
For the banquet. She said at one meeting
That, "Who could have imagined
"What would you do if, unexpectedly and
Undoubtedly, you would knock on the
Guest speaker and he said at another that
You didn't expect to come to the
A few boys' expectancies to play, to
Stay, and now, "I would look him straight in the eye,"
Yes, "We didn't expect any chancy to play,
1950".

The Agricultural Education Magazine, December, 1945