Peace is everybody's business.
—Edward R. Stettinius
Editorial Comment

Editorial Plans

This issue of The Agricultural Education Magazine marks the beginning of a new era in the publication's history. The editorial plan reflects the need expressed by many members of the agricultural community for a professional magazine and the Marchwhich was made for a special number prior to the appearance of the first issue in January, 1975. (The volume seven series and 1975 marks the first issue of the magazine.) At the time the editor and managing editor expressed the hope that the policies of the magazine would be established by the readers, and the editor invited readers to use the magazine as a medium for the exchange of experiences and ideas.

One of the obvious weaknesses of our magazine is that the readers, who comprise the major group of subscribers, are not proportionately represented as contributors of copy. An effort will be made to direct more of the content to teachers and to activities with which teachers are directly concerned.

This does mean that contributions from supervisors and teachers will be discouraged. It does mean, however, that more contributions from teachers are desired. The articles used in this issue should be well written and preferably accompanied by pictures.

An attempt will be made to feature certain phases of the program of agricultural education in the special number. Issues of the magazine will be eliminated, as they may be used in rotation. Special features planned for forthcoming issues will deal with such subjects as facilities, methods, and materials, the FFA, organizations of students, and vocational education.

The editorial staff believes that the magazine has a definite contribution to the development of agricultural education in the country and that there is a continued need for a professional journal. This need can best be realized if the subscribers will exercise the privilege of submitting contributions and offering suggestions for improvements.

W. F. Stewart Retires As Editor

With this issue of The Agricultural Education Magazine, Dr. W. F. Stewart becomes associate editor and secretary of the editorial-management board. Doctor Stewart served as editor of the magazine for 17 years and was responsible for several innovations which made the magazine increasingly useful during the critical period of its development in the history of vocational education in agriculture. He worked closely with teachers, students, and his editorial board to develop guidelines that have been adapted and expanded by others.

We are indeed grateful to Doctor Stewart for his professional services to the magazine and expect further contributions from him in his new capacity.

J. N. Weiss, Special Editor

J. N. WEISS, who is a member of the staff of agricultural education at the University of Illinois, is replacing Dr. W. F. Stewart as Editor of the Magazine. The latter served as the editor for 17 years. Dr. Weiss will continue to serve as the magazine's editor.

The section of the magazine for which Mr. Weiss will be responsible is focused on agricultural education, particularly in the field of vocational agriculture. His role will be to provide contributions and insights into the development of agricultural education programs and to keep the readers informed of current trends and practices in the field.

Editor Accepts New Position

The new editor, Dr. G. F. Bembenek, has accepted a position as an associate professor at The Pennsylvania State University. As the new editor, he will continue to broaden the scope and content of the magazine, focusing on agricultural education and related topics.

Cuts and Reprints Available

The publisher holds all cuts and reprints used in the magazine in two months following the issuance of the number in which they were used. During this interval the cash may be purchased through the business manager at one-half their original cost. Information as to the cost of a specific cut may be obtained from the business manager. Reproduction of the two series of articles which were reproduced in booklet form, following their use in the magazine a few years ago, are still available and can be obtained from the business manager at 10 cents per copy. The first series contains 10 articles providing information for leading American agriculture; the second, 11 articles entitled "WHITM Agricultur Education."

How Much of the "Then Some?"

TEACHERS of vocational agriculture, as well as other teachers, I suppose, are faced with many activities outside their own field and yet are busy doing it. Because they are active in the community. They are asked to lead the Boy Scouts, join Sunday school, help in the Chamber of Commerce, serve on various boards of work in special drives. In the school a teacher is exd to take tickets for football games, sponsor a band or club, or play in a high school activity such as musical festivals, debate contests, Junior and Senior class meetings, dance parties, and school parties.

I suppose there are some ag teachers who would like to use all of the regular duties associated with teaching vocational agriculture as an excuse to refuse the outside activities, and I suppose there are those ag teachers who are out all the time doing these activities. So much entertainment. There are those who can almost manage to do it all, but there are those who can do it all nicely.

Just how much of the "then some?" do we do along with all our regular work? I believe a teacher should take part in some outside activities. According to the research there are those who do so much that they can't do a good job of anything, and there are those that don't do a good job, period. I think a teacher must have a balance. He must do what he can to do it all, but there are those who can almost manage to do it all, but there are those who can't do it all.

Perhaps he could find some outside activities in which he is interested. These would help him to relax, and a teacher must relax if he expects to do his job well. I believe he should try to keep his activities outside of his regular job to a minimum. After all, a person can do only so much and no more.

One or two outstanding activities outside the field of teaching agriculture perhaps, but all right. Supervisors and principals should be aware of the fact that a teacher of vocational agriculture has a big enough load with night classes, FFA activities, and project supervision. The teacher should try not to burden himself with outside activities unless he is doing all he can for his own classes. It might be well to remember, however, that "all work and no play makes Jack a dull boy."

We all can't be outstanding teachers. But we can do our job well and put our hearts into it. — R. D. Beult, Fairfax, Kansas.
Medicums for Public Relations

GEORGE COUPER, Subject Matter Specialist, San Luis Obispo, California

When you are an individual who delights in publishing articles about the public-relations value of such things as local agricultural clubs, you can easily forget the value of such a relationship to individuals outside the agricultural world. This is one of the reasons that why, when the California State University at Los Angeles held its annual meeting of the Student Council for Public Relations, we were able to contribute to this forum. The high school students were getting reinforcements from federal-state sources, the programs were sound and real, and a good many local vocational teachers did a thorough job of public relations.

The promotion that national public relations done by the federal and state offices was negligible, and still is.

It is estimated that there is a presence of about 15,000 high school departments of vocational agriculture with perhaps 500,000 students. There are other special teachers, and other public relations, and in 1964, the federal and state offices made up a group of perhaps 20,000 directly involved in the development of agricultural public relations.

We should also have a mobile army of professional talent, there are not a half dozen dollars that would be devoted to a substantial proportion of their time. This is the result of any of the in-depth articles, news releases, photos, and other materials relative to the public-relations field.

Telling Ourselves

At this point, I must explain that telling ourselves about such vital public relations has been the subject of Future Farmer magazine, published by the Agricultural Education Magazine. But this is not a public relations effort right back to the vis-a-vis students, and other public relations is that which takes the effort of the public-relations worker and the other public relations.

No doubt by this time, many state teachers are watching with interest the same aspect to the column in their classroom magazines, the traditional from the: Courthouse, the very stories, not the dramatic, but the stories from their state farms and livestock shows, the big dipping hook in the story of the livestock.

And I will repeat that 99 percent of the people are interested to get a good job, and the relationship being done by the local teacher is the relationship of their students. And it will be carried away on coverage of competitive events—the reading public loves it.

A state-marine-bowling contest will get more life than a Future Farmer magazine giving a grand championship at the state fair, and two brochures bearing each the names of the state champions have a far better chance of being read and clipped, and even one of each other.

In another fallacy which I would like to attack at this time, since the student is on the worst, is that one must be writing with both arms. That fallacy here is that you can talk to a man who is a sound teacher of vocational agriculture (because he has all the arbitrary percent of general and completely different, he may make a public-relations man of him. This is a question of assurance. A big steel corporation wants to hire a man to represent their jobs, they don’t give us whether he knows anything about business. They want to know how much copy can he place in trade papers, how many contacts, how many contacts with feature writers who might do a favorable article on the business among the real enthusiasm and brilliant re-
EIGHT workshops in soils for teachers of vocational agriculture were held in Michigan during 1944 and 1945. These were organized in order to improve the teaching of soils in vocational agriculture programs. Each workshop was designed to provide practical experience in teaching methods and to help teachers improve their teaching of soils.

Developing a Balanced Soil Program for a Farm

Most of the activities of these two-week workshops were centered around the development of a balanced soil program for a specific farm. The term “balanced soil program” refers to the practice of using a variety of crops and materials to maintain soil fertility and productivity. The goal was to develop a program that would be beneficial for the specific farm being studied.

Developing Workshop Plans

A balanced soil program involves a variety of activities, including soil testing, crop rotation, nutrient management, and crop diversification. For the workshop, each teacher was responsible for developing a plan for a specific farm. The plan would include recommendations for improving soil fertility, reducing soil erosion, and increasing crop yields.

Conducting the Workshops

Prior to holding a workshop in an area, the supervising teacher arranged for a local expert to make a demonstration in the area on the specific soil management techniques to be taught. The expert would provide the teachers with a practical demonstration of the techniques, allowing them to see the benefits of the techniques firsthand.

The day before the opening of the farm, attention was given to methods of determining land-use capabilities, determining soil test results, and improving soil fertility.

Follow-Up Workshops

Some teachers have reported that the outcomes of these workshops were that they improved their teaching of soils. Many teachers have shared that they have been able to improve their understanding of soil management and have been more effective in teaching these concepts to their students.

Adjusting Agricultural Education to the Times

With the goal of improving the teaching of agricultural education, a panel of experts was convened to discuss the current state of agricultural education and its future needs. The panel included experts from various fields, including agriculture, education, and public policy.

The panel discussed a number of issues, including the need for more hands-on learning experiences, the importance of teaching students about sustainable agriculture, and the need for more diverse curriculum options.

The panelists emphasized the importance of preparing students for the workforce of the future, which will require skills in technology, communication, and critical thinking.

The panel concluded by recommending that agricultural education programs should focus on preparing students for a wide range of careers in agriculture and related fields, includingagricultural science, policy, and education.
Supervision

LZANO BARRON

Look Ahead for Vocational Agriculture
In the Southern Region?

D. M. CLEMONS, Regional Agent, U. S. Office of Education

When you good friend and your good advisor invited me to write and to let you know in advance to expect to
identify with other southern agriculture education in the
south of the United States. We are considering the
southern region as a whole, and the many opportunities
that are available for the young men and women who
will be going to the southern states as teachers, and
will help to develop agriculture education in this
region.

1. The Southern Region

The Southern region is characterized by a warm climate, abundant rainfall, and fertile soils. It is one of the
most productive agricultural regions in the United States. The region includes nine states: Alabama, Georgia,
Florida, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. The region is notable for its
large population of small farmers, and its high rate of
youth unemployment.

2. Agricultural Education

Agricultural education has been a key component of
economic development in the Southern region. The
region has a long history of agricultural education,
beginning with the establishment of land-grant colleges
in the late 19th century. Today, agricultural education is
provided through a variety of institutions, including
colleges and universities, vocational-technical schools,
and agricultural extension services.

3. Opportunities

There are many opportunities for agricultural education in the Southern region. The region has a
high demand for agricultural workers, and there are
many avenues for students to pursue careers in
agriculture. Opportunities include employment in
farming, forestry, and related industries, as well as
opportunities for entrepreneurship and startup
businesses.

4. Challenges

Despite the many opportunities, there are also
challenges to agricultural education in the Southern
region. One of the main challenges is the shortage of
qualified teachers, particularly in rural areas. Another
challenge is the need to provide relevant and practical
curricula that meet the needs of students and employers.

5. Conclusion

In conclusion, the Southern region offers many
opportunities for agricultural education. With the
correct planning and support, agricultural education
in the region can thrive and contribute to the economic
development of the region.

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*Prepared by the General Regional Conference on Vocational Agricultural Education, Teachers, Supervisors, and Teacher-Trainees at Annual Conference, 1970

The Agricultural Education Magazine, July, 1970
Why Not Teach Farm Safety?

By MARVIN J. NICOL, Agricultural, National Safety Council

A VIEW of last fall in a 16-year-old school boy from a rural area, the right hand in a sleeveless shirt holding a corn picker. His hand was drawn into the picker when he attempted to reach for the picker without stopping the machine. The father was near the scene of the accident, the young man was saved from further injury or possible death.

This was one of the 1,500,000 tragedies caused by accidents involving farm people in 1954.

In Ohio, last year, the same was true of other accidents, as F.F.A. boy was drowned in two feet of water. He had operated his tractor too close in an open ditch bank which gave way, overturning the tractor and placing him underfoot.

This family was included among approximately 4,000,000 for farm-work accidents who did die during 1954. Nor is a farm-resident teacher of agricultural education, who was caught in a corn field by a car. He lost three weeks from work as the result of an injury from falling while doing his farm chores.

These are but a few of the hundreds of accidents which are occurring daily across our nation—accidents which are costing the family, the farm, the community, and the nation.

And you have been reading and hearing about them. People have concerns that farm injuries in past years have taken place. It was a time of the year that is the one in which the number of our nation are in a logical position to assume leadership in an educational program for farm safety. These teachers have direct and almost daily contacts with the day-school students as well as in frequent contacts with adult farmers and young-farmer groups.

A study of newspaper reports of Wisconsin farm-accident deaths in 1954 made by the Farm Safety office of the University of Wisconsin indicated that machinery accidents caused 20 percent of the deaths, 18 percent livestock and 15 percent farm work, and 6 percent firearms.

Fatal Farm Accidents

During the 1954 season, farmers reported accidents in 150,000, 250,000 farm-work accidents in 250,000, and 35,000 public non-motor-vehicle accidents in 1954, a total of 50,000, consisting largely of approximately 11,500,000.

The Illinois Agricultural Association's study of newspaper clippings showed machinery involved in 31 percent of the home and farm-work injuries, livestock in 22 percent, and falls in 27 percent. The University of Wisconsin's study showed 34 percent for machinery accidents, 25 percent for livestock, and 22 percent for falls.

FATAL FARM HOME ACCIDENTS

<table>
<thead>
<tr>
<th>FALLS</th>
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</tr>
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<td>10%</td>
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<tr>
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<td>11%</td>
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Altitude charts such as this one indicate frequent accidents in farm homes.

A survey of accidents in 1936 by the Farm Security Administration Region 33, showed that 388 people, or 15,200 farm households, were injured last year. The accidents involving machinery caused 30 percent of all accidents, livestock 26 percent, including motor-vehicle fatalities. Livestock accidents were 11 percent. Falls were 13 percent, with 12 percent non-accidents caused during 1959-40 by the Illinois Agricultural Association. This survey showed that in every complete, show machinery and livestock each causing 15 percent of the falls and farm-work injuries, respectively. Falls accounted for 15 percent, burns and explosions 15 percent, and livestock and machinery were 9 percent of the total farm fatalities. A similar study of newspaper reports of Wisconsin farm-accident deaths in 1954, made by the Farm Safety office of the University of Wisconsin, indicated that machinery accidents caused 20 percent of the deaths, 18 percent livestock and 15 percent farm work, and 6 percent firearms.

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Records of the Kansas State Board of Health, based on special investigation of deaths from agricultural accidents, show that during the 10 years 1941-50, 64 percent of all accidents involving machinery caused 30 percent of all accidents, livestock 26 percent, including motor-vehicle fatalities. Livestock accidents were 11 percent. Falls were 13 percent, with 12 percent non-accidents caused during 1959-40 by the Illinois Agricultural Association. This survey showed that in every complete, show machinery and livestock each causing 15 percent of the falls and farm-work injuries, respectively. Falls accounted for 15 percent, burns and explosions 15 percent, and livestock and machinery were 9 percent of the total farm fatalities. A similar study of newspaper reports of Wisconsin farm-accident deaths in 1954, made by the Farm Safety office of the University of Wisconsin, indicated that machinery accidents caused 20 percent of the deaths, 18 percent livestock and 15 percent farm work, and 6 percent firearms.

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Farmers Keep Score on Pork Production

J. W. Weiss

A GAME agh is basketball is enjoyed to the greatest degree when one is successful in scoring the highest number of points. The same is true of the pork producer. He is interested in knowing if he is in the lead or if he is behind his competitors. The record of his herd is his score. A producer who is always in the lead of his group enjoys the same feeling of success that a basketball player gets when he is successful in making a basket.

Keeping score on the production of pork is a means of knowing the progress of the herd. The producer can evaluate his progress by comparing his results with those of other producers. This information is valuable for making decisions about the future production of pork.

Observations made by the writer during the past three years in the Pork Producers Cooperative are of great interest in this connection. The writer is associated with the Pork Producers Cooperative, which has a membership of over 150 producers. The object of the cooperative is to provide a means for the producers to sell their pork products in a more competitive market.

The cooperative is interested in the production of pork and is actively engaged in providing information and advice to its members on how to improve their production practices. They have established a set of standards for pork production, and members are encouraged to strive for these standards in their daily operations.

The cooperative has also established a set of goals for pork production, and members are encouraged to strive for these goals in their daily operations. These goals are designed to help members improve their production practices and achieve higher levels of efficiency and profitability.

The cooperative is an excellent example of how producers can work together to improve their production practices and achieve higher levels of efficiency and profitability. By providing a means for the producers to sell their pork products in a more competitive market, the cooperative is helping to ensure the success of its members and their businesses.

Adult Showing: Entry in the Ohio State Fair

The Adult Showing section of the Ohio State Fair is an important event for many Ohio farmers and small-scale farmers across the nation. It provides an opportunity for them to showcase their livestock and gain recognition for their efforts in animal husbandry.

The Adult Showing section of the Ohio State Fair is a competitive event where farmers bring their livestock to be judged by a panel of experts. The judging process includes evaluating the livestock on several criteria, such as overall appearance, health, and growth.

The Adult Showing section is a significant event for Ohio farmers and small-scale farmers across the nation. It provides an opportunity for them to showcase their livestock and gain recognition for their efforts in animal husbandry.

References


Preparing Teachers for the Agricultural Engineering Phases of Teaching Vocational Agriculture

A. P. DAVIDSON, Teacher-Trainer, Kansas State College

### Evaluation of Abilities

<table>
<thead>
<tr>
<th>Ability</th>
<th>Pre-service training 1</th>
<th>In-service training 2</th>
<th>Rank</th>
<th>3</th>
<th>4</th>
<th>0</th>
<th>0</th>
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<tbody>
<tr>
<td>A. Shopwork</td>
<td>1. Sharpen and repair common farm-tool shops</td>
<td>56</td>
<td>49</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
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<tr>
<td>B. Use common shop tools properly</td>
<td></td>
<td>56</td>
<td>49</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>C. Solder and work with metal</td>
<td>32</td>
<td>45</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
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<tr>
<td>D. Do electrical arc and oxyacetylene welding</td>
<td>32</td>
<td>45</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>E. Do pipe work and make simple plumbing repairs</td>
<td>32</td>
<td>45</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
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<tr>
<td>F. Sew leather and repair harness</td>
<td>31</td>
<td>45</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
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<tr>
<td>G. Supervise and assist in arranging and equipping a home farm shop</td>
<td>28</td>
<td>41</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
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<td>H. Supervise and assist in construction and maintenance of smaller farm buildings and project equipment and appliances</td>
<td>36</td>
<td>51</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I. Recognize and protect against dangers and hazards</td>
<td>54</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
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<tr>
<td>J. Operate a lathe in metal work</td>
<td>25</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
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<tr>
<td>K. Farm Power and Machinery</td>
<td>1. Select power units and machines best suited to a given farm or given conditions</td>
<td>38</td>
<td>33</td>
<td>17</td>
<td>20</td>
<td>3</td>
<td>4</td>
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<tr>
<td>L. Determine the cost of use of power units and machines</td>
<td>25</td>
<td>27</td>
<td>16</td>
<td>15</td>
<td>3</td>
<td>4</td>
<td></td>
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<tr>
<td>M. Service, operate, and adjust common power units and machines</td>
<td>42</td>
<td>51</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
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<tr>
<td>N. Locate and remedy common operating troubles</td>
<td>37</td>
<td>38</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>O. Maintenance of farm engines, tractors, trunks, and machinery</td>
<td>43</td>
<td>12</td>
<td>36</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>P. Do such repair work on machines that can be done economically by the farmer himself</td>
<td>48</td>
<td>42</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Q. Recognize need for general soundness, or major repairs involving the use of specialized tools and equipment</td>
<td>36</td>
<td>18</td>
<td>26</td>
<td>16</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>R. Recognize and assist in students in building homemade machines</td>
<td>26</td>
<td>24</td>
<td>15</td>
<td>11</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>S. Farm buildings and other structures</td>
<td>1. Lay out a furnished, plant-borne, instrumented improvement programs typical of farm work</td>
<td>33</td>
<td>21</td>
<td>17</td>
<td>16</td>
<td>1</td>
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</tbody>
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### Adjusting Agricultural Education

(Continued text goes here)

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The program in Kansas must give increased emphasis to the training of teachers and to in-service training of teachers of vocational agriculture. This revision was made in 1947. Teachers and students in Kansas are required to meet the demands placed upon our teachers of vocational agriculture.

In an attempt to meet the pre-service training needs of Kansas teachers in the agricultural engineering phases of teaching vocational agriculture, a revision was made of the 17 semester hours of undergraduate work required in this area. The following courses in agricultural engineering and use of educational methods are now required for all students at Kansas State College who qualify to teach vocational agriculture in Kansas.

**Course Requirements**

- **Agricultural Machine Design**
- **Soil Mechanics**
- **Water Management**
- **Farm Power Machinery**
- **Agricultural Engineering Applications**

**Agricultural Education**

- **Agricultural Building**
- **Construction**

The Kansas Agricultural Education Association has formulated a training program for taking care of the in-service training needs of teachers in the agricultural engineering phases of vocational agriculture. This need is recognized by the college authorities, but at present we are extremely busy trying to find ways and means of providing for the pre-service training needs of students who are preparing to teach vocational agriculture.
Future Farmers of America

A. W. Tenney

Camps in North Carolina

R. J. Feesler, State Executive Secretary

The North Carolina Future Farmers of America is an extremely fortunate organization to know it. For with the two weeks of spring and summer in the North Carolina Future Farmers of America, a young boy's first thought turns to the doers of the world, to leaders, to those who offer, such as swimming, camping, or playing baseball, volleyball, and tennis. And here in the state and in the world, the disposal of two very lovely summer camps—the perfect answer to their dreams of healthy, summertime living.

Three camps here state-operated, free from debt, and valued at $100,000. They were acquired through careful planning and hard work on the part of the F.F.A. boys, local chapter advisors, and staff members for a period of over 17 years. During this time more than 50,000 F.F.A. members spent an exciting week at one or both of these camps.

Ideal Location

The ideal location of the camps is quite inexpensive to make any young boy's dream come true with eager anticipation to his week's stay at one or the other. It is located at the base of the state, in the level lands of the eastern part of about 75 miles. Each camp is located within a radius of 100 miles. The camps have as their main attractions beautiful White lake with its clear water, the white sand beaches, and other facilities which help make it an ideal spot for school tours.

The camp is used by all the boys of the F.F.A. over 17 years of age, and is well-stocked with various facilities. And there's always a plentiful supply of water for the boys.

The white sand beaches, with their white sandy beaches, are perfect for swimming, fishing, and other outdoor activities. The camps also have a large, well-equipped play area for various sports and activities.

The camp is well-equipped with all the necessary facilities, and the boys have opportunities to participate in various activities such as swimming, fishing, and other outdoor activities. The camps also have a large, well-equipped play area for various sports and activities.

Selection

For three seasons the camp was operated under this agreement, and the F.F.A. boys, local chapter advisors, and staff members for a period of over 17 years. During this time more than 50,000 F.F.A. members spent an exciting week at one or both of these camps.

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Opting Out

For three seasons the camp was operated under this agreement, and the F.F.A. boys, local chapter advisors, and staff members for a period of over 17 years. During this time more than 50,000 F.F.A. members spent an exciting week at one or both of these camps.

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In conclusion, the camps in North Carolina are an excellent example of how F.F.A. members can work together to create a memorable experience for young boys.
OFFICE OF EDUCATION, WASHINGTON, D.C.

James W. Biddulph, U. S. Commissioner of Education
A. W. Gray, U. S. Commissioner of Educational Research
W. T. Spacone-Chief, Agricultural Education

January 1, 1948

F. W. LATHROP

U. S. Office of Education

Farm Forestry

IN MANY states the farm wood lot represents a source of income for farm- ers which is often overlooked. School and college departments of agriculture are working to introduce forestry into the course of study. Some instructors in Kentucky, Mississippi, Missouri, Florida, and West Virginia, Utah, and Wisconsin have recently undertaken the teaching of forestry in the schools, either through the publication of textbooks or otherwise through the work of the University. F.F.A. chapters have conducted group projects and sometimes call them community forests. The farm wood lot makes an excellent subject for community study and is an attractive subject for vocational students. The Eleventh Century of the United States Department of Agriculture has prepared a "special teaching kit" for teachers of vocational agriculture. This kit is adapted to each of the four regions, as the needs of that region dictate.

Teaching Kit for All Regions


Personal Notes

JESSE H. TAFT has replaced Franklin G. Sessions as assistant dean in agricultural education at Pennsylvania State College. Charles F. Oliver, Jr., has been appointed to the position of professor of agricultural and industrial education at the University of Minnesota. Stanford E. F. Miller was appointed to the position of assistant professor of agricultural education at South Dakota State College. He succeeds Prof. O. F. Wynns, who retired on September 1, 1945.

South Dakota State College has a new 16-acre farm established to care for its 18-acre crop season during the period he has served as state supervisor.

The daily doing of needful things with eagerness and zeal is half of a liberal education—Engage Davenport.

Interest is the attitude of mind that makes an individual put his back on the job. Satisfaction, on the other hand, is a feeling of content that keeps him from leaving his job. Morale is a product of interest and satisfaction.

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