Facilities Featured

Most of it will have to answer No to this question. Even if our libraries were adequate before the war (and ordinarily they were not) they were not kept up to date during the emergency. In view of this situation, library librarians should be given a high priority as we improve our teaching facilities in our departments. The program of veterans' education provides additional facilities for reference books, periodicals, and selected types of illustrative materials. True individual copies of basic references may be provided for the veterans and they may be encouraged to build up personal files of information. Nevertheless, they will need more for better library facilities than are now afforded.

We cannot expect agricultural books to have a very wide distribution. There is a great deal of excellent work being done by the agricultural press in the care of the general public in the early years of the war and the need for this kind of training which will help to improve the agricultural facilities. This need is particularly great in the rural areas.

The farmer and his wife need such facilities as a rural library and a rural library association. If the primary purpose of the agricultural extension service is "to train and prepare farmers for prosperity in farming," it is to be achieved, a total program in vocational agriculture must be provided.

In light of these situations, there is need for changes in emphasis on certain objectives. Recent changes in agricultural education and in the planning and providing adequate facilities for a complete program in vocational agriculture. Some of the changes that have occurred are: (1) greater emphasis on comprehensive programs in vocational agriculture; (2) more emphasis on vocational agriculture in the national curriculum; (3) more emphasis on teacher training; (4) more emphasis on the preparation of teachers; (5) greater emphasis in farm mechanics, (6) more emphasis on agricultural education in the home; (7) more emphasis on farm family living, and (8) more emphasis on rural life and community living.

New Developments

In order to meet these new developments, adequate facilities should be provided. In many established departments the farm-mechanics shop will need to be expanded. School boards planning to build new schools will need to provide sufficient space to serve the local needs. The size will depend on the type of instruction offered, the size of the student body, the number of students, and the number of instructors. These facilities will need to be equipped with suitable buildings and to meet the local needs. In some areas, community workshops may need to be developed.

There are approximately 200 school canneries in the United States. In some communities, well-equipped canneries with new canners and other equipment will be needed. These schools will want to provide other types of facilities such as those needed for mixing feed, treating pests, and handling livestock.

Well-equipped classrooms for all types of classes in vocational agriculture (located on page 25).

Facilities Featured

New Emphasis Demands More Adequate Facilities

G. C. Cook
Space for Teaching Materials

R. W. Cline, Teacher Education, University of Arizona, Tucson

I should have a chart on this subject, remarked the teacher as he opened the door of a small closet at the back of the classroom.

A shower of little bulletins, books, magazines, and cans of corn landed on the cream-colored floor, and some broken chairs tumbled to the floor. The teacher's worst fear was that the closet would not contain the entire storage space for the department of agricultural education.

While the teacher's sentiments were prevalent in most schools, the problem of space and materials is more acute in the classrooms of the modern department today. With the trend toward the use of more visual and real materials for instruction, the classroom teachers are pondering a broader range of teaching aids than ever before. In the classroom, it is apparent that the issue of maximum value, adequate storage space, must be a definite part of the department's facilities. This concern is not enough to provide space; it must be the right size, the right amount of space, and the right kind of equipment in terms of maximum use in the program of instruction.

Planning Storage Space

Since the principles of planning space are the same for all types of teaching materials, this article will apply to the storage of all materials and equipment for teaching agricultural education in our classrooms. The following are some basic requirements for adequate storage space.

1. Elevation to suit the size, nature, and kind of each piece of material to be stored.

2. Adequate protection against ion, dust, insects, rodents, and other ele-

ments that cause serious deterioration.

3. Be arranged in a compact manner so that any piece of material can be located and returned to storage with a minimum use of time and effort.

4. Fit into the general plan and design of the building and rooms, both in terms of appearance and utility.

5. Be located and arranged so as to afford maximum participation of students in caring for equipment, as a means of establishing efficient habits in such activities.

6. Include provisions for necessary expansion and additions of all types of materials incident to growth and progress of the department.

7. Be arranged in mind, the most practical way to select the best place for storage in relation to the work areas in the department. Since instruction is conducted in the classroom-laboratory, this space should receive first consideration. The classroom-laboratory office is the place where the teacher and students should be able to care for the materials primarily for their use. All other storage space is used for class, laboratory, and field instruction should be provided for in a central storage space. The actual storage space in each place must be designed from the department's list of equipment and supplies. While this report does not provide detailed information on the storage space required for the different items of equipment, some of the important features of each type of storage will be discussed.

The Closet

The teacher's closet is the most convenient location for materials which can be placed in a horizontal position on shelves. The closet should be as large as possible, with a minimum of 4,000 cubic feet of storage space. This closet is also built into the wall. All are accessible by raising a door which is hinged on the sides to the lower level of storage. A shelf about 4,000 cubic feet of storage space is hinged on the sides to the lower level of storage. A shelf about 4,000 cubic feet of storage space is a minimum of preparation. To make possible, a cabinet for projectors should be fitted into the wall at the back of the closet. This cabinet should contain a glass case for storing the projector and other projectors and projectors should be stored in the cabinet. Special cases and projector cases should be stored in the cabinet. Special cases and projector cases should be stored in the cabinet. Special cases and projector cases should be stored in the cabinet. Special cases and projector cases should be stored in the cabinet.

Lighting. The closet gives to floor will be used for storage, cabinets, and open shelving in accordance with the needs of the various materials. For example, a small cabinet will be placed in a case for storing small-sized and special-purpose materials. The closet should provide for the storage of all materials that are used frequently.

Supplies. Supplies should be provided for the storage of all materials not otherwise provided for.

Size. The size of the closet is an important factor in determining the size of the closet. The closet should be as large as possible, with a minimum of 4,000 cubic feet of storage space.

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Equipping the Farm-Mechanics Shop

A. H. HOLLENBERG, Specialist in Agricultural Education (Farm Mechanic)

All too often the equipment for farm-mechanics instruction is based upon such typical village items as the old-fashioned mowing machine, or the particular tool that is required in the community for which it is destined. Instruction in farm mechanics is an integral part of the agriculture course and not a separate course of instruction. Therefore, the farm-mechanics shop according to the specific needs of the community served by the school. In one town where this is particularly true, the farm-mechanics shop failed to meet the needs of the farm community. While the instructor was able to teach the students about the various types of farm machinery, he was not able to teach them how to repair it. The result was that the students were unable to repair the equipment when they needed it. This problem has been solved by equipping the farm-mechanics shop with the latest tools and equipment. The shop now meets the needs of the farm community, and the students are able to repair the equipment when they need it.

Basic Tools and Equipment

It is recognized that each state may have a list of tools and equipment recommended for farm-mechanics shops. It is recognized that the list of tools and equipment should be revised at regular intervals and which may vary between states and sometimes within a state.

The number opposite each tool or piece of equipment in the list and the number may not be increased in some sections of the state or in a particular state or local conditions.

Storage System

Any farm-mechanics shop needs an adequate system of storage for the tools and equipment. One way to utilize the space is to use wall cabinets for each piece of equipment, and to have these cabinets placed in the shops, close to the piece of equipment it is to be stored. A useful tool is the storage rack, which can be used to store the equipment in an orderly manner.

The utilization of space is a guiding factor in the arrangement of the storage system of a farm-mechanics shop. A unit size of 100 feet is recommended for the storage of tools and equipment. A unit of this size is necessary for the storage of a large number of tools and equipment, and a unit of this size is available for the storage of a large number of tools and equipment.

A Million Dollar Agricultural Laboratory in a Negro School

W. N. ELAM, Federal Agent for Agricultural Education (Special Group)
U. S. Office of Education

Recently I visited a Negro department of vocational agriculture in one of our southern states. The farm was small, but the facilities were excellent. The farm boys were working in a large barn, and the barn was equipped with modern farm machinery.

The boys were old and not well-trained, but the agricultural buildings were carefully planned and situated in the community. The students could secure the latest agricultural literature and supplies in their community. The students liked the work they were doing and the time they spent in the barn.

The building was old and not well-built, but the agricultural buildings were carefully planned and situated in the community. The students could secure the latest agricultural literature and supplies in their community. The students liked the work they were doing and the time they spent in the barn.

The state had a good program for training the young farmers in the community. The state had a good program for training the young farmers in the community. The state had a good program for training the young farmers in the community.

Here is a new challenge to vocational agriculture. First, however, there must be an adequate supply of labor. Secondly, there must be an adequate supply of labor. Thirdly, there must be an adequate supply of labor. Fourthly, there must be an adequate supply of labor.

There is need for more Negro departments of vocational agriculture that have excellent teaching facilities like this one. The U. S. Office of Education.
A Shop Program Which Is Getting Results

ELVIN DOWNS, District Supervisor, Ephraim, Utah

Farm mechanics may be defined in several ways. A good definition is: "Farm mechanics is a real program in farm mechanics developed by Mr. Anderson through intensive research and educational programs to increase the productivity of farm equipment."

Mr. Anderson estimates that if all farm families were to follow the recommendations of the Purdue University Cooperative Extension Service, they could increase their productivity by 25%. He also believes that if all farm families were to follow the recommendations of the University of California, they could increase their productivity by 30%.

Mr. Anderson's shop program is based on the following principles:

1. The use of modern techniques in the repair and maintenance of farm equipment.
2. The education of farm workers in the use of farm equipment.
3. The development of a close relationship between the shop and the farm.

In conclusion, Mr. Anderson's shop program is a valuable addition to the farm mechanics program. It is a program that can increase the productivity of farm workers and help to improve the overall efficiency of the farm.

Farm Mechanic Classes

EXCELSO COUNTY SCHOOL TEACHERS

HAROLD A. MOSTROM, Director, Excehso County Agricultural School, Barkhamsted, Massachusetts

More than 50 years of service with the World War II and World War II veterans. He has served as a teacher at the Excehso County Agricultural School at Barkhamsted, Massachusetts, for more than 30 years. He is the director of the school's agricultural education program, which includes instruction in farm mechanics, agriculture, and animal husbandry. He is also the author of several books on farm mechanics.

Case Studies of Training Offered

Case Study No. 1—Navy Veteran

Charles E. Ross, age 22, single, Lincolnville, Maine. Applied for and received approval for a five-year training program at the Excehso County Agricultural School, beginning January 1, 1946, and ending January 15, 1951. Program stages were arranged, including instruction on small-scale farming, small-scale farming, and small-scale farming.

Case Study No. 2—Army Veteran

Charles E. Ross, age 23, single, Farmington, Maine. Applied for and received approval for a five-year training program at the Excehso County Agricultural School, beginning January 1, 1946, and ending January 15, 1951. Program stages were arranged, including instruction on small-scale farming, small-scale farming, and small-scale farming.
SOMETHING new under the sun in the field of education! To educators, it is a rather new and interesting experience to have students in their classes who are "paid to go to school." Such, however, is the case when the veteran returns to school.

Is the educational opportunity under the G. I. Bill just another form of veteran honors pay, as it is a real educational training program? That depends, not only on the veteran's ability and desire for self-improvement, but also on the educators who have the opportunity to build a worthwhile training and educational program with the liberal financial support of the federal government.

A special legislative enactment in Michigan made it possible for high schools to set up veterans' institutes and to receive financial aid for several types of training for veterans. This was authorized under the Michigan Board of Education Act.

The first V.F.A. group was formed in Berkeley, Michigan, in 1945. It was started in a small way with a few veterans, but in six months the enrollment increased to well over 100 students in various types of training.

Training in agriculture for veterans was started in January 1946 under a 15-week course in adult education for young veterans. The program was set up under the state's extension service. The curriculum is centered around a 250-acre farm, and training was conducted in a seven-room, four-classroom school building on the farm. The program is designed to train the veterans in areas of agriculture which are not covered by the state's extension service. The program is intended to train the veterans in areas of agriculture which are not covered by the state's extension service.

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The Rural Community and Its Young People in a New Era

LATHAM HATCHER, Lets President, Alliance for Guidance of Rural Youth

In recent years, America's people of farm, village, and small city have exaggerated opportunities involving difficult consumption and economic development. Farm men and women have returned to the sunken farm lands and sought out the suburban life. Then, and they are likely to look for careers elsewhere. Thus the rural community may be facing a serious problem in attracting young people.

The 18-year-olds of 1940 now are young people - men and women, in the prime of their lives, at the threshold of adulthood. In many cases, they are already serving in the armed forces.

It is a time when many young people for whom there will be no rural neighborhood prospects and who will not want to remain on the farm or in the small towns that are their childhood homes. To those, the community has special obligations which we shall soon observe. But there are also the youth who will stay on and the adults and seniors in the same location through the coming decades. What the future of local life and culture will be in the next hundred years remains to be a considerable degree.

The local rural community, whatever the organization or individuals it may be, can greatly enhance its service by maintaining a running inventory of the young people. To that end it may be of assistance to maintain a register of the village boys who wear a large farm job, of the school districts, of the area high school of rural girls that have large farm jobs, of the scholarship or loan for college, of the reformed rural youth and his brother who wants an opportunity on a small farm or in a small town, of its many boys and girls who want to attend a college of business or to enter specialized courses or any of the many young people that are the victims of the depression.

There is a center of such information and activity, spearheaded by a young rural leader. Each local organization should make a sketch of the young people in the community and update it in sickle form to those who are the young men and women who are most likely to be engaged in the community.

In such a center, there are the leadership of the young generation of the community, the service of the older generation, the leadership of the local farm, the leadership of the local town and the leadership of the community as a whole.

The leadership of the center must be concerned with opportunities for young people. The center can be a leader in the community, and young people with whom they can be of much benefit.
Establishing Young Farmers

(Continued from page 31)

idea to call a meeting of the school administrators and the local advisory council to discuss the purpose of giving the young people more opportunity to practice fanning. A group of the members-often some of the younger ones-have been interested in putting together a committee to go to their local school and give talks on various aspects of the program, and for further suggestions. This committee has been practicing the program in several schools. The meeting will be held on the 2nd of June at the fairgrounds. The committee will be composed of members of the local chapter of the National FFA Organization and the teacher of the school, and the members of the committee will be available for the discussion of any questions that arise. There will be an opportunity for the discussion of the program in physical education to become a program of local interest. The integrated course of study should be based on the needs of the individual students. It is important to emphasize the importance of the program as well as the value of experience in the program. The meeting is important and students and parents will be interested in seeing the progress of the program. It will be important to have one meeting each week for the remainder of the school year, and one meeting in the summer. These arrangements should be made with the cooperation of the group and the instructors.

Course Content

The course content will include:

- General and specific needs of the teens.
- Natural resources management.
- Principles of healthy eating.
- Principles of proper farming techniques.
- Principles of healthy living.
- Principles of proper money management.
- Principles of proper social skills.
- Principles of proper management practices.
- Principles of proper weather management.
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Public Speaking Contests

E. J. Johnson, Regional Agent, U. S. Office of Education

The annual National Public Speaking Contest for the Future Farmers of America is held in the third week in November, with the Iowa State University at Des Moines, Iowa, as the host. A total of 99 states and territories are represented, and the contest is open to all members of the Future Farmers of America, provided they are high school graduates.

The contest is divided into two parts: the written and the oral. The written part consists of a school paper or a speech on a topic of general interest. The oral part involves the delivery of a speech on a topic of the contestant's choice. The speeches are evaluated by judges, and the contestants are ranked according to their performance.

The winners receive scholarships, awards, and recognitions. The contest is open to all high school students and is a great way to improve public speaking skills and gain recognition.

Future Farmers of America
A. W. TENNEY

Selecting Chapter Officers for the State Farmer Degree

H. M. OLSON, Former State Supervisor, Olympia, Washington

The supervisors and teachers of vocational agriculture in the state of Washington from time to time have revised the application blanks used by Chapter Officers in making application for the State Farmer degree. We have continued to formulate a concise and all-inclusive list of blanks in order to be sure we award this worthwhile degree only to those boys who deserve the honor.

We were interested in the procedure and forms used by other states and have examined and compared those from California, Colorado, Idaho, Montana, New Mexico, Oregon, Utah, Washington, and Wyoming. A tabulation of the items on these forms to the forms used in this state is shown below.

The numerical indicates the number of states that ask for information bearing upon the point of question.

Supervised production projects 9
School leadership 8
Investment in farming 7
Investment in livestock 6
Certification of local adviser 5
Personal data on applicant 4
Chapter leadership 4
Impulse leadership 3
Community leadership 2
Certification of chapter president 2
Name, address, and date of application 2
Years of agriculture completed 1
A.F. F. membership 1
High-school classification 1
High-school classification 1
Earnings and savings 1
Statement of advised 1
Average of high-school grades 1
Rank in high-school class 1
State certification of executive state officer 1

After making a study of the above tabulations, it can be said that these are the items that may be helpful in standardizing the application blanks used by the State Farmer degree.

The application should be made to have a uniform application blank because many of the State Farmers enter into other activities when they apply for the State Farmer degree.

The use of a similar score card by all the states should tend to eliminate the variation on the application blanks and at the same time place an equal value on the applications and the leadership, and the other items. A spread from the use of application blanks of this type to the use of different items may be difficult to justify on a regional basis.

The application blanks are used by only one or two states. This group of items could be materially reduced if each state took the attitude that if an item is not important or very important, it should be re-evaluated to see if it actually fills a need.

1. The five items that appear on all the application blanks are sponsored by various amounts of information. For instance, on the supervised farming reports we have limited the length of this section to a five-point breakdown requiring five points.

2. An attempt should be made to get the signatures from each applicant and then to make the same analysis of the data from these 2 percent of the Chapter Officers in one state should be compared and similar to these in another state. With the variations in the application blanks, it is impossible in these.

3. Considering the above observations, it is felt that the problem is worthy of regional consideration.

Some innovations were introduced in the Vermont judging contests held in June. For example, a new system included a consideration of inheritance and projected earnings in the selection of the best farm. Skill in the selection of unprofitable farms formed the basis for the policy-receiption contest.

The Agronomy Education Magazine, May 1946

Arkansas Teachers Organize District Program

O. J. SEYMOUR, District Supervisor, Arkansas

Arkansas teachers organize district program in the Southwestern Arkansas District to coordinate the activities of the local districts. The teachers have formed a district council to work with the state superintendent of education in furthering the educational work of the state.

The Arkansas Teachers Association, a local organization of teachers, has been formed to promote the interests of the teachers and to advance the educational work of the state. The association has a central office in Little Rock, where the state superintendent of education is located. The association has a constitution and by-laws, and is governed by a board of directors elected by the teachers.

The district program of work includes the following:

1. To coordinate the work of the local districts.
2. To promote the exchange of ideas and information among the teachers.
3. To work for the improvement of the educational system of the state.
4. To encourage the development of the teacher organizations throughout the state.

The district council has a president, a secretary, and a treasurer, and is divided into districts, each with its own officers.

The teachers are encouraged to attend the district meetings, and to participate in the work of the association.

The district program is being carried on in cooperation with the state superintendent of education, and is supported by the teachers throughout the state.

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