Editorial Comment

Should I place an exhibit?

THIS ISSUE of your professional magazine represents the first number of Volume 21. Since the first issue of the magazine has reached maturity in age, the issue is significant in that the size is being increased by four pages.

Two reasons for adjusting the size of the magazine at this time are being advanced by the editing-managing board. First, the magazine is now in a period of rapid growth parallel with the increase in the subscription rate which hereafter has been raised to $1.00 and is now $1.50. Second, and more important, the staff desires to provide the maximum service to the readers, the number of which exceeds 10,000, or more than at any previous time. The fact that many of the present subscribers are special teachers of vocational agriculture, it is anticipated that the number of regular teachers, and potential subscribers for the future, will increase as the program of Vocational On-Pan Training diminishes.

Currently the editors desire to secure an increased amount of copy pertaining to the programs of vocational education. Also plans are being made to provide for some continuity of articles in certain areas including the Professional and the Methods sections. The contributions desired for the remaining sections will follow the usual pattern except that more copy will be used.

The staff desires to use contributions involving experiences and ideas representing all groups of readers, including teachers. Obviously the copy should be well organized and typed with double or triple spacing. Clear prints and diagrams of various kinds are desired for illustrative purposes.

The Agricultural Education Magazine is one of the few professional journals which depends exclusively upon subscriptions to finance publication costs and for which copy is obtained without cost to the contributors. It is anticipated that the views expressed in the magazine are representative of the views of the teachers of vocational agriculture and will be forthcoming to justify the continuation of the present practice.

Message to teachers

O UR JOB as a teacher of agriculture is to mold the "new look." The changing programs, and additions of special assistants mean we have added supervisory responsibilities. Making effective classroom teaching an efficient and a creative group building planning is the way to achieve this goal.

The Agricultural Education Magazine is one means of discharging such responsibilities efficiently and effectively. We can help our assistants, special instructors, administrators, and board members to keep informed of a forward looking attitude in agricultural education by subscribing to our professional magazine.

Each one of you might well ask ourselves this question: "Would it help me keep up with the latest program of vocational agriculture if local administrators, board members, assistants, and special teachers were readers of this magazine?" In this instance it is the alternative we should provide them an opportunity to become subscribers.

As a business manager, I invite your consideration of the proposal, and your cooperation in securing subscriptions from your co-workers. In spite of an increase in subscription rate our educational magazine is still a real bargain! Indeed we can take pride in our cooperative publication of a fine professional journal.

O.K. Please submit all subscriptions through your local association or send them directly to the Interstate Printing and Publishing Co., Danville, Illinois. Many thanks for your support.

—W. Howard Martin, Bus. Mgr.
Fair exhibit booths promote F.F.A. chapters

By BEV BRISTOL, Teacher, Rocky Ford, Colorado

A GOOD WAY of promoting local F.F.A. chapters is by featuring fair exhibit booths. Each of these booths gives an opportunity to the wide-awake chapter to show its members of the activities engaged in by the Future Farmers of America during the past year.

Everyone is always very interested in what appeals to his eyes than in what he hears. The attractive visual contact possible in an exhibit promotes this distinct advantage over other types of activities.

The planning, preparation, and construction of fair booths provides an excellent summer-time activity for F.F.A. chapter members. Their exhibit booths help to keep Future Farmers active through the year and to help them to understand their interest in the world of the Future Farmers of America. These booths are necessary for the continued interest of members through the coming summer months.

At this time of the year the exhibition of livestock and crop projects is common to fairs in many states, as is the preparation of booth exhibits. In view of this H. L. Newman, special editor for the F.F.A. section, collaborator in obtaining the several contributions presented hereunto which deal with this phase of the program in vocational agriculture.

The wisdom of including such an "interest getter" as part of the exhibit was proved by the many favorable comments received about it. It serves as a "magnet" which drew many observers to the exhibit.

It was decided to emphasize conservation of soil and lives, and tell of the chapter's activities for the preceding year in the exhibit. It was thought that large, clear pictures would tell a more complete and interesting story than any amount of words. Accordingly, just enough words were explained to emphasize the pictures.

The exhibit booth was so arranged that the information about the Rocky Ford F.F.A. chapter could be obtained at first glance. The booth was designed to be a permanent record in the local chapter scrapbook. Of course, all money and ribbons won by the chapter exhibit booth as a unit became the property of the F.F.A. chapter.

It was in good idea to have a different type of exhibit each year. It is also a good plan to change the exhibit all the time the booth is actually constructed. This creates suspense and more interest in the exhibit, which are sure to be enjoyed.

Because of the interest generated by the Rocky Ford exhibit booths, the boys found it necessary to build a small house in the booth. This house enabled individuals from the locks of the exhibit by displaying the products and handling them too much. The Future Farmers plan to include this feature as a regular part of their fair booths.

The boys also plan to keep an F.F.A. member present with the exhibit booth during the busiest part of each fair day. This boy will be able to answer questions concerning the exhibit, and will be able to discourage the few unscrupulous persons who seem to insist on collecting "souvenirs" from the booth.

If the F.F.A. exhibit booth cost the chapter money it would still be worthwhile. If the F.F.A. exhibit booth cost the chapter money it would still be worthwhile. By careful planning and cooperation, most chapters can at least "break even" on this important effort. The Rocky Ford F.F.A. chapter found the project of great value. There are definite see-through benefits of fair and fair local fair exhibits. As a result, these boys were able to deposit money in their treasury. In addition to this, several students made money on their individual crop entries.

It is the policy of the Rocky Ford F.F.A. chapter to allow each member who wins on his individual entries to keep the money he wins in this manner. This results in less money for the chapter itself but it makes the boys more eager to participate. Most of the boys who participate in the individual ribbons donate these to the chapter to be kept as a permanent record in the local chapter scrapbook. Of course, all money and ribbons won by the chapter exhibit booth as a unit become the property of the F.F.A. chapter.

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The Rocky Ford Future Farmers are enthusiastic about fair exhibit booths. The boys and their instructor are all excited about their next season's fair booths. They realize that a great deal of work is derived from the planning at state and county fairs. (Continued on Page 4)

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Future Farmers in show windows of Texas fairs

By L. I. Samuel, Area Supervisor, Arlington, Texas

In a few of the largest fairs and shows where space is very valuable, these booths have been discontinued and a space about 10 by 20 feet is devoted for one booth where Future Farmers set up an exhibit to depict work being done throughout the state. For instance, large photographs, miniature animals and some of the most important breeding bee hives are also features of several of these booths.

A majority of the fairs and shows in Texas are held during September and October. However, several large fair-stocks shows are held each spring. During the last few years many junior livestock shows with auction sales have been set up, mostly on a county or district basis. Some of these are strictly F.F.A. affairs but in most cases they are for F.F.A. and 4-H members. Usually the champion steers, sows and lambs sell for two or three times their market value but the bonanza is shared by the boys and girls who have been interested in the project.

In about 30 states some provisions have been made for the display of the state agriculture and to promote the application of good farm practices.

Since August 1, 1945 approximately one million people have attended the educational exhibit which the Westover chapter of Future Farmers of Western High School, Westover, W. Va., built. The exhibit was a half-acre section of 4-H and Future Farmers field. After the exhibits opened in the Gold Room last fall, it was decided that it should be displayed at other fairs and community centers throughout the state. These were: The Annual Fair at the Kentucky State Fair, Louisville, Kentucky; the Ohio State Fair, Columbus, Ohio; the Illinois State Fair, Springfield, Illinois; the Wisconsin State Fair, Madison, Wisconsin; the Arkansas State Fair, Little Rock, Arkansas; the Florida State Fair, Tallahassee, Florida; the West Virginia State Fair, Charleston, West Virginia; and the West Virginia State Fair, Huntington, West Virginia.

The exhibit was built in the Gold Room last fall, it was decided that it should be displayed at other fairs and community centers throughout the state. These were: The Annual Fair at the Kentucky State Fair, Louisville, Kentucky; the Ohio State Fair, Columbus, Ohio; the Illinois State Fair, Springfield, Illinois; the Wisconsin State Fair, Madison, Wisconsin; the Arkansas State Fair, Little Rock, Arkansas; the Florida State Fair, Tallahassee, Florida; the West Virginia State Fair, Charleston, West Virginia; and the West Virginia State Fair, Huntington, West Virginia.}

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P.F.A. exhibit booth constructed by the Rocky Ford Future Farmers of America for their local Arkabutla Valley Fair. The exhibit shown is an exhibit booth constructed for the State Fair the last ten years it was held.

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The classification for F.F.A. entries at the Texas State Fair includes production projects and exhibits, shown is the 1948 exhibit of the Wellington chapter.
Fairs improve the farming programs of students

RAY S. DULZE, Teacher, West Mifflin, Ohio

Fairs improve the farming programs of students through friendly competition and the desire to be at the top of the class. Boys like to show a winner and will do their best to become a grand champion. It is true that every one comes away with a championship, but they will all try. Pride of ownership is an important factor in the development of a quality learning program and a contributing factor to success in farming.

Last fall members of the FFA chapters at Milton Union in cooperation with the FFA, sponsored the first FFA community fair to be held in our school. Over 800 entries were entered in the various classes. The award for the best quality of exhibits went to Ned Petersen, an FFA boy. This fair did much to foster closer cooperation between the community and the school, and many improvements have been made since. The fair was also a success financially. Photography equipment has been purchased with part of the proceeds and plans are under way for setting up a registered Hereford show.

Participation Motivates Boy

Fairs develop leadership, sportsmanship, cooperation, perseverance, showmanship, and pride of ownership; all are truly stepping stones to success.

During the past six years the Milton Union chapter has competed quite a bit. In local, county and state contests, they have won twelve grand championships, 196 first prizes, and 910 total prizes. As a result, the students have improved both physically and mentally. The improvement is evidenced by the fact that the exhibits are larger, better, and more numerous than ever before.

Fair exhibit booths

(Continued from previous page)

1. It is an FFA chapter and department of vocational agriculture.
2. It is valuable training for the boys.
3. The students derive a great deal of personal satisfaction from exhibiting their best work.
4. It encourages the boys to do their best.
5. It increases the boys' desire to improve their exhibits.
6. It affords an opportunity for the boys to meet, work together, and develop social skills.
7. It affords the boys an opportunity to become better acquainted with others.
8. It provides a worthwhile time for summer activity.
9. It gives the chapter and individual boys an opportunity to improve their exhibits.
10. Such an activity is educational for the boys, as well as those who work on it.

Vocational agriculture should attempt to have his department represented at the various fairs and that the students take part in the competition created by the efforts of the boys. A fair is to be held in each department and the winner in each will compete in a county fair.

Booth Exports are featured at West Virginia State Fair

The above picture shows a part of the exhibits at the West Virginia State Fair held in Charleston, West Virginia, on October 27th. The fair was sponsored by the West Virginia School of Agriculture and Forestry and the Agricultural Education Division of the West Virginia State Board of Education.

All-you-all farm show—no carnival

R. G. EDWARD BAILEY, Assistant Superintendent, Richmond, Virginia

ONE OF THE few farm shows in the nation that is open only to farm youth, is the annual "All-you-all" farm show in Richmond, Virginia. The show is held at the fairgrounds located on the outskirts of the city, and is a part of the annual Richmond Fair.

The Richmond Fair is a two-day event, with the "All-you-all" farm show being held on the first day. The fairground is divided into two sections, one for farm animals and the other for various exhibits. The latter section includes a variety of exhibits, including those related to agriculture, horticulture, and animal husbandry.

The "All-you-all" farm show is open to any young person who is 12 years of age or older, and who is associated with a farm, whether it be a family farm or a small farm. The show is designed to provide an opportunity for farm youth to exhibit their projects, to learn from others, and to build friendships.

The show is divided into several classes, each with its own set of rules and regulations. The classes include livestock, horticulture, and miscellaneous exhibits. Each class has a set of awards, including ribbons, trophies, and cash prizes.

The "All-you-all" farm show is a popular event, with many young people attending each year. It is a great way for farm youth to learn, to build friendships, and to have fun in the process.

(Continued on Page 11)

Vocational agriculture calls the next live-}
stock class and 28 farm youth parade their stocky bovine carcasses before the judges. The only "farm}
wear" was a pair of man-made jeans, a corset, and an apron. The contest was for the 3-year-old class, and the participants were allowed to wear any outfit they chose. The contestants were judged on their "rural" attire, with the winner being the one who best represented the rural lifestyle.

Agriculture students have made the most of their time at the fair, with many of them working long hours to ensure that the exhibits are ready for the judging.

(Continued on Page 11)
Your department from the standpoint of labor efficiency

W. R. KUNSELA, Teacher Educator, Cornell University, Ithaca, New York

Periodicals
"It's Tax Time Again," L. D. Farrar—The Farm Quarterly, Autumn 1947, Pages 82.

Duplicate Materials
1. Field trip outline—Jones farm inventory (1.39)
2. Depreciation table (1.12)
3. Planting schedule (1.15)
4. Field trip outline—First National Bank (1.11)

In most states the subject matter presented in various departments of vocational agriculture is too specialized. Few of the major references used by agriculture teachers are neither available on a legal size, four-drawer file cabinet, a number of whom have expressed the opinion that they could not be used in their teachers in Illinois, and a number of whom have requested that they be used in their teachers in the preparation of instructional materials for their classes. It would seem desirable to make these materials available in the future.

Traveling exhibit
(Continued from Page 1)

of Weston during American Education Week, and the State Dairy Short Course, Jackson's Mill.

Preparing the exhibit to be displayed in many places it is necessary to select a theme that will appeal to the people, and to develop a theme which will attract the interest of the people who have the work of the exhibit appears to be consistent. This was designed to show the amount of the various ways the Farmers are helping to prevent this loss; with good houses, good farms, good credit, and good times as a result of sound conservation practices.

Members of the Weston chapter conducted an exhibit with the intention of industrial arts giving aid on the theme of saving our farms unless the public relations they have been conducted in the past cannot be measured in terms of money.

A purchasing cooperative for veterans was organized in 1946. Training has been conducted by DeLand, and 1947, Jones demonstrated the many ways the Farmers are helping to prevent this loss.

Making the exhibit as accessible as possible is of vital importance in gaining this goal. The exhibit was not only made to look better, but also to give the public relations which cannot be measured in terms of money.
A system for classifying teaching materials

ALTONE G. BRIDGES, Teachers College, Columbia University, New York City

Organizing the four-year course of study

D. W. PARSONS, Teacher, waving in the West, Montana

TEACHERS' AGRICULTURE COLLEGE

DURING my initial teaching experience in rural,cultural, in West Virginia, I was approached to work on the four-year course of study. I was given a number of courses of instruction in agricultural education. I was especially interested in the course of study, but I was not familiar with the system used by the teachers in teaching the four-year course. This is an appropriate activity for the summer vacation period.

For A Course Of Study

For A Course Of Study

It is necessary to organize an English program of instruction. The courses of study should be designed to meet the needs of the students and to give them the proper guidance. As a result, the teacher should be able to give the students the proper instruction and to help them with their studies.

The Co-operative Course

The Co-operative Course is designed to meet the needs of the students and to give them the proper guidance. As a result, the teacher should be able to give the students the proper instruction and to help them with their studies.

Precautions To Be Taken

Precautions To Be Taken

For convenience in filing and keeping the pages of the lesson books, two page sheets should be divided numerically for the same as the jobs.

Summary

The four-year course of study is an important part of the teaching program. It is necessary to have a four-year course of study in order to meet the needs of the students and to give them the proper guidance. As a result, the teacher should be able to give the students the proper instruction and to help them with their studies.

This summary is not intended to be exhaustive, but it is a guide for teachers in organizing the four-year course of study.

(a) The course should be numbered in order of importance.

(b) The course should be numbered in order of importance.

(c) The course should be numbered in order of importance.

(d) The course should be numbered in order of importance.

(e) The course should be numbered in order of importance.

(f) The course should be numbered in order of importance.

(g) The course should be numbered in order of importance.

(h) The course should be numbered in order of importance.

(i) The course should be numbered in order of importance.

(j) The course should be numbered in order of importance.

(k) The course should be numbered in order of importance.

(l) The course should be numbered in order of importance.

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(q) The course should be numbered in order of importance.

(r) The course should be numbered in order of importance.

(s) The course should be numbered in order of importance.

(t) The course should be numbered in order of importance.

(u) The course should be numbered in order of importance.

(v) The course should be numbered in order of importance.

(w) The course should be numbered in order of importance.

(x) The course should be numbered in order of importance.

(y) The course should be numbered in order of importance.

(z) The course should be numbered in order of importance.
Ellis F. Clark, a Connecticut teacher at work

H. WARD MARTIN, Teacher Educator, University of Connecticut, Storrs, Conn.

IT IS THE in third grade teacher of vocational agriculture, Mr. Clark has demonstrated a real dedication to serving the students at Woodbury High School. His commitment to the students has been evident in his efforts to help them achieve success in their agricultural pursuits.

Mr. Clark has a strong background in agriculture, having earned his bachelor's degree in agriculture from the University of Connecticut. He has also taught at other agricultural institutions and has been a successful farmer himself. His experience in these areas has allowed him to bring a wealth of knowledge and practical experience to his teaching.

Mr. Clark's dedication to his students is evident in his teaching methods and curriculum. He has designed lesson plans that are engaging and relevant, and he uses various teaching techniques to accommodate the diverse learning styles of his students. His approach to teaching is student-centered, and he encourages active participation and critical thinking in the classroom.

Mr. Clark is also committed to helping his students develop leadership skills and prepare for their future careers in agriculture. He has organized field trips, workshops, and other extracurricular activities to provide his students with opportunities to gain hands-on experience and learn about different aspects of the agricultural industry.

In addition to his teaching responsibilities, Mr. Clark is actively involved in the local community and is a member of several agricultural organizations. He has served on various committees and boards, and he has taken an active role in planning and implementing agricultural events and programs.

Mr. Clark's contributions to the field of agriculture education have been recognized with numerous awards and honors. He has received the Connecticut Agricultural Education Teacher of the Year award and has been named a National Distinguished Agriscience Educator by the American Agricultural Education Association.

Mr. Clark's dedication to his students and profession has made him a valuable asset to the Woodbury High School community. His commitment to agricultural education and his ability to inspire and motivate his students are examples of the kind of teaching that makes a difference in the lives of students.

Ellis F. Clark

The Agricultural Education Magazine, July 1948

Mr. Ellis F. Clark—Case Study

Mr. Ellis F. Clark has served as the teacher of vocational agriculture at Woodbury High School, Connecticut, since August 1, 1940. He is the only teacher of agriculture at the school and has been instrumental in helping to establish the program.

Mr. Clark's approach to teaching is characterized by his commitment to student learning and development. He believes in providing a well-rounded education that includes both academic and practical components.

Mr. Clark's teaching philosophy is centered on the idea that students should be engaged in hands-on activities and projects that relate directly to real-world situations. He believes that this approach helps students to better understand and appreciate the principles of agriculture and to develop the skills and knowledge necessary for success in the field.

Mr. Clark has also been involved in the development of the school's agricultural program. He has worked closely with the administration and faculty to create a curriculum that is aligned with the needs of students and the demands of the agricultural industry.

Mr. Clark's dedication to his students and profession is evident in his daily work. He is always available to his students and is committed to helping them achieve their goals.

Mr. Clark's contributions to the field of agriculture education have been recognized with numerous awards and honors. He has received the Connecticut Agricultural Education Teacher of the Year award and has been named a National Distinguished Agriscience Educator by the American Agricultural Education Association.

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(Continued on Page 18)
Trends and developments in agricultural education as noted on a recent tour of the United States

Suggestions and implications for teachers in vocational agriculture

H. H. Gibson, Teacher Education, Oregon State College, Corvallis

This report is based on observations and conversations with many people in many places. The report was written in the Pacific region, in which I spent over a month in the Washington, Idaho, and Oregon states, and also included North Dakota, Minnesota, Wisconsin, Illinois, Indiana, Michigan, Pennsylvania, New York, Massachusetts, Ohio, and Nebraska. Short stops were made in other states.

During a recent trip, I was able to visit a number of states in the North. I spent a considerable amount of time in school centers and communities with teachers of agriculture, including teachers of vocational supervising and teaching in agriculture departments at the local level. I have attended some meetings of state and national conferences of vocational agriculture teachers in various parts of the country, and have received personal communications from scores of teachers and educational leaders.

The following account is intended as a report of the observations and conversations I have had with vocational agriculture teachers and educational leaders on this tour of the United States. The accounts that follow are based on the interviews and conversations I have had with vocational agriculture teachers and educational leaders.

As a result of this tour, I have been able to make a number of observations and recommendations for the improvement of vocational agriculture education in the United States.

In general, the tour has been an opportunity to observe the progress being made in vocational agriculture education in the United States. I have been able to observe the progress being made in vocational agriculture education in the United States.

In conclusion, I would like to express my appreciation to all those who have provided me with assistance and information during this tour of the United States. My thanks are due to the many teachers and educational leaders who have shared their thoughts and ideas with me on this tour of the United States. I have been able to make a number of observations and recommendations for the improvement of vocational agriculture education in the United States.
Supervised farming programs of Young Farmers

JOHN HENDRICK, Teacher, Hopsville, Kentucky

The group we planned a four-year program. They selected the following years:
1. 1943-1944 "Growing Livestock"
2. 1944-1945 "Growing Tobacco"
3. 1945-1946 "Growing Feed and Forage"
4. 1946-1947 "Growing Hay and Pasture"

In 1948 we will again return to "Produce Growing".

After the series of fifteen meetings were completed, each young farmer was urged to keep the improved practices he planned to carry out on the main unit discussed. When each young man had completed these practices, the district chairman and the state chairman discussed and slightly by each group. This makes one feel their responsibility in this work. The young people who are the most individuals and their organizations and by-laws could be completed.

Application of instruction

In 1948, six or seven respondents reported that their group's program had followed improved practices, and when we met with the group that fall, I saw that the improved practices that we had followed the previous year had been continued. This group had a more definite program than the previous group had. They had a definite plan leading to a definite goal.

The improved practices that we recommended had a very marked influence.

1. The use of hybrid seed corn, which increased yields and quality.
2. Protected seed corn, which protected the young plants from disease and pests.
3. The use of manure and other fertilizers, which increased yields.
4. The use of more and higher nitrogen fertilizers, which increased yields.
5. The use of cover crops, which improved the soil and prevented erosion.

Quota satisfactory results have been obtained by the participants.

The improved practices that were recommended had a very marked influence.

Four-Year Program

After two years I began to see a weakness in the program. It was a discussion of the various topics, and the group was more interested in the other topics.

At the close of one meeting, the group met in the auditorium on Monday and Thursday evenings. Each young man was asked to report on his progress in each of these periods, and to tell the group of his progress in the other period.

The group was divided into four areas, and the group met in each area on Monday and Thursday evenings. Each young man was asked to report on his progress in each of these periods, and to tell the group of his progress in the other period.

A. Preface

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Developing long-time farming programs

STANLEY WALL, Teacher Education, University of Kentucky, Lexington

The primary focus of voca-
tional agriculture is to train pre-
tice farmers for preven-
tion, farm youth in the 4-H club,
and most young farmers would
be more motivated by a better
understanding of the program
of the parent and the farm. Giving
to the program "does not make
for good teaching.

Trade Agreement

Boys need to learn what a good trade agreement is, and how to make a
trade agreement. Many young men need
to learn that the future of our nation is
determined by the skill and knowledge
and character of our farmers. For
many years the nation has been
facing the problem of how to
make a trade agreement. This
program provides the ideal
opportunity for youth to
learn and practice good
farming practices.

Under these conditions in general farming, the farming program of a boy in vocational agriculture should be
developed as follows:

Productive enterprise projects:
1. Cash crops fertilized for the farm and for which there is a good mar-
et.
2. Livestock (one or two major
projects adapted to the farm) or
3. Food crops (produce grown
eaten for the livestock)

Improvement projects:
1. Consisting of making improve-
ments in some enterprise or entre-
pise not carried on as a productive
enterprise, such as: pasturing of
improvement, record keeping on home-farm
business, and farm home improve-
ment, and care and repair of farm home
machinery.

Supplementary practices—piano
knowledge of the principles that are not part of the
projects. To be considered sufficient
knowledge, the student should
have received instruction in how
the piano can be played in a
manner that is suitable for the
performance that is required.

Guiding Students

In guiding the students in the selection
of productive enterprise and
improvement projects, the teacher
should be able to discern those
that are of a nature that can be
completed and expanded
on a normal farm. Areas that
should be avoided are those
that require a high level of
skill or the development of
diseases or pests that
are not encountered in
the area of the student's
interest. In such cases, the
students should be
encouraged to select projects
that are suitable for their
interests and that can be
completed within a reasonable
period of time.

Some tips for teachers from
this experience:

1. A teacher should be able to
discern those projects that
are of a nature that can be
completed and expanded
on a normal farm. Areas that
should be avoided are those
that require a high level of
skill or the development of
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that are suitable for their
interests and that can be
completed within a reasonable
period of time.
Farm shop on wheels

HARBERT W. MILLER, Specialist in Food Conservation and Farm Mechanics, Phoenix, Ariz.

The immediate purpose of the mobile shop unit is to provide an educational medium for veterans overseas for "On-The-Farm Training" classes. In the rural areas of Arizona, the farmers are scattered and not in a position to do it. We still have an inventory which can be used by the veterans.

1. Record Keeping—In order to be able to determine the amount of progress the student has made in his farming program, it is necessary to record the progress the students are making in their farming program. Students are interested in their own progress.

2. Record of Sales or Receipts—In order to be able to determine the income and expenses of the farm, it is necessary to have a record of sales and the expenses of the farm. This can be done by keeping a record of sales and expenses on a form provided by the department of agriculture.

3. Record of Income or Expenses—A record of income or expenses is necessary in order to determine the financial status of the farm. Records of income or expenses can be kept by keeping a record of all income received and all expenses paid.

4. Record of Expenses—A record of expenses is necessary in order to determine the financial status of the farm. Records of expenses can be kept by keeping a record of all expenses paid.

5. Record of Income—A record of income is necessary in order to determine the financial status of the farm. Records of income can be kept by keeping a record of all income received.

6. Record of Sales—A record of sales is necessary in order to determine the financial status of the farm. Records of sales can be kept by keeping a record of all sales made.

7. Record of Expenses—A record of expenses is necessary in order to determine the financial status of the farm. Records of expenses can be kept by keeping a record of all expenses paid.

8. Record of Income—A record of income is necessary in order to determine the financial status of the farm. Records of income can be kept by keeping a record of all income received.
Our leadership

Harold B. Taylor

Business of record keeping (Continued from Page 20)

or on the entire farm is definitely needed.

Until such a program is developed and

and carried along with our educational sys-

inducement to vocational agriculture. Little use

will be made of record books by

farmers.

The writer has made several tours,

most of them incomplete as yet, among

farmers to find out how many actually do

keep records. Reports thus far in-

dicate that the number in most cases

is exceedingly small. However, in areas

where a definite over-all farm account

system has been developed along with

the educational program of a particular

community the percentage of these keeping

records is much greater. The informa-

tion is not complete enough as yet to

make a sound analysis, but so far the

reports give an indication that the

record keeping systems now being used in

many districts of vocational agricul-
ture are

This whole business of record keeping

presents a tremendous challenge, but we

are really going to lead the way to

better agriculture, we must meet the

challenge with a definite action.

All-Youth Show

(Continued from Page 7)

lies of a day of school, State and federal

educational and agricultural representa-

tives, congressmen and other notables

attended, spoke, ate hot dogs, drank pop,

and met a lot of people they didn’t know

before. Radio stations and newspapers

over a hundred miles radius covered the

events.

The Lynchburg Farm Show 30 years ago as a small corn and grain show in the army. Soon it outgrew

even this big building and is now held in Lynchburg’s new, 7,000-seat buildings. Large tents house the farm and home exhibits, except Livestock which is still held in the grandstand in modern quarters behind their top light po-

tol. Book Reviews

(Continued from Page 11)

fully set forth in language well within

the comprehension of students of high

school level. The material is arranged

around the practical activities of soil

conservation. The need for the return

of organic matter, fertilization, crop

rotation, the proper handling of soil and

fertilizers, drainage, and ap-

propriate tillage are stressed through-

out the book. The plan of presenting

the subject matter assumes that the

reader is going to make use of the

principles agreed upon.

This plan of organization makes the

text especially helpful to teachers of voca-

tional agriculture in having the students

undertaking curricula in farming,

programs consistently require use and

management of soil. This book will

prove equally helpful to farmers, to

teachers, and students of both farm-

youth programs, and to instructors

and pupils in vocational farm training

classes.

Pennsylvania Farm Show

(Continued from Page 3)

Program is designed for the United

States Department of Agriculture and

was used for preparing the Office of

War Information. It has ap-

parently been popular with the

student World War II and "The Fat of the Land

In Here." It won further

prize in one of the annual selections for "O. S. Camera" in 1943. The photograph was

awarded first place in the Agricultural Ed-

cation Magazine by Doctor C. A. Andon-

son, President of the Pennsylvania Agricul-
ture Education, the Pennsylvania State College.