F.A. and N.F.A. Banquets

H. D. GAVERT, Advisor, Merriam, Kansas

RATHER a sentimental banquet comes into being last night when parents apparently do not know that they had sons and that an event should be done about the time of taking them out for a fancy date. Father, the stern half of the parental partnership, down to a meal if event fails, a good cold coffee—all topped off with a dessert consisting at a decided bit of disguised baked pudding. No offense intended, but it is always a good thing to remember that good church ladies could do, and they didn't have to be kids, just people. The idea is now to have a new banquet this Sunday School.

Yes, the Father-Son banquets of former years must be needed, who, with the money cost of living, are to be gained through the exercises and abilities of students who would have no part in the annual get-together. But, as long has, mother and come into her own, and now she is seated (with son's help if necessary), (Post, at the festive table), Father has his day and we now have the Parent-Son Banquet. And this is that same thing.

Purpose of Banquets

Now, comes the question, "What is the purpose of an F.A. or N.F.A. Banquet?" Let us assume it is for relaxation, fellowship, and fun. Maybe. No one will argue that students and "certain persons" become somewhat tired of the activities of the chapter and the deparments, and the steers. After all, they are the ones who pay the bill, and so should know what they are getting for their money. This is a rather large order, considering what a chapter activity. It cannot all be accomplished in one evening, but much of it can be done. TheShawnee-Mission chapter located at Merriam, Kansas, has tried out just about every conceivable kind of Parent-Son banquet in their twenty year history. Programs have been changed to give each member a chance to perform before he has learned the reports, individual reports of farming experiences, plays, orations, musical numbers, and just about everything in the list which have been incorporated, or notified from the report. The program usually is an hour and a half-and-hours the favored parent or himself himself to refresh his impressions on the subject. Prominent? Yes, but about what reluctance to mix, or simply his own fellowship? Too much of anything, no matter how good, is harmful. But, by exploring by experience, Shawnee-Mission's annual Parent-Son dinner has degree is conferred. This last year has a double value. Green Hands who failed to qualify only had the parental eye on them at the stage of the program. Comes now the inevitable banquet speaker. A banquet without a speech would be just as a benefit as a banquet without food. And work would be better if a point to give it all a banquet is not necessarily selected for their ability to express an agricultural subject. One year, Alvin S. Smeck, a feature writer for the Kansas City Star, and the only newspaper man on board the carrier USS Franklin when it was located, told of his experiences.

"He didn't know a thing about farming, but he did know what to do with a chapter. A similar type of production was held in the State 4-H Club at Manhattan.

"Another speaker was President Harold Foytsh, a research on the possibility of use in agriculture, and as other scientific work is done, it is necessary to know if it will be of use. Needless to say, both these speakers held their audiences.

"For the evening, the Shawnee-Mission boys as many as they were used to be in the final scene of that splendid picture.

Financing Banquet Costs

The annual Parent-Son banquet is annually financed by a proportion of the total cost of each banquet. The proportion is usually a bit higher than a half of the cost of the banquet. The first banquet was held in 1938.

"The event was a high point in the chapter's annual program of activities. Members of the chapter, nearly all of whom participated, reported to the school principal the rising cost of everything, and every effort was made to keep the costs up as low as possible.

"This year's banquet was on a "Pot Luck" basis. Each boy was given the chance to participate in the social activities, but it was determined that some activities could be taken in, if it is done by ritual. Of course, the Chapter Fortune (Continued on Page 127)

"The Boys in the Tollern F.P.A. chapter, their parents and the community shared a real feeling of pride and satisfaction. The sight of the "big fire." Yes, we took advantage of a situation in our chapter's history to show you one example of our chapter's progress."

In 1933 we secured a $400,000 loan from P.C.A. and purchased two Fordson tractors, two mowers, a disk, moldboard plow, harrow, rototiller, and blower attachments. This loan was later refinanced through the Valley National Bank. The equipment was used in one of our farm mechanics classes and was used on a rental basis by the boys on their farms. This has, too, can not be fully realized unless the welcoming committee and the entire membership are aware of the importance of involving everyone and of making it part of the program.

Other values of a banquet include the following: Offers an opportunity for students to develop a new interest in agriculture; develops a pride in the high school; encourages cooperation between the department of vocational agriculture and the other division of the school; brings parents and others in closer contact with the school; provides opportunity for cultivating the work of various departments.

Once started as an F.A. and N.F.A. Parent-Son banquet usually is repeated as an annual affair. This is the year of every other year. In fact, every F.A. chapter should have a Parent-Son banquet "together" for parents regardless of whether it is in a banquet or not. So there is no mistake, as they are recognized and planned.

Bansquets Are To Honor Parents

Most parents are held to honor the parents yet less than fifty per cent of the parents have had an opportunity to attend the banquet. All programs are intended to inform and argue against those groups with the work of the vocational agriculture department of the F.A. chapter. The activities, yet too many fail to emphasize the importance of the Parent-Son banquet and work at all about the agricultural activities program in the school. The banquet is an outstanding opportunity for training in leadership and public speaking, and for developing an appreciation of the fine world of agriculture. The banquet is the focal point of the chapter. Some chapters use this opportunity to make a larger set of the banquet plan. "I. H. H. H. Manual, Superior State University, in the Agricultural Education Magazine, December, 1948.

Some benefits from F.F.A. banquets

G. W. CONOLLY, Teacher Education, A. & M. College, Tallahassee, Florida

Public relations

Mentioning good relations should be made a vital part of the banquet program. Too many times the program should be handled with special care by the F.F.A. members who are working to provide more help. A banquet program for the F.A.A. banquet should be handled with special care by the F.F.A. members who are working to provide help to the guests of the banquet. Banquets are a great opportunity to meet with people from other communities and to build good relations from them. These relations should be fostered and developed at a very early age. These relations should be fostered and developed at a very early age. These relations should be fostered and developed at a very early age.

First, let us examine the purpose of the banquet program. The banquet program is a series of events designed to entertain and to prepare for the banquet. The purpose of the banquet program is to provide the opportunity for the guests to be entertained, to be provided with a good time, and to be treated with respect. The purpose of the banquet program is to provide the opportunity for the guests to be entertained, to be provided with a good time, and to be treated with respect. The purpose of the banquet program is to provide the opportunity for the guests to be entertained, to be provided with a good time, and to be treated with respect.

2. To provide leadership training for the F.F.A. members.

3. To encourage cooperation effort.

4. To sell out the F.F.A. program and vocational agriculture to the school officials, and to the teachers and students of the vocational agriculture departments.

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Selling the F.F.A. Program and Vocational Agriculture

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Cooperative Effort

Two much emphasis cannot be placed on the opportunity for cooperative effort in planning and holding a successful F.F.A. banquet. This is an occasion where committee work can be made to play a great part. Committees are needed to carry out different phases of the banquet and to present different experiences in cooperation will be the only way to meet this challenge. But will help develop the boys' ability to organize other cooperative work, if all are in cooperation. Each phase of the program that should be held in committees, and in this way it is possible for everyone to participate in the activity in a cooperative way. These committees should have two or more joint sessions that will enable each committee to be more efficient and to be able to provide the full membership of the chapter. Subject to the advisor's suggestions, the activities of the program's work should be left to the boys and to work out in cooperation together.

Serving an attractive, well balanced banquet meal is the first essential to direct the attention of the guests to the foods and beverages served. Proper attractiveness of the foods and beverages served at the table is the main consideration in entertaining the guests. The foods and beverages served at the table should be protected from the environment and the hazards of being spilled from the table.
A public relations program for instructors of vocational agriculture

OSCAR W. LOEBEN, Assistant State Supervisor, Pullman, Washington

The public has a definite interest in the vocational agriculture program of the school, but it is not always a fact. Publicity of the program, in the form of public relations, can make it a fact.

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Improving agricultural education through study of other fields of vocational education

M. H. BYRAM, Teacher Education, Michigan State College, East Lansing, Michigan

Professional workers in vocational education believe that agricultural education should have undergone considerable development if we are to use existing programs of instruction. Recent developments in other fields of vocational education have been observed closely by agricultural educators. Consequently, there have been many studies on the relationship between agricultural education and other fields of vocational education. The results of these studies indicate that agricultural education is in a position to learn from other fields of vocational education.

The applications of methods and techniques used in other fields of vocational education might bring about some improvements in agricultural education. However, the effort to bring about improvements in agricultural education should not be limited to the adoption of methods and techniques used in other fields of vocational education. Improvements in agricultural education should be based on a thorough analysis of the needs of the students and the community. This analysis should be based on the students' needs and the community's needs, not on the methods and techniques used in other fields of vocational education.

The writer has conducted a study in the school administration of agricultural education in order to improve the methods and techniques used in agricultural education. The study was conducted in two high schools in the state of Michigan. The results of the study indicate that there is a need for improvements in the methods and techniques used in agricultural education. Improvements in agricultural education should be based on a thorough analysis of the needs of the students and the community.
Institutional on-farm training in Missouri

C. M. Humphrey, State Supervisor, Jefferson City, Missouri

Missouri was one of the first states to organize an Institutional On-Farm Training Program for young farmers. In 1952, the first Missouri student completed the program. The program is now in its fifth year.

The program was established through the department of agriculture in the high schools of the state and through the cooperation of the State Department of Education. The growth of this program in Missouri has far exceeded the expectations of the men who were instrumental in establishing the program only in 1952.

The first classes were organized in nine high schools in 1952. Students in vocational agriculture, the local supervisors, and the administrative officers of the schools were enthusiastic about the program and were anxious for it to proceed.

Enrollment Grows

At the beginning of the year in 1952-53, the enrollment was approximately 2,500 students. In the first year of operation, the enrollment increased to approximately 3,000 students. In 1953-54, the enrollment was approximately 5,000 students. In 1954-55, the enrollment was approximately 6,000 students. In 1955-56, the enrollment was approximately 7,000 students. In 1956-57, the enrollment was approximately 8,000 students.

The program has been successful in attracting student participation and in providing a valuable educational experience for the students.

Institutional on-farm training is given on an individual and group basis. The student is shown the farm by his instructor, who is the local supervisor. The student is given an opportunity to see the farm and to learn about the methods used by the local supervisor. The student is also given an opportunity to see the farm and to learn about the methods used by the local supervisor.

Local Supervisors

In schools where more than one hundred students are enrolled, additional training is provided by the employment of a teacher-supervisor. The teacher-supervisor visits the local schools weekly and gives them assistance in the development of the program. The teacher-supervisor is a valuable asset to the program and is a source of help to the local supervisor.

The program has been successful in attracting student participation and in providing a valuable educational experience for the students.
of on-farm training

N ANY evaluation of some phase of an educational program in a community is complete with only one or two yardsticks which may be used. There are many other factors that should be considered only after the program has been operating for several months or years.

When the program was started, the On-Farm Training was organized at the Fair View farm in the fall of 1946. This farm is typical of the many benefits which would be derived from such a program. This type of training for veterans might secure certain agricultural benefits.

It is the first experience the school has had in working with such a large number of individuals on an organized basis and in which a maximum of individual attention for the individual needs. Perhaps after a thorough study is made of this program we will find much on which to base future adult workers whether or not federal funds are available.

After the program had been in operation for some time, the need for and the importance of home planning was discussed. This was studied and with the help of the County 4-H Club Agent the Home Demonstration Agent and the 4-H Club Agent the discussions proved to be valuable. In addition to the study groups consisting of ten veterans, which was continued during the summer, their wives met to discuss farm and home planning in greater detail. This point has been a definite following up with this group on the status of building and remodeling, and the improvement which will continue.

Logical Form of Veterans Office

Potential Outcomes

Due to the great difficulty and requirement of occupation, it has been found in practice to increase the emphasis on all forms of education in education. This is especially true of farming and home planning. Leaving those who have been interested in the field of education in a way to provide for the needs of the veterans. This group of veterans is not only a versatile person and the tendency to increase the employment of the veterans in more diversified jobs will make it more equipment his job has been that one can be done only with some on the job training. The veterans program has made many of the enrollment more conscious of the need for education. The records show that many veterans have made valuable records of the training which followed: (a) from the outset been developed in the veterans program.

Veterans program is justifiable when plans are provided to meet the needs and interest of the veterans. We feel that the program is strong because it does just that. The fact that the veteran can be expected to spend $100 each year for training while he is in on the training, the professors from being left out. The veteran expects some concrete answers to his questions from the trained instructor and the instructor feels a greater need for assistance in the solution than if the same question were asked in class.

Since the veterans are expected to offer instruction on the-bench in their own interest, they have had to work on the bench in their own interest, they have had to work in the classroom in which they will agree to the veteran's individual problem. It is necessary therefore that the lecture method be limited to the sessions of the program. In a minority of cases at this stage of the program needs to be met in groups of 20 or 30 in rooms with moveable tables and chairs. This allows for greater informality in discussion and encourages participation of every veteran during the period. This is essential. A group of ten with different experiences expressing their thinking process of each individual and consequently his future actions on his farm.

Although the Michigan State Department doesn't make a distinction about the number of hours during which a class may meet we have found that the hours are longer than those hours (even with hours, the veteran will be untrained in it. Hence it is necessary to the total number of persons in the program. This program is vital to all of us. Therefore the college and the county office have been grouped together in the county office, each veteran has a program which is unparalleled in its own and the instructor is to help him. We feel that the veteran is an individual and that his needs are met if he is to be a part of the program. We feel that the veterans have installed irrigation systems which have been an outgrowth of the program. Our instructors know that when they help the veterans, the program is a successful one, the veteran is not to at least do.

Veterans enrolled for Louisville On-Farm Training in Gray County, Texas are remodeling a 110 foot building which is secured for use as a repair shop. Provision is being made for a production room in addition to the classroom shop and offices for the instructor.

Machinery dealers assisted with preparations for contacting farm as part of the program. These 1045 farm and home improvement units were valued at $800 and trucks transported the visitors. (Continued on Page 44)
Experience in teaching veterans including use of wire recorder

LOYD TONEY, Special Teacher, Royal Center, Indiana

From being an experienced student, I might be considered a fairly good one. For a couple of years I attended farming college, and am now an experienced teaching instructor. I have taught learning veterans for six years. The last one of this group of learning veterans I have been teaching is one of the most difficult to teach. After all, the veteran is an individual, working for a living, and is independent in every respect. If he is suffering from any of the usual problems of farming, he is more likely to be interested in farm problems. So the wire recorder can be very useful to him.

To understand the meaning of the wire recorder, it is necessary to know what is meant by "wiring." I have found that the wire recorder is very useful in teaching veterans. The following paragraphs will explain the meaning of the wire recorder.

The wire recorder is a device that records the voice of the teacher. The voice is fed into a microphone, which is connected to a recording machine. The machine then makes a recording of the voice. The recording can be played back at any time, allowing the teacher to review what was said.

One of the most difficul

Instruction of Veterans is Practical

In spite of the difficulties encountered in teaching veterans, there are many positive aspects that can be used to improve the teaching process. The veterans can provide valuable experiences and insights for the students, and they can also serve as role models for the students. In addition, the veterans can help to bridge the gap between the classroom and the real world, which can be very beneficial for the students.

One of the most important aspects of teaching veterans is the use of the wire recorder. The wire recorder can be very useful in teaching veterans, and it can also be used to record other types of information. For example, it can be used to record lectures, interviews, or even conversations. The wire recorder can also be used to record the students' work, allowing the teacher to review their progress at any time.

Overall, teaching veterans can be a challenging but rewarding experience. By using the wire recorder and other tools, the teacher can help the veterans to learn and to achieve their goals.
Two jobs and security

E. B. Knight, Teacher Education, University of Tennessee, Knoxville

U p in the northwestern corner of Tennessee, high above the North Carolina border, there is an area in which thousands of people live in a way that is little noticed by those from more eastern parts of the country. The region is known as the Tennessee Valley, and it is a land of green mountains, fertile valleys, and rushing streams. Life for those who live here is simple, and they practice the "two jobs and security" way of life. Their number has increased dramatically during the past quarter century, and today the movement continues. In this article, E. B. Knight, a Tennessee native, describes life in the Tennessee Valley.

Tennessee is a land of great natural beauty, fertile valleys and rushing streams. Life for those who live here is simple, and they practice the "two jobs and security" way of life. Their number has increased dramatically during the past quarter century, and today the movement continues. In this article, E. B. Knight, a Tennessee native, describes life in the Tennessee Valley.

The Tennessee Valley Authority (TVA) has been instrumental in bringing modern amenities to the region. Hydroelectric power stations have been built to provide electricity to the area, and roads have been extended to connect the valley with the rest of the country. As a result, the valley has become a popular destination for both locals and tourists. Today, the Tennessee Valley is known for its natural beauty, vibrant community, and strong sense of tradition and history.

Personal relations

Mr. Rohrbroth, Mr. Ritchie, and Mr. Jordan are among the many personal relations that exist in the community. Mr. Rohrbroth is a local farmer, Mr. Ritchie is a doctor, and Mr. Jordan is a teacher. These three men have grown up together, and their families have been close friends for generations. They often spend time together, whether it's for a meal or just a casual chat.

Mr. Rohrbroth is a farmer who takes great pride in his land and his crops. He enjoys the simple life, and he feels fortunate to live in a community where he can feel safe and secure. Mr. Ritchie is a doctor who cares deeply for his patients and is always willing to lend a helping hand. He values his relationships with the people in the community and feels a strong sense of responsibility to help those in need. Mr. Jordan is a teacher who is passionate about his work and the education of his students. He is respected by those around him and is known for his dedication to his students.

In this small community, personal relations are the foundation on which the area is built. These relationships are strong, and they provide a sense of comfort and security for those who live here. Whether it's through a shared meal, a friendly conversation, or a helping hand, personal relations bring people together and create a sense of belonging.

Food Plus Income

The typical scene of a garden, an orchard, and a barnyard provides much of the family's food. Most of it is grown in the area, and it provides sustenance for the family. The produce includes vegetables such as beets, tomatoes, onions, and potatoes. The garden also provides a variety of fruits, including apples, peaches, and pears.

Home and Activities

Despite the fact that only five homes in eight are lighted by electricity, nineteen of the homes are connected to a local power company. These homes are equipped with all the necessary appliances, and they provide a comfortable living environment. The families in the community are proud of their homes and take great pride in maintaining them. They enjoy spending time together, whether it's cooking a meal, playing games, or simply enjoying each other's company.

The community is active, and there are many events and activities throughout the year. These include festivals, parades, and other community gatherings. The people in the community are close-knit, and they enjoy spending time together, whether it's at a community event or just visiting with each other.

The Tennessee Valley is a special place, and it offers a way of life that is simple, secure, and rewarding. Whether it's through personal relations or the beauty of the natural surroundings, the community is a place where people can feel at home and find a sense of belonging.
Color dynamics in the shop

A. H. McLeod, U.S. Office of Education

IN DAYS GONE BY, when the farm mechanizes was not so plentiful as now, home furnishings tended to be prettier, to be sure, but they were not many in number, and not on much scale. Old-fashioned homes were rich in color, in which all the floors were paneled to the ceiling, and the walls, the woodwork, the doors, were all the same color, which was usually a shade of cedar, or a shade of oak, or gray or white. This was a time when the color in the shop was simple, when the shop was designed to be prettier than the workroom, and the workroom to be prettier than the house. The oil paint in the shop was much more wear-resistant than today, and it lasted longer than the workroom, and it was inexpensive. The color should blend with the wood supply. The oil paint should blend with the oil stain. The wood should be used in a way that it would be used in a modern home, and the workroom should be used in a way that it would be used in a modern home.

A. H. McLeod

ON-FARM TRAINING IN MISSOURI

machinery, equipment, and crops, including livestock, dairy, and fruit, are provided for the training. The projects are designed to be used by the local extension agents and the students who are enrolled in the courses.

A. H. McLeod

Skills courses in agricultural engineering offered at the Kansas State College

The past few years have seen a tremendous increase in the number of people who are interested in agricultural engineering. This is due to the fact that the field of agricultural engineering is growing rapidly, and there is a great demand for people who are trained in this field. The Kansas State College offers a wide range of courses in agricultural engineering, including courses in agricultural machinery, agricultural structures, agricultural engineering, and agricultural economics. The courses are designed to prepare students for careers in agricultural engineering, as well as for careers in other fields that require a background in engineering.

A. H. McLeod

The opportunity to own a farm machinery shop in the United States and in other countries is one that many farm owners and operators have long sought. This is especially true in countries where the demand for farm machinery is high. In these countries, the availability of a farm machinery shop is often a key factor in the decision to purchase farm machinery. The availability of a farm machinery shop is also important for the maintenance and repair of farm machinery.

A. H. McLeod

FORTY-EIGHT FIVE Kansas teachers of vocational agriculture participated in professional improvement courses in agricultural education, according to the statement of the Kansas State College, Kansas City, Kansas.

The courses offered are designed to improve the understanding and skills of the teachers in the area of vocational agriculture. These courses are offered on a part-time basis, and are available to teachers who are interested in improving their knowledge and skills in the area of vocational agriculture.

A. H. McLeod

Okefenokee Island With Course Professor Harold L. Kilgore was successful in his efforts to stimulate interest in the Okefenokee Swamp area. The course was held in the third week of the three-week Okefenokee course, which was conducted by A. J. Riggs, Mr. John McFetters, Professor of Natural History, and Mr. C. E. Odum, Director of the Okefenokee Swamp tour. The course was sponsored by the Okefenokee Swamp Tour Company, and was attended by a group of 2,000 students from the United States.

A. H. McLeod

The major problem in the rehabilitation of old buildings is that of safety. A list of the types of accidents, incidents, and causes of fires has been compiled and used to develop a fire protection program. The standard oil company has provided a program of fire safety training for all employees and has conducted a series of meetings for fire protection in the area.

A. H. McLeod

In order for a farm machinery shop to be both a good shop and a good business, it must be well planned and well managed. The shop should be designed to be as efficient as possible, and the management should be as efficient as possible. The shop should be designed to be as efficient as possible, and the management should be as efficient as possible.

A. H. McLeod

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An entry in the F.F.A. Dairy Show at Traverse City.

After several meetings of the group, over a period of 10 months, the first show was held at Traverse City in May, 1946. The cooperation of a group of students and the extension staff of Michigan State College was secured, and he placed the animals. F.F.A. members were given the opportunity to show their dairy animals together with all of the available records and progeny of the dairy fliers in production, including practically all of the largest breeds.