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F.F.A. scholarship activities

ONE OF THE aims of the Future Farmers of America is to encourage improvement in scholarship. Some school administrators feel that this objective is not being reached. Others are convinced that the F.F.A. is a dominant factor in improving the scholastic standing of members. The extent to which the aim is reached is dependent largely upon the emphasis placed upon scholarship activities by the local chapter in formulating and carrying out the program of work.

C. E. Bundy

Scholarship is one of eight divisions around which the local chapter program is organized. Only eight times, however, have been allocated to show scholarship activities in the national chapter score card which includes a total of one thousand points. These points were calculated using one-half of the weight in the national score card as it is given to supervised production, leadership, and community service. Due to this, it is possible that chapters may neglect this important phase of the chapter program.

There is a possibility that an F.F.A. chapter may actually lower the scholastic standing of the chapter members. For many students the F.A. activities and activities of vocational agriculture are the dominating influences in their high school experience. Unless care is taken these members may devote this time to these activities and neglect the other courses and activities in the curriculum.

Vocational agriculture and F.F.A. activities are interesting to the boys. They tie in with their experiences and their future backgrounds. They enable the boys to develop their interests and involve participations. Our chapter advisors and our teachers of vocational agriculture, therefore, have the opportunity of working with the boys. It is not unusual for the librarian or the English teacher to remark that the F.A. members are spending much of their time on agricultural activities and neglecting their other work. The chapter members may do excellent work in their organization but not in their other studies. It is the responsibility of the chapter advisor and officers to sponsor a program of scholarship and to improve the scholastic standing of the chapter in the eyes of the school. The F.F.A. can promote good scholarship through the use of several devices. Certain activities are effective in improving the high school accomplishments of student officers. Other methods are more effective with students having average or below average ability. A grade received by the average F.F.A. member for his work in agriculture is usually higher than that of his grades in other subjects. This is due to his strong interest in these activities and previous experience in the field, and the voluntary add effort extended to it. The objective of the F.F.A. concerning improvement in scholarship is to correct itself largely around improvement in scholarship in non-vocational subjects.

A good beginning in scholarship improvement is the interest of the chapter to set objectives in the organization. These objectives are to conduct chapter meetings as often as the chapter meeting is held, to encourage chapter members to attend the chapter meetings, and to participate in chapter activities. The chapter officers will be stimulated to raise their standards when they learn that emphasis is being placed on scholarship by the local chapter officers.

A carefully selected program will work committee with responsibility to plan and improve a program of activities concerning scholarship improvement is a must if this aim is to be reached. The members of this committee should have high scholarship and leadership ability. This committee should be an important chapter committee.

(Continued on Page 497)

Teachers our best resources

DETECTING group activity is again a major problem. Not until another summer will we have time for intensive work with individuals. If our assignments involve the high school group, the reality of personal problems of farming in their natural setting must be replaced by learning situations of a different type. To meet their group learning needs, scholarship activities vital of a variety of resources is essential. For the most part we are using the less effective learning in agriculture yet many become unused of the more important factors which help in true public education, special financial support for education in ag 1criculture and trained leadership.

Teachers of agriculture are with certainty one of the most valuable resources. As guides of learners their role is a challenge, providing leadership and forming or using the latter resources involved in the situation. They have a strategic position in shaping attitudes of members of their group. Much trust is vested in them. Teachers could and do function in the teaching, guiding, and other resources but without teachers the other resources have little if any value.

These resources also represent a money investment. It has been estimated that it costs society over $250,000 to train a teacher. If this be true we have made a substantial financial contribution to the development of this resource. It would be extremely difficult for our investment in plant and equipment for vocational agriculture.

Growth Through Participation

Since teachers have this relative importance it is imperative that we continuously reexamine provisions which are designed to secure their effective functioning. Providing other aids and resources may help in reducing teacher load, and permit education programs to be given to all students. This is a matter of time available to teachers for the cooperative interpretation of teaching skills that can be done by a number of articles in this issue. In example worth it.

Giving teachers a large opportunity to share in all aspects of the program in the community is the first one to be worth. It utilizes the talents and experiences of teachers so we would do our best to get the whole but we have a rich room to grow in practice. Furthermore the opportunity for increasing this work on the cost of teachers could be used in gaining personal growth and development—an occur in their own project work and development.

The probability of returns from our resources in present in the case of students. This is the only return which can be greater than the value of the time. No effort should be spared to provide the most effective opportunities possible being made by teachers of vocational agriculture. They are one resource for helping individuals in developing with maximum efficiency, the skills and understandings needed to assure success in farming or a way of life.

Cover picture

Our cover page was provided through the courtesy of W. R. Kaulen, Department of Forest Education, College of Forestry, University of Michigan. It illustrates the scope and nature of problems which farmers face every year. In addition some of the resources on which teachers must draw to solve the problems are shown. The resources of the future are those which are most adaptable for meeting the needs of individuals to develop skill and understanding essential to success in a complex economy.

W. R. Kaulen
Reactions of a student teacher

WILLIAM A. HOUSEHOLDER, Teacher, Colorado A. M. College

The first six weeks of student teaching is one of the most important periods of a teacher's life. The student teacher is faced with the responsibility of planning, organizing, and delivering instruction. This is a challenging task, as the student teacher must balance the needs of the students with their own personal and professional development.

The student teacher is responsible for developing lesson plans, providing feedback to students, and assessing student progress. This requires a high level of organization and time management skills. The student teacher must also be able to adapt to the unique learning styles and needs of each student.

Additionally, the student teacher is expected to maintain a professional demeanor, which includes maintaining a positive attitude, being respectful of students, and following school policies and procedures. This can be challenging, especially when faced with difficult or disruptive students.

Overall, the first six weeks of student teaching are a crucial period for the development of a new educator. It is during this time that the student teacher begins to build their teaching philosophy and gain valuable experience in the classroom.
Suggestions for the new teacher

CAELE G. HOWARD, Teacher Educator, New Mexico

AS a teacher of vocational agriculture, you are in a position to influence the people of the community in which you teach. You can help to improve the farm for both the farmer and the community living. Your influence is important because the boys and girls who leave with a vocational education we meet are apt to be the ones by which we judge you. It is important that you can improve their lives immediately upon your arrival in your new situation.

It is suggested that you follow the following:

1. The superintendent of schools in the municipality or district in which you teach. You should know his or her name and be prepared to discuss with him problems in the field of vocational agriculture. Remember that he is an experienced educator and probably knows more about the needs of the community than you do. He can help you determine your duties, loyalty, and dependability in the service of others. You should be your best friend and you should discuss both your problems and the problems which you encounter.

2. The principal of your school. This person is usually the administrative head of the high schools and their responsibilities. You should discuss with him the details of the vocational agriculture curriculum, such as the sharing of classes, extra-curricular activities, and the like. In some of the schools the superintendent is his own principal. In others the school principal is in charge of the high school. In others, he is the chief education officer of the community. And in others the principal some time or another is the teacher. You should try to discover which of these statements are true.

3. The former teacher of vocational agriculture. He will be able to give you much valuable information about the operation of the program in the vocational agriculture program in the past.

4. Key figures in the community. The school superintendent or principal or teacher of agriculture or local leaders know the personnel and their activities. Visit the community, and find out who is doing well and doing poorly in agriculture and how they feel about your program. Don’t try to impress them with your knowledge or your importance. Try to learn from them the important problems in agriculture and see how the community and how they are doing about these problems. Try to enlist their support in an active manner in your further efforts to make quicker and easier the establish-ment in farm community of the school and of school-young farmer’s community.

5. Governmental agencies. You will likely discover several of these. Try to meet the county extension agents on a common footing of community agricultural service. Don’t worry about P.E.A. and 4-H club relationships now. Assume they are available. Try to assist in working out county programs of work within your community. Farm marketing officials, F.C.S. foresters, exclamation, and grazing officials, and farm credit men are all among the local governmental service representatives who may be found in your community. They are all interested in improving the agriculture. Find out their programs and try to work with them so far as your instructional duties will permit.

6. Parents of students. You can’t know much about how to get along with John until you know his father, mother, brother, and sister if any. Find out more about his parents and any other people who have influence on him.

Methods and Materials

W. A. SMITH

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BATTLE GROUND: Future Farmers Digging airtight strawberry plants on their school farm. They secure many learning experiences in helping to operate and manage the farm.

School farm becomes much used resource

BERT L. BROWN, Supervisor, Olymphi, Washington

The Battle Ground School’s observations on the number of persons visiting the school farm throughout the year indicates that the school farm has a potential for providing a variety of learning experiences. The school farm provides an opportunity for students to become involved in various aspects of agricultural production, from planting to harvest. The school farm is also an excellent resource for community members to learn about agricultural practices and to experience the process of growing food.

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Other information available from these records is production data, including yields and hours that the crops are worked. Some of the crops include:

- Strawberry: 1 acre
- Lettuce: 1 acre
- Spinach: 1 acre
- Romaine: 1 acre
- Haskins: 1 acre
- Marigolds: 1 acre
- Romaine: 1 acre
- Lettuce: 1 acre
- Spinach: 1 acre
- Romaine: 1 acre
- Marigolds: 1 acre

These records provide valuable information for students and community members interested in learning about agricultural practices and the process of growing food.
Using an advisory council
W. R. BRYANT, Teacher, Canton, South Dakota

A March 3, 1949

The March 10th issue of the "Farmers of the community can play a vital role in agricultural education," (Counsellor at Fenway, Illinois)

Asking A Member To Serve On The Council
If a new teacher, approach him in this manner: "I'm new in your community and there are a lot of problems in which I don't know the answer to. Will you help me work out the answers to these problems?" Or, if new teachers have been in the community a number of years, you might approach him in this manner: "The supervising farm boards of the programs of the boys are not as strong as they should be; will you help us improve them?" Do you get the "you can help me" approach, your council will have started the first step in the training of your council.

An important point in the training of a council is to train the officers of the council to perform their jobs. Ways to do this are as follows:

1. Before each council meeting go over problems to be discussed with the chairman and make sure he brings up the problems and leads the discussion. (At the start you may have to problem for the week.

2. Explain to the secretary how much work of any kind to do.

3. Take your officers and members to the council and let them know the work.

4. Visit the members of your council frequently on their home farms.

5. Don't be afraid to praise the officers. (Praise to the chairman, "You had a good meeting tonight, sir."

6. The psychological step in getting the members to be part of your council is to train all problems that have resulted in a great interest and profit in the council.

7. What is the field of the advisory council outside its functions?

Contests have a definite place in the program of vocational agriculture. When properly handled, contests can be teaching what a real place taking off—and you have to go further than there faster. I have used contests in my teaching and believe that contests are a factor in motivation.

Eaton's idea of free live stock. It is good teaching and natural, in the study of various kinds of stock. I have taught to select types and individual animals that which are best. I point out to you that selection of the best and the time. I point out to you that selection of the best, if your council is teaching and the time.

One point to make clear is that all boys have a better time, because they have been taught to select types and individual animals that which are best. If your council is teaching the time and the class with one thought, namely, these boys are being trained for farm work. At contest time or just before contest, some top boys may be working on the last test of the boys the highest state representative on the state contest with no additional training. We are not being trained as good as the three in the contest.

What's wrong with our public speaking contest?
NOTHING'S wrong in Denmark," someone written wrong with our public speaking contests. At a recent meeting in a 4-H club, with a woodchuck, only six boys from six schools participated. Where were the other educational opportunities? Did they not think it worthwhile? Perhaps they were selected by their teachers and their parents were in attendance. Let's be a bit more inclusive and ask about our recommendations on super- vise. Let each of these boys to organize and deliver speeches in the manner of best speakers. Now, how about it.

First, the boy will select his topic and study and become familiar with all material available. Next, he will determine the content of his speech and prepare an outline. This outline could be read to the judges. He would then practice his speech from the outline.

1. How work--will work more be practical for their futures?

2. More boys will take an interest in public speaking.

3. Speeches would be more interesting and consequently more interest would be shown by others.

4. Participants would feel more at ease and have more confidence, the more they practice speaking, the more they are received and how to speak as well.

5. New, Old Albany, New York

THIS ISSUE

A number of contributors included were developed and used for regional contests. Although the article was revised for publication after the conference, the information included with each article, however, those by Christenson, was further developed as they have been more nearly completed for conferences. Their material presented at recent conferences are at hand. It is easy to say how to have a good job of speaking.

The procedure which I advocate does not lead itself to the usual type of talking. The last one to be somewhat of a pro- fessional in the subject. One of the first boys to have a place in our teaching, where he can talk and give the boys to be better farmers, for an intensive study and drill on the fancy retail end of the market.

I have given you briefly my plan of attack, but the final plan of attack. I'm to use for motivation. This plan is not to have a complete plan to train all the boys and pick three to go directly into the market. It is not to have a complete plan to train all the boys and pick three to go directly into the market. Win or lose they do their last. Let's get the boys to be the best farmers and not on winning contests.

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Preparing, distributing and using printed information

A. G. BULLARD, Select Matter Specialist, Veterern Farmer Training, Department of Soil Science, North Carolina State University

This main responsibility of the teacher in agricultural education is to lead students to make sound decisions on agricultural and educational problems, and to assist them in the development of farm skills. Supervisors and teacher-trainers recognize the need for and value of teaching aids to help the teacher meet his responsibility to his students. Although some very good teaching aids have been prepared by the state, we are only partially meeting the need.

In the Veteran Farmer Training Program we have found it necessary for many communities, to employ instructors who have had training in agriculture, whether or not they have previous agricultural experience. Whether good farmers, have had a small amount of training in techniques of agriculture. Generally these instructors are less qualified to organize their own instructional materials than are teachers of agriculture. Many of the printed material prepared in North Carolina during the past three years has been prepared especially for the veteran program. Of course we recognize its value in teaching students enrolled in the regular program.

Before one attempts to prepare printed information for teachers, there are two rather obvious steps that should be done. (1) Discover what information is needed in the field; and (2) add to the assistance of agricultural specialists, teacher-trainers, and others who can provide subject matter and guidance in the preparation of the desired information. Let us consider each of these in a little more detail.

Printed aids help to keep up with methods and subject matter.

—Photo by J. K. Cugin

A. G. Bullard

Teachers will use printed information on subjects for which they feel a need. Commercial organizations spend millions of dollars trying to find out what the general public wants and wants in order that they may produce products that will sell. Shouldn't we spend some time and money to discover what our teacher need and want?

Discover What Information Is Needed in the Field

A survey of our teachers of agriculture should reveal the instructional aids that are needed or that are in use in a better position to know his needs than the teacher himself. Therefore, we should consult him in determining what kind of material to prepare. Also the chances that he will use the material are greater when he has had a part, even though small, in its preparation. District supervisors should also be consulted relative to the need for printed information. Because of their time and other obligations, they are in a good position to discover instructional material needs. Reports and suggestions could be made to the supervisors at regular staff conferences.

The subject matter specialist should make as many direct contacts with teachers as possible. Such direct observation of the classroom will reveal the instructional areas for which information is needed. But we also know how this should be prepared. One way is to prepare the information by printed teaching aids used successfully by teachers. The preparations of these teaching aids is determined without making various papers which may limit the materials.

Other staff members and the agricultural specialist should be consulted for their suggestions. Teacher-trainers will have suggestions to make as a result of their work with the teachers. They are in a position to know the agricultural needs of the state and to know what farm work is being emphasized. All of these three can help to discover the most pressing problems as well as some of the less pressing ones for which aids are needed.

The contexts suggested above should enable the teacher to work out a plan for teaching aids needed on the needs in the field. Without such a plan to serve as a guide, there will be a "hit or miss" activity.

A plan similar to that arranged with the Extension Station should be used in the Department of Agricultural Education in the preparation of printed publications. Such a plan aids in better organization of subject matter for instructional purposes, better selection of teaching methods, better illustrations, and closer coordination of pre-service and in-service education of teachers.

Agricultural information specialists associated with commercial organizations should also be consulted. These organizations will work in close cooperation with the Extension Station and can furnish excellent teaching aids which may be used in the preparation of printed materials.

Distributing Printed Teaching Material

The procedures generally followed by the different states in the distribution of printed materials are as follows: (1) mail to the teachers; (2) use at the group or district meetings; (3) to deliver it in person; and (4) to distribute it at special conferences or workshops arranged in cooperation with the district supervisors. Perhaps all four of these procedures are used to some extent in most of the States.

A little more than a year ago the agricultural education staff in North Carolina adopted the policy of arranging three to six group conferences or workshops for teachers of agriculture and instructors of veterans in each of the five districts a printed aid was ready for distribution. A program relating to the subject of the printed aid was distributed at these conferences.

We have followed this procedure in the distribution of Extension Service, the Extension Service, and the State Department of Agriculture. The above plan has worked very satisfactorily in North Carolina. It has the following advantages:

1. A better relationship is maintained between the various agricultural agencies and the School of Education because each has a better understanding of what the other is trying to do.

2. Up-to-date technical information is made available more swiftly available from the agricultural specialists than from any other source.

3. The agricultural information distributed to teachers of vocational agriculture will be in accord with the recommendations of the Agricultural Extension Service.

4. Agricultural education can exert its influence on the most important farm problems as determined by agricultural specialists from research stations.

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Suggestions for the new teacher

begin to see you in what you do, in how your department looks, in what it gets done. Your individuality should stamp itself on things so your co-workers can recognize you in what you do. You will soon be thinking of what to get done in three or five or ten years. What your department should accomplish in a year or two are your priority goals. It’s important that you achieve the right things, in the right order. How well it meets this challenge is a measure of your ability.

A portable case for 2" x 5" slides is helpful in locating needed illustrations.

—Photo by J. C. Coggin

John Leonard

Young farmers and program planning

JOHN H. LEONARD, Teacher, Yorkville, Ohio

A MAJOR problem for the vocational teachers of area high schools is that of planning the program for the following year. There are two aspects of this problem, namely, planning long term program and short term problem. In my discussion I will place the emphasis on the yearly planning; however, the long-term objectives of a department will naturally affect the yearly program.

The teacher must determine by some means the phases of agriculture that need improvement or the ones on which he will place the emphasis in the program. The phases of the program to emphasize may be determined by a survey, personal interviews with farmers in the community, and through the aid of an advisory committee. Naturally the members of the committee should have some interest in the program. It is of great assistance in helping to formulate a program as well as in setting up the school in developing good public relations in the community.

The advisory committee may consist of the superintendent of schools, board of county superintendents, farm members, Farm Bureau members, (or representatives of the various economic groups in the community), Future Farmer Club President, Young Farmers Association President, and two representatives, one or two more progressive farmers, and perhaps one or two members of some civic organization definitely interested in agriculture and related fields. The advisory committee should be selected to represent a cross section of the community. The advisory committee will naturally be more critical than the students who are actively involved in the approved programs and will offer suggestions.

The approving of plans for the department is the responsibility of the entire department. But perhaps three or not more than four meetings would be necessary.

The separate classes would not need to be one unless a challenge is to be made in each. After the year is over, a separate meeting to discuss the main results will be important.

In planning the course of study; (2) the references for teachers and pupils; (3) as a source of vital aids; and (4) in a source of suggested references and teaching aids.

—Photo by J. C. Coggin

Farmer Classes

J. N. WEISS

MARK NICHOLS

Young farmers and program planning

—Continued on Page 52

Soil testing clinic for farmers

VERNON W. LUTHER, Teacher, Repenton, Ohio

M ANY high school departments of vocational agriculture do not soil tests. What results are accomplished? You can probably think of different systems, but we would suggest a Soil Testing Clinic for farmers as one method. A soil testing clinic might be connected with a medical clinic. Just as people are well organized to assist the ill, soil should be organized for its weaknesses. How to operate such a clinic might be explained by summarizing the results of a Soil Testing Clinic:

(1) to take the sample; (2) to air dry samples; (3) to make a map or chart of the field.

On the day the clinic was held, the agricultural room was turned into a laboratory and display room. The soil testing laboratory was set up consisting of tables, cabinets, and a rock collection all with explanatory labels. The room was devoted to soil conservation. Many educational programs were displayed. The much equipment was surveyed by students, field planning and mapping, and hand tools. Many of these were loaned by the County Soil Conservation Department.

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The program for 1949-50 was:

April 12—Science of Milk Production

June 14—Weather

July 12—Justice in Action

September 13—Future Trends in Education

October 11—Fall Party

November 8—Animal Nutrition

December 13—Religious Education in the Home

January 10—Reception Night

March 14—Annual Banquet

It has proved helpful to have a committee meeting one month in advance of each meeting to make the final arrangements. The work before each meeting is sent to each member to make the meeting. (Continued on Page 52)
Superintendent aids with teaching resources
G. W. GEIBCHS, County Superintendent, Wayne Co., Indiana

In the spring of 1947, the Pulaski County Veterans Service Office, Mr. Urban H. Stults, came to me with the suggestion that we set up a school of vocational agriculture for veterans. I had several candidates for such a school. After considerable delay due to a lack of instructors, we were fortunate to find Mr. Earl E. Bollman, a graduate of Purdue University, available. Our first school was established September 1, 1947. A little later a second school was established with Mr. Orville White as instructor. This school followed a month later by a third school in charge of Mr. Frank Howett, Mr. Kennedy assisted the instructors with the various forms and helped get the veterans enrolled. On July 1, 1948 two more schools were added with Mr. John Couey and Mr. Richard Rinhardt as instructors. This brought our schools to a total of five and twenty trained instructors.

About this time, it seemed that more responsibility for these schools was shifted to the county superintendent of schools. We found also that these instructors were best to be regarded as a part of the regular county faculty, the name as our day school teachers. After talking with them, it was decided that these instructors should have the responsibility of teaching their courses. The next step was to invite the instructors to come once a month to the bureau, share materials and coordinate their work in the county. This provided an opportunity to pool their ideas, methods, and teaching materials. A book loan mass was set aside for making available a supply of various State Department and Veterans Administration forms needed. Many of the available publications, references were on hand for their information. Arrangement was made with the sponsoring school trustees to channel the hay and all materials for these schools through the office of the County Superintendent.

Our meetings took the form of a business session for routine matters, followed by an exchange of ideas or conferences with the County Agricultural Agent, or the supervisors of the instructors. The county became the unit for various projects, the first of which was a visit to the Chicago Stock Yard. One school was going, so why not all? The result was that eighty-six men and their instructors made the trip. Two county meetings were held on chicken, hog, and cattle feeders, and fast milking. The group sponsored a farm improvement maintenance school at the County Fair. They held a school on state feed and fertilizers with instruction with the Assistant State Chemist as instructor. These county meetings made it possible for the instructors to obtain better speakers and more material than any class could have received individually.

The instructors met with the County Agricultural Agent and helped plan the county extension program and the county extension trains. The county extension train was greatly boosted by these county meetings. By cooperating the teaching of one of these county schools with a high school expectant to establish a vocational agriculture department, a farm shop was built and hired to be used by high school juniors during the day and by veterans at night.

The largest and most prestigious venture of the group was the establishment of a county slide film library. Many of the available publications, references were on hand for their information. Arrangement was made with the sponsoring school trustees to channel the hay and all materials for these schools through the office of the County Superintendent.

School farm becomes much used resource

Use Of Farm

As the farm is adjacent to the school grounds it is open for use to take classes in the area. Observation. The chapter owns two tractors, a wagon and a trailer, and a ton and a half track to farm transportation is not a problem. The class program is too simple to that extent, if weather permits, a class can go on the farm. Location of property is provided in which each boy keeps his own small plot. Among the produce raised are:

* Broccoli
* Cabbage
* Carrots
* Corn
* Cucumbers
* Peas

* Squash
* Tomatoes
* Turnips
* Watermelons

* Zucchini

All of which is harvested by the students and the local county fair is given a lunch. The parents are invited to attend. The parents are invited to attend. The parents are invited to attend.

Supervision

The supervision of the farm is divided among the three instructors. The first school is under the guidance of the chapter's executive committee and the instructors. The second school is under the guidance of the chapter's executive committee and the instructors. The third school is under the guidance of the chapter's executive committee and the instructors.

Summer vacations are taken on a staggered plan so that one instructor is on the job at all times. The basic plan calls for one instructor to be in the community while the second is on the farm.

A school farm should not be attempted unless it has the wholehearted backing and school administration. The instructors must be willing to hold their farm classes during the first semester at grade levels. A program should be mapped to fit the specific needs and abilities of as many as possible. A school farm has a great advantage in that it can be conducted by any school which has the finances to set it up and the facilities to maintain it at the level. Additional instructions may be provided for those who wish to use the minimum with this type of program.

In general, girls and women make up a greater part of the migration from farms to farm women of the young men. According to recent estimates, there were 1,500,000 farm females in the farm population in 1947.

Young farmers and program planning

The Y.F.A. programs may be financed in various ways—these, pre-promotion, the expenses of each meeting among the members present, bands, exhibits, and donations. The Y.F.A. is willing to pay a member to be chair who is the name on the list, if additional funds are needed. The association votes a special assessment.

The annual banquet is held at the close of the State convention, on the series of educational meetings. The committee selected by the officers makes all arrangements for the banquet. Tickets are sold as members and other interested persons, but it has been the custom to invite several of the speakers who have been in the program during the year. Certificates for attendance and participation in the short course meetings are presented at the banquet.

The short course meeting schedule is prepared by a committee selected by the president. This committee receives suggestions from the Y.F.A. members of the problems that are to be selected. Suggestions must be limited to in individuals or groups of outstanding leaders.

Since the committee has studied these suggested problems they set up a list of discussion meetings to help solve the problems of the farmers. These conferences will be duplicated giving a copy of this short course of five Y.F.A. members, school officials, the local newspaper, and to all farmers listed in the schedule who are not Y.F.A. members. The schedule is sent to the person who signs the name of the committee.

Selected Activities

A twice-weekly school is a main content for the past six years in cooperation with a local high school or local group. The day's content includes discussions on a variety of topics, including those that may be included in the school curriculum. The day's content includes discussions on a variety of topics, including those that may be included in the school curriculum. The day's content includes discussions on a variety of topics, including those that may be included in the school curriculum. The day's content includes discussions on a variety of topics, including those that may be included in the school curriculum. The day's content includes discussions on a variety of topics, including those that may be included in the school curriculum.

Swine type school attended by 200 farmers makes contribution to improving swine.

Program procedures

Experiences of the Rural Project of the American Youth Commission prove conclusively that:

1. Older rural youth can dispose of their own needs, making surveys if necessary to find what their needs are, under guidance and record.

2. You can care for their own social and recreational needs. Through local or nearby groups or short courses they can develop their own leaders.

3. Discussion groups work best after an acquaintance is built up. They may have suitable discussion topics, youth can proceed to solve some of their most pressing personal and group problems.

4. You can conduct effective panel discussion, if trained to do so. They can be used to give guidance and stimulate to direct or lead as well as

just take part in panels and round tables.

5. To help and encourage, youth can obtain vocational information from people, stories, and books, and career opportunities.

6. You can arrange for special lecturers to supply the specific information needed on problems under consideration.

7. You can give local service to the leaders for K.I.L. Clubs, Sunsets, Sunday Schools, and other organizations, and for adult farm home groups as requested.

8. You feel the need for adequate guidance and counsel of adult advisors for the leaders who have local problems.

Prepared by Executive and Advisory Committee for the State of the U.S.A. Conference, Muncie, Ohio.
Planning needed for on-farm instruction

L. L. BEAZLEY, Teacher, Disputanta, Virginia

A young teacher of vocational agriculture is not often as efficient, must, of necessity, do a lot of different things. He has nothing to depend upon a group of in- dividuals where many jobs have been assigned to him, or some large group, participation. But this is not so! Each teacher must give more and more individual instruction, with this in mind, it is possible to correct any errors that have occurred and driving home other points that are definitely needed on a given farm.

Often visits are made without a definite plan and when we leave the farm, the students' assignments are more confused than helped. Therefore, we need a definite plan, and we are going to keep the past and present farm and the plan must for this reason also.

In making my visits I plan to get to the farm when the parents and the students are present. This class under each project, and I am to be present. This will be for high school classes, and for the junior college classes, without the use of the former sources, is one of the last of the fields, and it is necessary to this concern, I should like to point out that:

1. Utah is already spending 100,000 of the Federal funds for adult education. Other states have found the percentages of children in high school are very high and can be learned in the old classroom can not be done. The job is too hard and find him too busy to be done; then I can get on to another place in the same time to get some real work done. However, I do believe that it is possible to make out a definite schedule and that it is possible to do this way under these circumstances, and to make a similar plan for other places.

I have no reference to any completed research indicating that day jobs are as effective as all-day jobs, nor do we know of any man who has made a study of this subject. At the present time, I am not sure of their value, and the instruction is given to adult classes without changing all the time during the week.

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Regional meeting of A.V.A.

It was gratifying to see a large number of members of the Agricultural Chapter of the M.V.A. give generously of their time in support of the England State Vocational Convention held at Springfield on May 17 and 18. This was the first successful attempt in recent years to provide an opportunity for vocational agricultural students from several New England states to exchanges views in a sectional meeting on important agricultural subject matters. As an outcome of the agricultural section meeting, it is entirely possible that an agreement was made in the near future to arrange an All-New England Conference of teachers of vocational agriculture.

Cooperative purchase of automobiles

A FEW YEARS AGO, when it was impossible to purchase an automobile, I came up with this idea. Why not, instead of being on the phone, wait for orders, order a new car, and then go out and look for bids. It was always more efficient to buy from the nearest dealer who would have to go farther out of his way. Now that automobiles have become plentiful, perhaps it might be wise to look in that direction once more. How could such a scheme operate? I have no detailed plan worked out but just to stimulate your thinking, how would something like this work?

1. By prior agreement teachers could agree on two or three different makes of cars via increasing bargaining efficiency.
2. A survey could be taken to determine the teachers who wished to trade and the teachers, in turn, would also furnish necessary information about the cars they wished to trade.
3. For purposes of illustration suppose the survey revealed that there was need for twelve Chevrolets, six Pontiacs, and six Dodgers. Might not these orders be placed out for bid among various dealers in the state? It would seem only logical that one car could trade cheaper on such a cooperative basis as this.
4. In fostering the above idea teachers might even decide on one make of car, if it was financially to their advantage.

Another idea might be to contract for a fleet of automobiles.

Wilfred Leslie, Orleans, Vermont

Improving department's housing

A LITTLE all agricultural department buildings, no matter how carefully planned are to a greater or lesser degree inadequate. The agricultural building in Spotsylvania, Virginia is no exception. Built about 1949 according to standard plans it contained a classroom, shop, tool room, office, and cloak closet. It was considered an adequate building at that time but the enlarged program and increased teaching staff have made changes necessary in the original building. From year to year additional supplies have been added. This year the following changes have been made: a new tool room built, a new door placed on the old tool room, seven new small panels for tool cut, and part of the new tool room partitioned off for an inside toilet complaint with appropriate plumbing, electrical wiring, and drainage.

All the above necessary for these physical improvements was done by students enrolled in the department under the supervision of J. Roger Madison, veterans instructor in the shop, and L. E. Carter, regular teachers of agriculture.

The projects, when completed, will make the department of Spotsylvania more usable and efficient, and will fill a long felt need for such facilities.

The building is 60 feet by 30 feet with a height of 16 feet. The upper half of the floor is used for housing the shop equipment and the lower half of the floor is used for the classroom and office. The building is 80% complete with the remaining work needed to be done by the students themselves.

L. E. Carter

Using your magazine

Your magazine tries to:
1. Prepare and present ideas and issues.
2. Examine and report new practices.
3. Present selected items of current news of interest.
4. Provide helpful information on teaching problems.
5. Review selected articles and new books.

Ways of Using Your Magazine

Glance over the entire magazine when it arrives.
Read thoroughly the articles which appeal to you.
Check on the good ideas which could be used.
Refer to back issues for help on particular problems.
Peruse plans to innovate in your department based on practices outlined in an article.
Refer selected articles to school board members and administrators.
Mark articles or make notations of those which could help you in the preparation of talk or written material.

Adapted from an Editorial in The School Executive, May 1949

New course for high school graduates

THE Extension Service, Agricultural

School is offering an opportunity to qualified high school graduates of Essex County to enroll in a two-year course of instruction in the following subjects: animal production, horticulture, and farm mechanics which will prepare its graduates for full-time employment in dairy farming, poultry farming, fruit growing, and other types of agricultural jobs; also in floriculture, landscaping, horticulture, and related subjects such as ornamental horticulture, milo plant operation, garden insect controls, and sale of farm equipment.

The course will consist of intensive classroom instruction, and on the job experiences. Classroom instruction will be confined to the vocational education, related science, farm mechanics, and related subjects. The length of the course, on-the-job experience from April through October, is 10 weeks. Each student will be assigned a supervisor who will train the student to his full potential. The student will be paid a small amount for his work and gains the necessary practical experience to fit him for the occupation, full-time employment in the fields mentioned.

Idaho president doing a good job

Mr. George Wilson, Idaho president, has been doing a good job in the State Program and has made the student members of the Idaho Vocational Agriculture Instructors' Association better informed. Under his direction the building used for vocational agriculture is a two-story building with a shop 36' x 84', a laboratory and instructors. Two of the class members are shown sitting on the steps of the building. The building is surrounded by many farm machines which were used in the recent agricultural show.

A time saver

An idea for recording supervised practice jobs is to use a plywood board five by six inches. The board may be painted Farmer colors or the color of the workroom in the classroom. Small screw hooks may be placed every two inches with the screw turned in. Above each screw hook, there is a number which may be assigned to each student in the department. Down in the left hand corner is a key to the board with each student's name and number.

Diagram of Board for Supervised Practice Jobs

Superintendents' Jobs Done

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

Key

Tags: Price tags for 1/2" by 5/8" in size are used by each student on which he can record his number, date, job, and scope. At the beginning of each class period the student should be allowed to record the jobs that he has completed on the day before the weekend. This helps to begin the interest in the work and also the student is able to see the work that he has already done. (See his article in this issue.)

Aden Duncan, Teacher, Polecat, Texas
OE chapter participants in the two-day project tour work. A two-day tour is held to allow all members to participate in activities that may vary from year to year and are held in various locations. The group includes the chapter directors, chapter advisors, and perhaps other club members. The location of the tour is determined by the chapter's discretion.

Lloyd Ngoyd, Teacher, South Dakota

Program pattern

(Continued from page 69)

which cannot be cracked this one should be congratulating the states that have no rules and not the exceptions upon them.

A. Apparently Professor Davidson does not even accept the Smith-Hudiburg scholarship money. We should present every student who is awarded the scholarship to his/her parents giving the F.F.A. officers the weight to send him by bus as the school does not violate any of the rules for the tour. Some of the rules are as follows: no dining of intoxicating liquors, no smoking or use of profane or obscene language, and reasonable quiet at all times. To date no one has violated any of the rules.

In 1946 the Advisory Council and the Department of the State of the Chief of the F.F.A. (Continued from page 72)

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F.F.A. scholarship activities

(Continued from page 72)

Chapter meetings make use of a variety of methods in their attempt to improve the scholarship status of the chapter. A common practice is to post honor rolls of members in agricultural subjects. Some chapters post honor rolls listing those students with A or B averages in all high school subjects. A special program for Good Students is also possible.

Many Ways And Means means a common practice among chapters in the scheduling of special chapter meetings for A.V. and scholarship officers to discuss school facilities or related topics. Guidance directors may also be brought in for special meetings.

The use of "Big Brother" plans are also common among chapters to get scholarship activities in the program at work. They may fear that anything dealing with scholarship might seem more work and study for them; second, it is difficult to find interesting activities that can be used; third, advisors have been slow to realize how tremendously important good scholarship is to the success of the organization.

Scholarship has played an important part in the success of the Waverly F.F.A. chapter. The Waverly chapter was one of the first chapters in Nebraska and has continued to be an active chapter since 1920. Thirty-four boys have been promoted to the State Partner Degree from Waverly. Thirty-four represents the largest number of promotions, to date, from any one school in Nebraska, one does not become a State Farmer until his scholarship rating is high.

At present the Waverly F.F.A. has an enrollment of sixty members with forty-six of the members enrolled in high school. There are fifty-two members in the high school.

The student council serves on the scholarship committee, this committee, as do all other sub-committees of the Waverly F.F.A. chapter, meets about once a month to discuss the activities for which they are responsible and to plan for carrying them out. The accomplishment portfolio of our program of work for the year was planned and completed last year. This year we hope to make an even greater amount of work in our scholarship activities.

R. E. Naughton of the U.S. Office of Education will hold a panel discussion on the status of post-war education. The educational and social changes will be the theme of the educational panel discussion and will be the focus of the panelists. The discussion will revolve around the question of how educational changes have affected society and how society has responded to these changes.

Wednesday, December 7, The role of vocational agricultural education will be the theme of the educational panel discussion. Dr. R. E. Gregory, Assistant Commissioner for Vocational Education, will lead off the panel discussion. The discussion will be followed by a presentation of findings from the Department of Education's study of vocational agricultural education. The presentation will be made by Dr. Louis A. Lamson, and Dr. Robert C. Cross, both of the National Science Foundation.

Tuesday, December 8, The Waverly F.F.A. chapter will hold a special meeting to discuss the activities for which they are responsible and to plan for carrying them out. The accomplishment portfolio of our program of work for the year was planned and completed last year. This year we hope to make an even greater amount of work in our scholarship activities.

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Lab land a profitable resource

A. J. WISLED, Teacher, Hartsville, South Carolina

M ost F.F.A. and 4-H chapters, like many families seem always in need of money to provide for their needs.

The Riverton chapter, Hartsville, South Carolina, has tried a long line of projects to raise such funds.

The most financially successful projects, however, have been those which also gave the members participating something worthwhile in addition to the money.

All teachers of vocational agriculture have very important functions are to a neccessary F.F.A. program, a wide variety of activities is necessary to keep students interested. To take of the essential and participatory in these numerous educational and recreational activities, some method of financing is absolutely necessary.

The Madison County, Alabama, Board of Education, has found a way to do without the use of any tax money to take care of such expenses. Thus it has become the responsibility of the Riverton chapter to work out means for financing the program planned. As such, both boys and girls are being taught to have confidence in themselves, to have someone to look upon to raise money, there are nevertheless numerous activities in the chapter having this responsibility.

The past eleven years at Riverton have proved that the F.F.A. programs in conjunction with the activities which can be done in the process of determining the future needs of the members, their improvements, and types of money-raising activities.

During the past eleven years many things have been tried for raising money—a planter's contest, a garment show, among many other picture posting picture, showing magazine subscription, candy store, carnivals, contests, and many more programs, and many great demonstrations. All have served their purpose and some teaching was given with each activity.

The winter growing demonstration is perhaps the most successful money raising scheme yet tried. Five years ago it was decided to put the two acre laboratory area into something profitable and productive. Winter growing was being talked about and practiced on a limited scale in the community. It was decided to plant it in common chard and put some leeks on it. The project netted about fifty dollars per acre. The chapter tried each year to profit by the mistakes made and to make improvements in the light of knowledge gained through experience and study. By the end of the third year the project netted one hundred dollars per acre, the fourth year the project netted two hundred and fifty dollars per acre for a labor income of $161.61 per acre, and the past year, 1947-48 a labor income of $307.56 per acre was made. This year 12 leeks and five cabbages were carried on two and one-half acres (the area being enlarged by not less than one acre) of crimson clover and rye green pasture.

Naturally the chapter made good use of the profits from the grazing demonstration, but the important thing is the transfer of learning and practice to the individual home farms. Present and former students and other people of the school area and community is now making worthwhile plans, essaying the elegant carrying on winter growing贯通 projects in conjunction with the regular farming operations. This particular project did not make any money but it gave the members an opportunity to practice what they had learned. A one acre plot was given the members to grow crops for their personal consumption.

In addition to these successful experiences and cooperation with school and community there are many varied methods which can be used within the Vocational Agriculture and F.F.A. activities to encourage better cooperation with the members.

Members work in other subjects are encouraged and helped by more adult members in getting better work done in those subjects.

In addition to all these members meet the standards set for athletic participation in the school before he may take any course or be considered. Members work in other subjects are encouraged and helped by more adult members in getting better work done in those subjects.

Activities involving experiences and training in cooperation.

The department is planning and making investments.

The application of classroom instruction.

A few of the projects which the Riverton chapter has planned that have provided a source of income for the chapter and experiences of educational value to the members are:

1. The construction of shop articles—Lawn jobs, tables, magazine racks, and potting benches are made in the shop and sold. These were constructed in assembly line-like method, with two boys doing out job until they become very efficient and then other members will be added. In the operation the boys, in this way each boy develops skills in every operation that serves as an instructor, and always finds the work interesting.

2. Repair of farm machinery, repair of various kinds of lawn mowers, and many others, so many small jobs, that the boys can make them.

3. Operation of laundry, a room is to be set aside for dry cleaning and laundry building and equipped with automatic washing machines. The laundry is available to the public and is used through out the year.

A well planned chapter budget, the first step in the finance program, will serve as the guide for the amount of fund that will be needed to carry out the chapter's activities. The members can readily see what the funds will be used for and should be able to make a better decision concerning which money-raising activities to sponsor.

Ways and means are important

A. E. RITCHIE, Teacher, Hildreth, Ohio

W HEN F.F.A. and 4-H chapters plan money raising activities, they should be allowed to do so. The local people of the community can aid greatly in the raising of money.

The community is more likely to help the F.F.A. boys and give them a chance if they know how constructively the money is being used.

There are many ways of raising chapter funds, but they are all good.

A money-raising activity should be educational in nature. In addition it should represent good morals, pro vide, for leadership, and be consistent with the purpose of the F.F.A.

A well planned chapter budget, the first step in the finance program, will serve as the guide for the amount of funds that will be needed to carry out the chapter's activities. The members can readily see what the funds will be used for and should be able to make a better decision concerning which money-raising activities to sponsor.

Two of our activities for raising funds are as follows:

1. Selling hybrid seed corn and certified seed. First this activity usually provided about $250. The boys split the money $300. The seed was sold for $3 per bag, but only a few members had been grown and marketed as a chapter project which not only produced a nice income for the chapter, but served as a community demonstration for farmers in using seed, fertilizing, and good cultural practices.

2. Selling of Greetings, Invitations. These are made at a special wholesale price and distributed at regular retail price.

3. Operation of Orchard: Spray equipment was purchased by the community to spray the apple trees throughout the community for a small profit.

These are a few of the activities which the Anola chapter has found successful. The members have enabled it to earn sufficient income to be able to help the local people of the community.

Since this provides an opportunity for making a real contribution to the development and progress of the community.

The agricultural education magazine, September, 1949