Stories In Pictures

An annual feature of the Yerens Farm Training class at the Attleboro Vocational School, Attleboro, Mass., consists of the short course in Farm Shop. This course is conducted during the Christmas recess while the day classes are on vacation. The men shown in the pictures are part of the 50 who completed this year's course. They are remaining out from schools and attending the shop classes. The 40 hours of shop work include bricklaying, woodworking, millwork, and equipment. Instructors are Fred Whitmarsh, Walter Schults, and Benard Nofziger. (Pictures by Bernad Nofziger.)

A Young Farmer's home shop. Illustrated here are practices of shop organization and arrangement which were learned in shop classes. (Photo submitted by H. P. Semeny.)

Members of the Past State FFA Officers Class of West Virginia and their families are shown on the canvas grounds of the state-wide FFA-IHAA Camp held in 1922.

Featuring
The Summer Program
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Guest Editorial
HAROLD S. MAY, Chairman, Lee County Board of
Education, Florence, Alabama

The successful farmer today is one whose plans call for a productive program not only for the year, but also for the next five years. To encourage such a program, we believe that agricultural students in our high schools are given courses in Vocational Agriculture that include a course in the use of pastures and farm machinery.

This requires that an effective program of activities be carried on during the summer months. This program may be in the form of a field camp, where students are taught the practical aspects of farming and are given an opportunity to work on their own farms.

The summer activities of the teachers are of equal importance and possibly more effective than the regular school schedule. The school and the city of the proper canning methods for the various foods and instruct in the best means of preserving vegetables. Through this program, teachers are being taught to be independent by producing and preserving their own foods.

Many of the summer activities are programs of the teachers of Vocational Agriculture is the supervision of previously planned projects. Here the teacher assists the farmer in putting into practice theories studied in the regularly scheduled classes. These projects consist of the growing of corn, cotton, vegetables, and the production of grain crops and livestock. This activity is known as the old proverb: "There is no stronger link in the chain of thought simulating supervisory visits and a good program of Vocational Agriculture. Teachers recognize this fact and continue their visitation program during the summer months.

In addition to the work with the student projects, much of the supervisory work is concerned with adult farmers. During the summer months, many adult meetings are held during the fall and winter months but follow-up meetings are held during the spring and summer months. Farmers are instructed on how to produce new crops to replace acreage lost as the result of Federal controls and other problems, such as planting and getting stands, cultivation, fertilization and marketing of farm products.

Most of these activities include farmers of our farms and have been found to be successful. The activities of the school and the city of the proper canning methods for the various foods and instruct in the best means of preserving vegetables. Through this program, teachers are being taught to be independent by producing and preserving their own foods.

Teachers of Vocational Agriculture are concerned with the supervision of soil and wildlife and, to this end, have organized clubs to carry out these programs. Soil conservation practices are major subjects of their summer activities and, at the end, have organized clubs to carry out these programs. Soil conservation practices are major subjects of their summer activities and, at the end, have organized clubs to carry out these programs.
How much time is used

A teacher’s report on the distribution of Summer Time funds to be effective

JOHN A. WEBB, JR., Vo-Ag Instructor, Mariposa, California

WFR were driving all along on the way to our destination. Occasionally we would catch a glimpse of a H. L. Thompson and W. D. Captain in Yosemite Park. Our route was the one with the most beautiful scenery, as we passed through the Sierra Nevada mountains. We were so used to the container of water and food that we could not imagine being without it. Our destination was Mariposa, California. We arrived there on the evening of the 1st.

We soon reached our destination—our new home. We knew the area was a busy and bustling place, but the beauty of the area was what attracted us. We settled into our new home and were happy to have found a place where we could truly call it our own.

The next day, we set out to explore the area. We visited the nearby town of Mariposa, where we were able to find a variety of shops and restaurants. We also visited the Mariposa County Fair, which was in full swing. We were impressed by the variety of exhibits and the enthusiasm of the visitors.

As we continued our exploration, we came across a beautiful field of wildflowers. We were struck by their beauty and the peacefulness of the area. We decided to take a break and enjoy the moment.

After a brief respite, we continued our journey. We were eager to see more of the area and to experience all that it had to offer. We were confident that our time here would be well spent and that we would leave with memories to treasure for a lifetime.
Guest Editorial

(Continued from Page 267)

H. W. Green, Supervisor, Alabama

SINCE the early beginnings of Vocational Agriculture it has been an accepted fact that a teacher plans his summer activities determinates to a great extent how successful his program will be during the other nine months of the school year.

"Summertime is planning time." Ben Franklin said it another way, "Know where you are going and you will know where to get there next year.

Steps in Planning

Steps anyone chooses to take in planning his summer activities, which may or may not be the best steps, will depend on the needs and wants of his program. The needs may be determined in many ways. Many teachers use certain forms of communication, personal observation, county V.A. Councils, advisory committees and other local groups to help determine their needs and wants. Short surveys have been helpful in determining needs. It is felt that such surveys relating to the immediate problem are much better than long detailed questionnaires. Putting it another way, it is better to ask for the information which is needed than to ask for everything everybody.

After the teacher feels that he has sufficient information the next logical step would be to evaluate this information and determine what to include in the program. In this respect it is best to select only those needs which seem to be necessary for him and his program. The program should be challenging but not impossible to accomplish.

After the steps 1, 2, and 3 are completed the teacher is ready to plan his program. When the teacher has determined goals and objectives based on real needs of the individuals to whom the program is to be offered it is possible to plan an annual, long-time and summertime program.

If ever there was a time, if ever there could be a time, when the best has to be held by all to sacrifice or to give up something to save or to give up something for the sake of education —_— Horace Mann.
**The summer...an excellent time for in-service training**

J. C. Atherton, Teacher Education, University of Alaska

**VALUES DEPENDS UPON METERS**

The first impression one may have upon reading the following list is that it is a catalogue of data that implies an unimportant item in itself. It is obvious that the individual and the purpose of this list is something that is of no interest to the individual involved. It is a catalogue of data that implies an unimportant item in itself. It is obvious that the individual and the purpose of this list is something that is of no interest to the individual involved.

**Learning skills from someone in the community is another means of incorporating teachers into the professional growth of a teacher.**

There is a need for the teacher to be aware of the needs of the people in the community. The teacher can help to meet these needs by providing a service that is relevant to the community. The teacher can help to meet these needs by providing a service that is relevant to the community.

**AVALON**

There are many recreational activities that can be engaged in during the summer months. These activities include, but are not limited to, going to the park, playing sports, and hiking. These activities can be enjoyed by individuals of all ages and can be a great way to stay active and healthy. They can also be a great way to meet new people and socialize with others.

**New Hope FFA Boys show the result of their meeting’s catch in the bluegill scene of the Mass of the shore in Lakeland.**

**Time Depends Upon Kind of Activity**

When is the best time for a Chapter to begin its recreational program? This question is often asked by Chapter leaders. The answer to this question depends on the type of activity being planned. One factor that must be considered is the timing of the activity. For example, if the activity is a sports event, then the best time to begin is when the weather is warm and pleasant. If the activity is a hiking trip, then the best time to begin is when the weather is mild and comfortable.

**Visits to historic spots give opportunity to study history.**

**The Gulf of Mexico for New Hope.**

The Gulf of Mexico is a body of water that is located between the United States and Mexico. It is one of the most important bodies of water in the world, and it plays a crucial role in the economy of both countries. The gulf provides a wealth of resources, including oil and gas, and it is home to a diverse array of marine life.

**New Hope FFA Boys on the way out to the “deep blue” of the Gulf of Mexico.**

The “deep blue” of the Gulf of Mexico refers to the deep waters that lie beneath the surface of the gulf. These waters are home to a variety of marine life, including large fish such as tuna and swordfish. The gulf is also an important area for fishing, and it is a popular destination for anglers from all over the world.
Make your summer program effective

W. H. NORTON, Vv-Ag Instructor, Anderson, California

Do we as Vv-Ag instructors really put on an effective summer program? I have pondered this question many times over the years and come to the conclusion that I was on the right track. There seems to be so many jobs that are to be done during the summer months, that are put off during the regular school year. Vv-Ag is to be done during the summer months. In some cases there are school maintenance jobs that the school administrator feels should be handled by the Vv-Ag program. With all of these things in mind and knowing that there were several years of teaching experience with a rather high and long summer program. I have found that I couldn’t organize my summer program as I am able to allow all of the jobs that I want to get done as well as to be in a position to view some of the accomplishable.

The first thing that I did after school was out in the spring, I went door to door and list the things that I felt were necessary for me to do in the summer and I cut out a culture instructor in my community to make a well balanced and worthwhile summer program that I could use as follows:

1. Project Supervision
2. Adult Farmer Vittis
3. Young Farmers Vocational
4. Future Farmer Activities
5. Office and Room Cleanup
6. Ordaining Supplies and Envelopes
7. Publicity and Public Relations
8. Shop Jobs and Maintenance
9. Fairs and Shows
10. State Ag Teachers Conference and Summer School
11. Vacation

As my list grew longer and longer I felt more and more discourage. How in the world would I ever be able to do all of these things and do them effectively? In talking with my Regional Supervisor we decided that I should budget my time for the summer months. This I did and took some “Calendar of the Month” sheets from our Ferret Farmer project record book and budgeted my time for the every day of the summer. This was not a good idea as it taught me that a summer guide to go by was perfectly to be self-effless. By leaving Saturdays open was an idea to be brought back to school and I know that I should happen to fall back any day during the week. The best I could do was to intermingle times during the summer but I feel that

I accomplished much more in this summer.
I accomplished three jobs in the following manner:
1. Project Supervision
2. Adult Farmer Vittis
3. Future Farmer Activities

These three activities were coordinated at this summer and the results were as follows:
1. Project Supervision
2. Adult Farmer Vittis
3. Future Farmer Activities

FVA Summer Recreational Activity

Chapter. Certainly there will be those who are willing to the least fellow of the National FFA Summer Program. Some members enjoy the social activities and the other are more interested in the activity that the program. Boys can usually handle boys.

There are many practical ways for a Chapter to raise money for its summer program. Some magazines offer tempting plans for raising money, and several clubs have tried using the money at their annual bazaars to fund the summer program, while at the same time requiring and encouraging membership participation. And this is important, "every member doing his part" for we are told that we all must give out the best we can for our investments. An enjoyable summer FFA recreational activity to promote the use of the money for a summer program. That is a good idea for all FFA students to have a summer program to attend and enjoy the activities.
Discussion of Planning Familiar Aid Writing

Programs of in-service education are no exception to the need for evaluation. This is illustrated in...

Are your clinics ticking?

E. W. VOGT, Assistant State Supervisor, Washington

The upgrading of workers in oc- cupational agriculture has been one of general concern to many in the field of vocational education. It is a well recognized fact that as new techniques and information become available, an effort should be made to get this information to the individual who is to put it to use as quickly as possible. This is being done in a number of ways, one of them being through written mimeographed sheets and bulletins and innumerable quantities of information. But one device that is used widely by many groups is the upgrading clinic. This usually consists of a meeting of one or two days in which the information and techniques are given to persons interested therein by word of mouth, the printed page, demonstrations and actual participation by those attending the clinic.

These meetings are often referred to by various names given to such clinics, schools, upgrading institutes, work shops, clinics. In the State of Washington we have preferred to call such meetings "clinics" because of their connotative meaning. The clinics are held at different times in different parts of the state, and the clinics are held for various purposes. It seems that the above things are properly done that an upgrading clinic has a good chance for success.

I would like now to take the "clinics" just indicated and review how they were applied to a rather successive series of clinics on rural electric cooperatives that have just been completed in the State of Washington. I chose this line of clinics out of several other topics that we have had because it is my desire to see that these clinics applied each of the six points made. Due to the limited consideration of each topic, very few clinic reports are included.

The Initial Planning

Let's consider point No. 1. At one of their spring meetings, the northeast Washington agricultural teachers appointed a committee to contact the local electric cooperatives to determine if they would help in a training program for Ag teachers. In the ensuing discussions of the three Ag teachers, representatives of each of the two utilities in the area, and the representatives of the Agricultural Engineering Department of the University of Washington met and set up a plan for a one day program to present to the power suppliers serving the area. The program was set for the annual state Vo-Ag conference in June 1953, plans and arrangements for this clinic were well crystallized. At the annual state conference, the clinic was recognized by Vo-Ag teachers and school administrators. It was made clear that the state and considerable interest was expressed in making the plan known to the northwest.

It seemed quite evident from the reaction of the teachers that upgrading electrical clinics would be of considerable interest to students and superintendents. It was found that there were such such suppliers in the area to be served by the clinic. The main office of each supplier was briefed by a letter and in some cases by personal interviews concerning the aims, and purposes of the program. Their cooperation was solicited and they were asked to set aside at least one local representative of their company, was asked to work with Professor Hartung in setting up and carrying out the upgrading clinic in a given area. In some cases power supplier was asked to set up the program in several clinics by furnishing several different local representatives. A time and place was set by Professor Hartung for meeting with the power supplier's representatives for a given clinic and giving over the program in detail to the purpose of the clinic and soliciting their aid in further planning of the program.

On the school administration and Vo-Ag teachers, the clinic was made responsible for the total publicizing of the program to the teachers who should attend that particular clinic; arranging for the equipment and material needed for the clinic, and must be prepared for every clinic by the teacher for the clinic that the clinic was the key to the program that the clinic was responsible for the total publicizing of the program to the teachers who should attend that particular clinic; arranging for the equipment and material needed for the clinic, and must be prepared for every clinic by the teacher for the clinic that the clinic was the key to the program that the clinic was responsible for.

Assignments to the State of Washington, Washington and Columbia Highs in and including Washington State Technical School, the power supplier's representatives for the three clinics on rural electric cooperatives that had been made responsible for the total publicizing of the program to the teachers who attended that particular clinic; arranging for the equipment and material needed for the clinic, and must be prepared for every clinic by the teacher for the clinic that the clinic was the key to the program that the clinic was responsible for.

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A quarter of progress in FFA

I. B. Clements, Assistant State Supervisor, Nebraska

SACRAMENTO— "It can't be done. We have been using our schools coming to the end of the year!" the remarks of the un-instructive speaker at the Nebraska State FFA meeting held in cover, Nebraska, was the sentiment of the moment.

That was the year, 1916, when the Nebraska State FFA was founded.

Agriculture was first introduced into the high schools of the state in 1915. This same year saw a new story and a picture of the farm boy officers of the "Junior Farmers Association" under the big, black buildings "High School to Train a Worker for Life." The story and picture were the new year's issue. This article stirred up much discussion, and the plan was obvious and sound. The principles of the school began waging with such questions as: "Why should our town schools spend good money to try to educate those farm boys?"

"What can you teach farm boys about farming who do not understand the farm because they don't live on farms?"

"Why should farm boys take any good grades for the 8th grade?" "We need them at home," the town children could not be made to compete with those farm boys! Why, they were as good, sometimes better than some of the other kids who sometimes have the smell of barnyard dirt.

These and many other similar questions were put to the writer of this article who was at that time directing a Department of Vocational Education at the University of Nebraska, that is, Brunner High School. The new Agri-

citizenship was then called the "book farmer" who was doing so many wonderful and unloading of the local high school. This year the hall of fame for new is the Nebraska State FFA. This year the hall of fame for new is the Nebraska State FFA. This year the hall of fame for new is the Nebraska State FFA. This year the hall of fame for new is the Nebraska State FFA.

The Nebraska Story

"Violent" men (such as Mr. James Pearson (then Supervisor of Vocational Agriculture in the Nebraska State FFA) have always had a hard time trying to "sell" the idea of building a nationwide organization, formulating a national program for Nebraska, and developing a national program for the State of America, and launching it as the National Organization for Vocational Agriculture. A temporary constitution, patterned after the "Nebraska Farmers of Virginia" en-

Should there be a convention for the New Farmers of Virginia? Yes, this convention was drafted during the summer of 1928 by members of the Nebraska Chapter of FFA, and tied into the convention of the State Board for Vocational Education in the Nebraska State Government. In the fall of 1928 the tentative constitution was completed and together with an explanation of the pro-

The writer, as a member of the Nebraska State FFA, was one of the first delegates at the National Convention held at Chicago in 1929. The delegates had been gathering into the capital hall of FFA to discuss the new phases of the organization. It was a wonderful experience. Following are a few of the highlights of the Nebraska FFA history which may be of interest and value to those who are new in school age.

Nebraska's first real start in FFA came in 1926. This was the year the Nebraska FFA was organized. The first official state convention was held on November 27 and concluded on December 18, established by the Nebraska State FFA. The following is a list of the Nebraska FFA's main activities and contributions to the National Organization:

1. A youth-organized agriculture organization.
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100. The Nebraska FFA has contributed valuable leadership to the National Organization.

The Nebraska FFA has made rapid progress and has made many contributions to the advancement of agricultural education, and its efforts have led to more progressive agricultural leadership.

How Can We Get It

What will happen during the next 25 years? The "crystal ball" reveals that some dreamers who are away from earth have already envisioned the achievements of the international federal of high schools, students of agriculture, Purdue University, the Agricultural Extension Service, and so on. It may be a good thing after all. We are sending representatives from the FFA to other countries having agricultural schools and programs.

This program of foreign exchange is a part of the "world-wide organization" of the FFA. It is a part of the "world-wide organization" of the FFA. It is a part of the "world-wide organization" of the FFA. It is a part of the "world-wide organization" of the FFA.

The Nebraska FFA has made rapid progress and has made many contributions to the advancement of agricultural education, and its efforts have led to more progressive agricultural leadership.
Summer workshops for cooperating teachers

HARRY C. COLGSTON, Graduate Student University of Tennessee

TEACHERS and teachers and other educators of agricultural education are now planning workshops for the upcoming years. These workshops are being conducted in cooperation with cooperating teachers of agricultural education. The workshops are designed to help cooperating teachers improve their teaching and to give them new ideas and techniques that can be used in their classrooms. The workshops are also an opportunity for cooperating teachers to network with others in the field of agricultural education. The workshops are held during the summer months and focus on specific topics related to agricultural education. They are an important part of the professional development of cooperating teachers and are an opportunity to learn and share new ideas with others in the field. The workshops are open to all cooperating teachers and are a great way to continue learning and growing as educators.
They pioneer to educate and entertain Young Farmers and Adults

BREN E. DECKER, Advisor for B.E.C. Co., Pottstown, Agricultural Education

On Thursday morning of each week at 11:00 the people of Northwestern Pennsylvania, the Advertising areas of Ohio and New York State and sections of other areas in Canada, begin their broadcast. This is number 112 in a series of educational shows presented by W.B.S. on the Dickson-Ellis-Erickson Television Station, W.B.S. in Pottstown. Then the show is on the air and almost conclusive cue in and sounds off the receiver, but you can be sure that the condition is not only well ordered but is well organized condition. The Funeral Farm and their teacher have worked with the author who has learned to Dickson, M.D. and M.C. for over a year with 24 regular teachers. The program which is handled by no less than 12 the teacher who is 19 years old. The show is a series of educational talks presented by B.E.C. Co., Pottstown. The show has 112 programs and it has been on the air for over a year. The program is heard by over 24,000 people. The program is sponsored by the Pennsylvania Co-operative Extension Service.

What About Milkshakes?

What about milkshakes? On the motion picture screen the errors can be cut out or a new show can be edited into the film. On radio we can read the script. On television we must have the subject and then we can add the script to the film. A new show is a matter of minutes. A show can be made for one man or 24 people.

What is the Role of Television in the Schools?

Recently a group of educators met in Pottstown and conducted a study conference concerning audio-visual aids in education. This conference was part of the program of the Department of Public Instruction and it would be a part of public instruction. The conference consists of 80 persons from throughout the country. The group of educators, including John T. Gannett of the Edison State College, and George E. Brown of the Ohio State College of Education, were able to conclude that the audio-visual aids are valuable to the classroom teacher.

Summer Workshops

Summer workshops for farmers and students are being held in the University of Tennessee Department of Agriculture Education. The workshops are held from June 25 to July 31. The workshops are sponsored by the National Agricultural Education Association in Washington, D.C.

This is an introduction at the beginning of the program. Note the morning and leaves the floor as maa might do a little off to the new. The model house with roof removed can be seen in the background. The air ducts are M.C. and County Agent. R. E. Smith, Supervisor of Rural Dissemination will conduct and answer the questions. R. E. Smith, Supervisor of Rural Dissemination.


The Allis-Chalmers Division furnished this show.""
Some teachers are using the newer facilities

Teaching FFA Programs

OMAR C. MENDEZ, Ya-Qui Instructor, Uni City, Pennsylvania

UPON going through the morning we find a new schedule of programs. Our school had a program only last month, therefore, we should worry! Larry was doing an excellent job of teaching our students, and we had three present. We arranged the program to fit the procedures fairly well. We are happy to announce that the students are again in a position to present the show on their own. Larry has been on the job for the 1st week of the program, so he should have the time to prepare the show.

We have a new system set up to accommodate our students. We are ready to show the camera to pick up close-ups of our students on the show. In the last two months we have presented the Futures of America and the young farmers' show. This is shown by the Elyce Dubois television station, WSCY, as a public service feature.

We have two Uni City FFA members and their instructor, Omar Mendez. We are happy to present a show to the television station. How do you like the new format? Larry is happy to present the show.

The students are happy to present the show. We are happy to present the show. Larry is happy to present the show.

Problems of agriculture

(Continued from Page 28)

Mechanical and mechanical problems are the same for all schools. The students are working hard to present the秀's of America and the young farmers' show. The Future Farmers of America is going to present the show. The young farmers' show is going to present the show.
Professional Problems—
(Continued from page 283)

Summary

The teachers reported varying degree of interest in professional activities, which were classified according to 12 major professional areas of interest. Each area is described, followed by program of instruction for each major area.

The teachers were asked to state the major problems that cause them to be less interested in professional activities. The following are the major areas of interest: education, professional growth, professional organization, and research.

The teachers were also asked to report on the amount of time they devote to professional activities. The results showed that the majority of teachers devote less than 5 hours per week to professional activities.

FARM AGR WELDING by W. J. Mar-
er, 3rd edition, pp. 465, illustrated, published by Oklahoma State University, Stillwater, Oklahoma.

FARM AGR WELDING is divided into three parts. Part I consists of four sections, which are devoted to the principles of welding on the modern farm, using the farm welder, planning for welding, and welding metal and steel. Part II consists of two sections, which are devoted to the principles of welding on the modern farm, using the farm welder, and the selection and use of welding rods. Part III consists of four sections, which are devoted to the principles of welding on the modern farm, using the farm welder, and the selection and use of welding rods.

It is evident that this is a very comprehensive book which provides chapters were added to this latest edition. The chapters are divided into parts. Each part covers the types and arrangements of welding problems in detail. It goes into many parts such as farm buildings, steel, and welding of steel. It should also be noted that the teachers' opinions of the book are not included in the book. This is a good book for all teachers who use the welding techniques in their teaching.

Dairy Farming contains the following chapters: The Dairy Business, A General View of Dairy Production, Selecting and Breeding Animals for Dairy Production, Milking the Dairy Herd, Raising the Dairy Calf, Care and Development of the Dairy Calf, Primaries of Dairy Cattle Breeding, Selection of a sire, Establishing a Herd, Maintaining Breeding Efficiency, Dairy Cattle Judging, Dairy Farm Programs of the Breed Standards of Dairy Cattle Breeds, Marketing Dairy Cattle, Dairy Farming for Milk and Sale, Production of High Quality Milk Marketing Milk Dairy Buildings, Dairy Cattle, and the Dairy Industry. It is evident that this is a very comprehensive book which provides a chapter on selecting and breeding animals for dairy production is not included in the book. This is a good book for all teachers who use the welding techniques in their teaching.

The chapter organization in part functions and practical. There are a number of tables and diagrams throughout the book. Lists of references are provided at the end of each chapter. This book was written for students in dairy-economics classes, and was developed to provide a basic understanding of the field to the student. It has also been used in the classroom in a number of colleges and universities.

The teachers were asked to report on the amount of time they devote to professional activities. The results showed that the majority of teachers devote less than 5 hours per week to professional activities.

APPROVED PRACTICES IN PRO-
DUCING GRAINS AND FORAGE

by E. H. Ingalls and C. M. Mor-
ton, 3rd edition, published by Iowa State University, Ames, Iowa.

This is another of the spiral bound, approved practices books familiar to teachers of vocational agriculture. It contains the current practices in the field of animal agriculture, which are based on the latest research and developments in the field. The book is divided into sections, which are devoted to the various topics of animal agriculture, such as animal husbandry, animal nutrition, and animal health. Each section is divided into several subsections, which are devoted to a specific topic within the section. The subsections are divided into several paragraphs, which are devoted to a specific concept within the subsection. Each paragraph is divided into several sentences, which are devoted to a specific idea within the paragraph. The ideas are presented in a concise and clear manner, and are supported by examples and illustrations. The book is easy to follow and is a valuable resource for teachers of animal agriculture. It is a good book for all teachers who use the welding techniques in their teaching.
STORIES IN PICTURES

A joint meeting of superintendents, principals, Vo-Ag teachers and supervisors of Vocational Agriculture in the Central District of West Virginia is pictured below. Similar meetings were held in all sections of West Virginia to discuss the mutual problems of the school administrators and vocational agriculture teachers in developing better vocational agriculture programs.

Picture furnished by S. D. McFall, W. Va.

Seth Stockwell, a junior in the Stoughton, Massachusetts Vo-Ag program proudly shows his prize cow, a 2-year-old from his father and a teacher. Seth also won six other prizes. He also donates and two purchased a prize winning heifer. Seth was high man on the breakfast judging team which placed second in the state contest last fall. He is a candidate for the state judging team to compete at Kansas City east fall.

Picture furnished by Kenneth W. Mckinlay, Vo-Ag Instructor, Stoughton, Massachusetts.

Forrest H. Low, secretary in Agricultural Education of N. C. State College, interviews a local farmer of Greensville, N. C., as a part of his farming experience as a student teacher.


Aerial view of center of farming, showing the farm in the foreground of a famous Va-Ag student and later a U.S. training student. This farm was used for a chapter meeting. The owner cooperated in providing the facility. A local program for the County Soil Conservation, Vo-Ag departments of the Farm Bureau was taken during this tour. Our tour is participated in by 250 farmers and students to demonstrate the farming in the county.

Picture furnished by I. M. Hill, Vo-Ag Instructor, Reidsville, North Carolina.