Stories in pictures

Good dairy judging cannot be learned entirely from a book. H. O. Rylander, vocational agriculture teacher at Denton, Texas High School, points out to his students that finer points must be learned on the spot.

There is no more effective instruction than that which takes place on the farm. R. A. McCleney of Lucas, N. C., with a pupil who has hit poultry on permanent pasture. Photo— Courtesy of J. K. Coggin.

Forage skills such as this one being smoked by W. Parker, Vo-Ag teacher at Littleton, N. C., are what keep self-sufficient class members employed in the classroom. Photo— Courtesy of J. K. Coggin.

This young man is learning to use a farm level. C. E. Hill, the teacher at Midway school in North Carolina, recognizes that such instruction cannot be accomplished in the classroom. Photo—Courtesy of J. K. Coggin.
Guest Editorial...

In the last twenty-five years as a public official in West Virginia, I have had the opportunity to observe at close range the vocational agriculture program in the state. During this time, I have had the pleasure of attending each annual State Convention held by the West Virginia FFA and of becoming acquainted with not only the leaders of the program, but the instructors of the various Chapters as well. I have considered it a real opportunity to cooperate with such a fine group of people who are doing so much for the youth of our state.

During my tenure in office, I have seen the West Virginia FFA grow from a small organization to one with approximately 6,000 members. In watching the growth of this educational program in agriculture, I have become convinced that it is sound and dedicated to those principles that will build a better farm life and economy for the state and nation.

Starting as a "green hand," a student, by working on a project, learns about agriculture in a practical way and is able to decide whether he wants to become a farmer. Not all FFA boys become farmers; some enter professional fields, industry or other vocations; but in any way, the training they receive in vocational agriculture is an asset in later life and helps make better citizens.

The one thing that has always impressed me is the manner in which they conduct their organization activities, which is a training within itself in teaching each student higher ideals of public spirit and good citizenship. It has demonstrated to each and every one of its members the importance of conducting their organization and has given opportunity for its membership to develop character, both individually and collectively. I know of no group of youngsters that can conduct the affairs of their organization better than the FFA and FHA, and it is through these activities that the local Chapters and the State organization, that these students are given an opportunity to develop leadership in any field of the vocational which they may choose, as well as the affairs of their communities. Their conduct, organization activities, character, dignity and the enterprises carried on by these young men and women in attracting the attention of leading business people in all walks of life, many of whom have become donors to the local, state and national organizations, whose funds are used in enterprises designed to encourage and promote the programs of these young men and women. Through organization activities—conferences in public speaking, showmanship, etc.—many prizes are awarded to these young people who are gaining themselves, through education, for richer and fuller lives and for better services to their communities.

The vocational students in our state are now sponsoring a program to build a youth center in the central part of West Virginia. A group of public-spirited gentlemen in the county in which the center is located has presented a beautiful 261-acre plot of land to the state so that it might be used to care for and support a state-wide youth organization which desires to use these properties. Of course, at some time when it is not in use by the WV FFA, FHA will be made available to any state-wide youth, church, business, professional, social or fraternal organization desiring to use it. It will be an institution of learning and a laboratory in which people may assemble and discuss the problems of the various activities and programs they are carrying on for the betterment of their communities and the state.

The FFA-FHA organizations, through their activities, have raised more than a hundred thousand dollars, for which contracts for three cottages have already been let and are under construction which will take care of 200 people. In addition, they propose to raise approximately two million dollars to construct twenty-five more cottages. These are in the making for the erection of a dining hall that will accommodate 1,000 people. This center will also have a chapel, playgrounds and a demonstrational farm. It has about ten acres of lakes and roads are well under way and will be completed within the next few years. This will become one of the greatest educational centers of its kind in this state or anywhere else. The Legislature has already appropriated a quarter million dollars to assist in the building program and the development of this institution.

I think this is one of the outstanding achievements of the vocational educational leadership of the state, which comprises the teachers in the local school districts working together with the students and their parents in the communities for a worthy purpose of which every member can be proud. When completed, it will be an institution of which every community will be proud, in which they may participate. It will be the place in which the best of educational agriculture will be developed and demonstrated; it will be a show place at which the best livestock and the best farm products grown by the various Chapters over the state can be exhibited and judged; it will be an institution of training which, through better planning and modern application of agricultural education, can make farming more interesting and more profitable.

This is truly an organization that lives up to the slogan—"Learning to do, doing to learn, learning to live, living to serve."
Modern facilities for modern programs
Facilities can make a difference

D. R. McCray, Teacher Education, Pennsylvania State College

A prominent school architect recently said, "If I could do it over, I would have a greenhouse in our large school building." This might sound strange to most of us, but it is a very practical approach for many schools. What facilities do departments need in the agricultural education program?

R. McCray

British countries and states, the facilities that have been developed for agricultural education programs are extensive. These facilities are based on the belief that agriculture education should provide students with opportunities to learn about agriculture in a practical and meaningful way. This can be accomplished through the use of modern facilities such as greenhouses, classrooms, laboratories, and computer laboratories.

The following are some of the modern facilities that are commonly found in agricultural education programs:

1. Greenhouses
   - Used to grow plants and vegetables for classroom and laboratory instruction.
   - Helps students learn about plant growth, horticulture, and soil science.

2. Classrooms
   - Used for teaching and learning about agriculture-related subjects.
   - Helps students develop critical thinking and problem-solving skills.

3. Laboratories
   - Used for conducting experiments and research.
   - Helps students develop scientific inquiry and analytical skills.

4. Computer Laboratories
   - Used for teaching and learning about agricultural technology.
   - Helps students develop skills in using computer software and technology.

5. Field Trips
   - Used to provide hands-on learning experiences.
   - Helps students apply theoretical knowledge to real-world situations.

These modern facilities are essential for providing students with a comprehensive education in agriculture. They help students develop the skills and knowledge necessary to succeed in the agricultural industry.

The agricultural education program at the University of Pennsylvania State College provides students with access to these modern facilities. These facilities allow students to gain a deeper understanding of agriculture and its impact on society. Moreover, these facilities help prepare students for a successful career in the agricultural industry.

In conclusion, modern facilities are crucial for providing students with a comprehensive education in agriculture. They help students develop the skills and knowledge necessary to succeed in the agricultural industry. The University of Pennsylvania State College provides students with access to these modern facilities, enabling them to gain a deeper understanding of agriculture and its impact on society. These facilities are essential for preparing students for a successful career in the agricultural industry.
Planning for the future in 

Equipping the farm mechanics shop

CARL F. ALBRECHT, Department of Agricultural Engineering, Michigan State College

N

Considering the problem of equipping the school farm shop we are faced with the job of arriving at a practical plan. This problem is not new, if we are correct in our assumption that the future needs of the farm shop must be foreseen before we can come to a conclusion as to what method to adopt. There are many problems which we must be ready to cope with them.

Educational Needs Change

Obviously, the first consideration is any long time planning program in the educational field will be dependent on the farm economics of the community in which the school is located. It will be found there are few communities in which the needs of all the farm shops will be similar, and in some cases there are striking differences. This makes it necessary to have a separate study of each community in order to determine the needs of the farm shop.

Large-Type Equipment Needed

The first and basic rule is that we should have in our shop the kinds and sizes of tools and equipment that the farmers in that community have or should have on their farms. The farm need the necessary tools for their work, and in a certain area, the farm mechanics shop must fill that need for that kind of work when he can prepare himself to meet it.

A modern farm mechanics shop is not a collection of tools and equipment. It is a tool and equipment center for the community. In order to have a successful farm mechanics shop, the school must adopt a policy of keeping the shop up to date with the needs of the farm work. The shop must be equipped with the latest tools and equipment that are available.

Changing Equipment Misses

Different Equipment

Recently, there has been a change in the vocational education program at the state level. This change has been both stimulating and sometimes discouraging. In many vocational agriculture teacher who is not working in a school that is on a progressive program may feel discouraged because of the changes that are taking place.

The new program is designed to give the students more opportunities to be involved in the classroom and to have more hands-on experience. This is an important change in the program because it allows the students to learn more effectively and to be more engaged in their studies.

The new program also includes a focus on skills and abilities rather than just knowledge. This is an important shift because it helps students develop the skills they need to be successful in the workforce.

A significant mental comparison was made between the old and new program. The new program is designed to give the students more opportunities to be involved in the classroom and to have more hands-on experience. This is an important change in the program because it allows the students to learn more effectively and to be more engaged in their studies.

The new program also includes a focus on skills and abilities rather than just knowledge. This is an important shift because it helps students develop the skills they need to be successful in the workforce.

Tools and Equipment Needed

The farm shop needs the kinds and sizes of tools and equipment that the farmers in that community have or should have on their farms. The farm shop must be equipped with the latest tools and equipment that are available.

A changing farm machines means

most new farm machinery is produced by different manufacturers. For this reason, it is necessary to have a separate study of each community in order to determine the needs of the farm shop.

Space for Out-of-school Groups

In the modern concept of adequate housing for complete programs in vocational agriculture, the school must be considered as a complete unit in the community. It is not enough to have a separate study of each community; the teacher must take into consideration the entire program.

The teacher must also be aware of the needs of the out-of-school groups. This includes the need for space and equipment for the out-of-school groups.

Planning Present and Future Purchases

After a complete list of needed equipment has been prepared, the next step is to plan the future purchases. This can be done by obtaining the tools and equipment needed and then by planning the future purchases.

Farm Mechanic Shop Equipment List

<table>
<thead>
<tr>
<th>Item</th>
<th>Needed</th>
<th>Now On Hand</th>
<th>Date to be Purchased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grinders</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mixer</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mill</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hoe</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Plow</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

A class at work in the California, Missouri, Farm Mechanic Shop. A ample space is available for most shop activities.
A little ingenuity plus knowledge of needs equals -

Improved facilities in the farm shop

J. R. HAMILTON, Teacher, Edinboro, Pennsylvania State College

A “workman is known by his tools.” This old saying is especially true for the farmer who needs to work the land. The tools and equipment used in the farm shop must be of high quality to ensure efficient and effective work. In this article, we will explore some improvements that can be made to the farm shop to enhance its functionality and efficiency.

Proper Farm Shop

The farm shop is a critical component of any farm operation. It serves as a workspace for repairing and maintaining farm equipment, tools, and vehicles. A well-equipped and well-organized farm shop can significantly improve the productivity and efficiency of the farm.

The shop should be designed with enough space to accommodate the tools and equipment typically used in the farm. Proper lighting, ventilation, and fencing are also important considerations. The shop should be well-lit to ensure safety and visibility, and good ventilation will help to keep the air fresh and reduce the risk of accidents.

Storage Solutions

Effective storage solutions are crucial in any farm shop. Tools, equipment, and materials should be stored in designated areas to prevent clutter and improve access. The use of shelves, benches, and cabinets can help to organize items and keep them easily accessible.

Safety Measures

Safety should always be a top priority in the farm shop. Proper safety equipment, such as gloves, goggles, and hard hats, should be readily available. OSHA guidelines should be followed to ensure the safety of workers and minimize the risk of accidents.

Automation and Technology

Technology can play a significant role in enhancing the efficiency of the farm shop. Automated equipment can reduce the time and effort required for certain tasks, such as tool maintenance or equipment repairs. Additionally, computer-aided design (CAD) software can be used to design and manufacture custom equipment.

In conclusion, a well-equipped and well-organized farm shop is essential for any farm operation. By focusing on proper design, storage solutions, safety measures, and technology, farmers can improve the efficiency and productivity of their farms.
If your program of instruction includes • • •
Teaching home beautification
The following will help you
DON HADLEY, Vo-Ag Instructor, Ohio City, Ohio

Public relations in Vo-Ag
J. C. ATTERTON, Teacher Educator, University of Arizona

Cutting and maintaining good will is an important matter in the daily work of the vocational agriculture program. It is a truth that success in every phase of our program hinges upon our ability to establish and maintain a friendly relationship with the community. This is especially true since the vocational agriculture program is one of the few key elements in our teaching. We should not imply, however, that the cooperative principle of the teacher is less essential during this period. In fact, the opinion is that it is vital because today, too often the teacher is "too close to the woods to see the trees." Parents are too far from them. Therefore, neither the teacher nor the students can afford to lose sight of a cross-fertilization of ideas is imperative.

Building Public Interest
The public may not always be inter-
ested in vocational agriculture as a whole. Less than three-fourths of the citizens seem to assume that part of this lack of interest is because of a lack of knowledge. If the people generally are not interested in the program, the program in vocational agriculture, they must have a reason for their general indifference to this understanding we are faced with the problem of presenting the facts of the program in a form that can be easily visualized. The teacher must have the facts at his hand and they must be carefully selected. For example, the teacher should recognize that planning is largely based upon an understanding of the school program and open discussion of the pupils' interests and others.

Are the physical means such that they cannot be incorporated in the home building program of the teacher, vocational agriculture, and others?

Are the costs of construction and maintenance of separate buildings greater or less than those of a usable and parcable space in a central school building?

Do the advantages outweigh the disadvantages of a separate building program?

In order to partially answer these questions, let us look at some of the advantages and disadvantages of separate buildings for vocational agriculture programs.

Some advantages and disadvantages of separate buildings for Vo-Ag departments

GEOGE W. SLIGOFF, Graduate Student, Michigan State College

You should be familiar with the abilities and interests of the students in your class. If you have a sufficient understanding of the conditions under which a project will be undertaken, you will be able to make the project as successful as possible.

The teacher of agriculture should be informed of conferences called, seminars, and other pertinent information. Minutes must be taken that the teacher located in a separate building receives the same information when other teachers are informed.

1. Cost of building and maintaining a separate building must be considered.

2. With the aid of responsible helpers, a school board could easily determine if a separate building would be more cost-effective for the student body of this facility, knowing, however, that a separate agriculture building would be constructed to allow for maximum flexibility so a program can be designed to meet the needs of the school and the community. This is partially determined by the physical distance the vocational building is from the main school plant.

3. Another consideration is whether or not the building is adequate for the students to aid or change clothing before and after each instructional period in agriculture.

4. There is an effect on the program of the teacher received, the program of the teacher, vocational agriculture, and others.

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In order to partially answer these questions, let us look at some of the advantages and disadvantages of separate buildings for vocational agriculture programs.
A cabinet containing the necessary tools for repairing farm machinery is a valuable asset. Its location should be near the tractor area.

**Efficiency in teaching may depend upon -**

**The practical use of space in the farm mechanics shop**

D. N. Bottoms, Teacher Education, Alabama Polytechnic Institute

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**Spaciousness is of major importance in arrangement of equipment in farm mechanics shops to meet the needs of all-day-long, year-round activities. Therefore, freedom for highly mechanized tools is essential in any shop. There is a greater need for such equipment to be placed in farm mechanics shops. These shops have been built in many communities to meet local needs and standards in farming equipment used in the shop are made available to the students.

**Areas Needed**

To be effective with the above mentioned needs and situations, the farm mechanics shop should be arranged in work areas in which to perform different tasks.

**Main Tool or Supply Room.**

1. Tools for general use should be displayed on a panel of sufficient size.
2. Small tool sections should have no shelves to discourage the placement of tools by students.
3. Large tool sections should be made of one side for storage and supplies equipment.
4. More departments use a separate room for large supplies, teaching aids, samples of different mechanical materials, etc.

**Lumber Rack.**

A vertical lumber rack is satisfactory and will conserve space. A rack 2' x 2' wide with upright sections of 4', 6', and 8' long are adequate for the farm shop. If the ceiling is low, a 4' x 6' rack, 2' x 2' wide with upright sections of 4', 8', and 8' can be used.

**The tools for doing concrete work in this cabinet are located near the large door and facing the left side.**

A cabinet containing tools for teaching farm electricity.

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Public Relations -

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Courses in the Wood Boy

The public must share in the learning activity of the girls in a larger area. The purpose of the teacher is to assume the role of guide and not that of dictator. It is the responsibility of the teacher to make the program as creative as possible in conjunction with the unit. This allows for the development of new ideas and the achievement of the educational needs of both the boys and girls. Therefore, it is important for the boys to engage in the daily discussion and contact with the department. It is not a burden but an opportunity for them to learn through active participation.

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Let there be light
In the farm machine shop

George W. Wiegens, Jr., Teacher Education, University of Tennessee

Frequently teachers of vocational agriculture are critical of the lighting in their barns and machine shops. They often complain that the light is too weak or too strong, that it gives a yellow or bluish cast, or that it causes eye strain.

One reason for this dissatisfaction is that the light is not used efficiently. Many teachers have not been aware of the principles of lighting and how they can be applied to improve the lighting in their barns and machine shops.

By understanding the principles of lighting, teachers can make the most of the light available and save money at the same time. They can also reduce eye strain and improve the overall efficiency of the farm operation.

In this article, we will discuss some of the basic principles of lighting and show how they can be applied to improve the lighting in farm machine shops.

Lighting is important for many reasons. It improves productivity, reduces accidents, and increases comfort. Good lighting also helps to reduce the cost of electricity.

In addition to these practical benefits, good lighting can also improve the morale and job satisfaction of the workers.

There are many different types of lighting fixtures and systems available. Each has its own advantages and disadvantages. The choice of the best type of lighting for a particular situation depends on a number of factors, including the size and shape of the room, the height of the ceiling, the height and size of the people working in the room, and the amount of natural light available.

We will discuss some of the most common types of lighting fixtures and systems and give some guidelines for choosing the best type of lighting for your farm machine shop.

Let’s start by considering the shape and size of the room. A large room with high ceilings will require more light than a small room with low ceilings.

The height of the ceiling is also important. A ceiling too high can create a sense of emptiness and make the room feel cold and sterile. A ceiling too low can make the room feel cramped and claustrophobic.

The height and size of the people working in the room are also important factors to consider.短语

Finally, the amount of natural light available is a key factor in determining the type of lighting needed. If there is a lot of natural light, you may be able to get by with fewer artificial lights. If there is little natural light, you will need to use more artificial lights.

Once you have considered these factors, you can begin to choose the best type of lighting for your farm machine shop. There are many different types of lighting systems available, so it is important to do your research and choose the one that is right for your needs.

In conclusion, good lighting is essential for a comfortable and productive work environment. By understanding the principles of lighting and how they can be applied to your farm machine shop, you can make the most of the light available and improve the overall efficiency and morale of your work force.

References:

Fig. 1. Vertical arrangement of windows. Window size: 4" x 6". (Cont. on Page 153)

Fig. 2. Placement of light units and horizontal spacing of windows.

Separate buildings --

(Closed from Page 159)

(Closed from Page 159)
Facilities are important in the preparation of teachers

CARL G. HOWARD, Teacher Education, New Mexico State University

The idea and ideal of an agricultural education laboratory on the college campus, where ideal conditions for teacher training exist, is something which has come to mean much to both instructors and students. An agricultural education laboratory on the college campus can do a lot in a given course to aid in teaching of agricultural education by providing a laboratory where agricultural education students can go to help with particular problems. The laboratory can be used as a place for doing agricultural education experiments and demonstrations, and the students can get a better understanding of the subject matter.

When students are instructed on a specific topic, the laboratory can provide a practical and interesting setting for learning. It can help students to develop critical thinking skills and to apply what they have learned in real-world situations. The laboratory can also be used as a place for student collaboration and communication, allowing students to work together and share ideas. Overall, the potential of an agricultural education laboratory on the campus is significant, and it can greatly enhance the learning experience for students.
Our needs are changing for...

Buildings, rooms and equipment

For vocational agriculture

The Agricultural Education Magazine, January, 1954

TROY V. MAJURE, District Supervisor, Utica, Minnesota

THE vocational agriculture building in our community should be adequate to meet the agricultural education needs of the people in the community. It has been found that the most desirable type of building for vocational agriculture is one that is used exclusively for the teaching of vocational agriculture. Many of the vocational buildings in Minnesota have been built in conjunction with the home making department; that is, both departments are housed under the same roof. The State Department of Education, Vocational Education Division, has developed combination plans and also separate plans for a vocational agriculture department. When a school is in support of vocational agriculture the local school is required to provide a building according to the plan developed by the State Department of Education. Pictures accompanying this article will illustrate, in part, ideas presented.

The vocational agriculture building should have a class room, office, shop space and adequate storage facilities to take care of the needs of the department. The classroom should be well lighted, heated, and adequate space should be provided for fitting buildings, teaching materials, machine, laboratory equipment and supplies of various kinds. In other words the student should have a favorable situation in the classroom to carry on his practical study in the most efficient manner. In the past, too many times, the agriculture department has been placed in a common building, or some other undesirable, poorly lighted and poorly ventilated room of the building. This situation has been corrected almost entirely due to the fact that vocational agriculture has proved its worth and the people have accepted it (Continued on Page 177)

Fig. 1. The electrical work center. Storage space for essential equipment is available.

Fig. 2. Studding and rafters are built into the cabinet in replica directly behind the demonstration panel where the panel has been removed.

Fig. 3. The demonstration panel shown in place to cover the simulated stud and rafters. Variation in color distinguishes the area of the work center.

Fig. 4. The work center as viewed from the side angle. All storage space is enclosed.

Campus laboratory (Continued from Page 14)

Whether or not there is any correlation between the attractiveness in appearance and freshness in thinking or not, a change is always good for any old house, even on a good farm or ranch—or in an agricultural education laboratory.

It is a great privilege to be a great person and each of us can be a great person even though living in a small community and not particularly recognized by those about us. You are a great person as long as you are the kind of person that keeps the community doing the right things.
Boys are different  
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KENNETH L. RUSSELL, Teacher Educator, Son Houscan State Teachers College, Swneville, N. U. S. A.  

Dear John:  
Your story in Agricultural Education Magazine reminds me of my own experiences in Vocational Agriculture, only it is much more severe. This morning, Mr. Jones, I wish you would stay home today and get out of my sight like the one you made Saturday? Pop never let me have any fun like that. He just doesn’t see any sense in going to college and spending a lot of time building a hog house in farm shop when I can build one at home. Mr. Jones, that’s my ag teacher, and with all due respect, I don’t think he’s making as much sense (farm-building) as he should.  

Kenneth L. Russell  

Seems to me,” he says, “you have had time to finish them.”  

Of course, I had to tell him that I had been doing more than building and working on a hog house for Mr. Jones that I hadn’t had time to finish them.  

Boy, Pop sure blew his top when I mentioned welding. “You never learn,” he says, “you ought to develop a real interest in becoming a real farmer if he has studied a little this and there and learned what he is doing instead of all that practical stuff.”  

And Pop was right. Since I started welding last year and heard of some of the things on the farm, I’ve been doing a lot more of my own yard work.  

He improved his time study and planned his farming business instead of so much time in that school shop work.  

Of course, what really made Pop blow my top about was Tom was losing about those three hundred dollars worth of hay while he was trying to weld a two-dollar part for the hay baler. Pop said he bought the welder so he could repair his own machines.  

The other day Tom broke a part on the baler and he broke down to town to get some welding rods. (He’d use all my time and then let me have it when he should have been getting that now ready to go.)  

He sees about a lot of things.  

One day I was riding for the town and I was out and gave about three more weeks. I told him not to waste my time.  

Pop was mad, not just because of those three hundred dollars worth of hay that got wet that night, but because Tom didn’t take enough time to get the part fixed by me or an expert or get a new part in the first place.  

Of course, I knew that much. But I wouldn’t have known if I hadn’t been reading about how to make profitable use of time in a farm management book the other day when I supposed to be studying how to cut straw for stock instead of studying pasture.  

When I get ready to build a house or barn, I’m going to do the planning and have a good carpenter for the special jobs. I don’t see any sense in trying to teach how to cut rafters and straw stringers. I’ll probably find agriculture if I didn’t learn those practical things. I guess the plans for rearranging Mr. Jones’s kitchen and building some cabinets would be a farce, unless I could manage something better.  

Put that in mind and I’ll see what I can do about learning how to cut rafters.  

All the rafter cutting is a bunch of foolishness for small farm buildings anyway. It’s just as good to place the rafters on the barn, I mean them together, and set the whole thing.  

Sincerely yours,  

Alton B. Seger  

Published Agricultural Education Magazine, Vol. 29, March 1954, p. 245.  

Here is an idea you can use -  

A space-saver in the shop  

DONALD HANSEN, Vo-Ag Instructor, Lyons, Nebraska  

Facing the counter clock-wise we see the storage space for hand tools.  

(5) assorted screwdrivers and finishing nails  

(6) assorted pieces of scrap lumber for trim and catches  

(7) Pop’s class cases  

The cabinet is assembled by cutting the two pieces of plywood into pieces 6" by 6", nailing the two so that they may be held together. The 2" x 4" re-inforced angles are then screwed to the bottom of the two cabinets. When a frame is in place, the shelf, made from the two plywood sides, is screwed to the front panel. The shelves for the tools are made from two 1" x 6" pieces of wood. The material for the pillar shelf is cut 1" x 6".  

Advantages of the work area:  

(1) Can easily be moved to the work area needed.  

(2) The space can be used as wall cabinets, yet can be moved about.  

(3) Tool check can easily determine if all tools are present since both types of storage are interchangeable.  

The following page shows shelf space and fast lock cabinet.  

The new display, Nebraska vocational agriculture building.
A Chapter celebrates achievements

New Holstein FFA Chapter receives state birthday award

ROBERT P. HUMMER
Ve-Ag Instructor, New Holstein, Wisconsin

FFA members and their families, together with past members of the Future Farmers of America, gathered at the high school gym Saturday night, April 19, to celebrate the tenth anniversary of the organization.

About 250 strong, they gathered around a mammoth birthday cake, and the annual tradition of thanking the ones who didn't come back during the past 10 years. It was worth much to be proud of. From a humble beginning, with 32 original members of the New Holstein Chapter, the FFA has grown to 83 members with assets of $4,000. This is a proof of the money dollars spent helping fellow workers to gain a better understanding of agriculture and rural life. Right now, the Chapter owns four four- borg feeders and 10 feeder pigs. The boys are planning a new location for a swine herd enterprise from the Chapter.

They AreWinners

During the past year, members of the Chapter have had three American FFA Degree holders, 27 State FFA Degree holders, and eight proficiency officers, one star farmer of Wisconsin, one president of the Wisconsin State FFA, chairman of the Wisconsin State FFA Association, one member elected to the National FFA board, numerous livestock winners at the state, and the two members participated in the state speaking contest.

It also had the state championship quartet for four years in a row, 1945-1948. This quartet, the New Holstein quartet, changed in 1947 to prevent a member on the quartet from changing from one organization. When a competition is given, promoting in this competition, the Chapter formed a new quartet which won the title.

Members of the 1945 quartet were present and were called upon to sing "The Flying Song" one of the songs they sang to achieve victory right years ago. Singing were Don E. Musser, Melvin S. Stenek, John Schmitz and Donald Krehbiel.

The giant cake was baked and decorated by a friend of the Chart, Mrs. Richard Schmits of Manitowoc, Wisconsin. It measured four feet long, three feet wide and two feet high. It was decorated in colors of the organization—National blue and corn gold. Some indication of its size is revealed by the fact that 12 dozen eggs and 62 pounds of sugar were used in making the cake.

The anniversary celebration was the occasion for congratulating relations of the FFA on the 50th anniversary of the National FFA State and National FFA State and National FFA State. Shown from left to right are: L. C. Samson, State FFA President; R. B. Deuch, State FFA Instructor; R. H. DePuy, State Holstein FFA Advisor; D. N. Mow, State FFA President; L. D. Schmitz, State FFA Instructor; and T. A. Krentz, State FFA President.

First Officers Present

Introduced to the gathering were the officers of the first year, namely, Alfred J. Krueger, President; Albert R. Weber, Vice President; John May, Secretary; Ken Haege, treasurer; Marjorie Gellman, Sergeant at Arms, and Lloyd W. Krentz, Reporter.

Four former members of the Chapter were present and were called upon to sing the "Flying Song," one of the songs they sang to achieve victory right years ago. Singing were Don E. Musser, Melvin S. Stenek, John Schmitz and Donald Krehbiel.

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Stories In Pictures...

Various Areas of a Well-Planned Farm Shop
Pictures from Rogers Vo-Ag department, Florence, Alabama.
(Some shop shown on other pages)

A member of the Vietnam Overseas Training class uses the plumbing area to cut threads on some pipe for use on his farm.

A view of the woodworking area.

Part of the plumbing area.

The electrical area.

Another part of the plumbing area.

Picture legend, page 192

Featuring—
Improving Professional Status