The F. F. A. News Letter will be continued. The News Letter is prepared each month by the state reporter. Chapter reporters send their news items to the state adviser who adds the "State Adviser's Notes.

F. F. A. radio broadcasts over the two-state-owned stations will be continued through 1934. These broadcasts were begun June 1, 1932, and have continued since with a broadcast every Tuesday from 12:30-1:00 p.m. The broadcast consists of about 10 minutes by each chapter in which it portrays some phase of its activities with which the State Adviser's Bulletin Board of the Air which occupies from 3 to 5 minutes. The state association considers that these radio programs have been one of the most worthwhile activities from the standpoint of developing local and state-wide interest.

Each Wisconsin chapter will actively promote a program of home beautification with each of its members this year. The state executive committee believes that the present time when people are spending money is the best time to present a program of home ground improvement, using trees, shrubs, and vines growing in the community.

The promotion of attendance at the national meeting at Kansas City has been one of the features of the program of the Wisconsin Association, which has done much to develop state-wide interest. For this purpose, the state association provided $30 to supplement the contribution furnished by the Chicago, Milwaukee, St. Paul and Pacific Railroad. Since the state association of agriculture teachers also contributes $30 toward sending the winning state judging team to Kansas City, and several chapter advisers are willing to co-operate, it was possible this year to send 14 boys to the national meeting. In like manner, the sending of 17 boys from the Flying Eagles at Monticello and Washington last June was a powerful stand of interest.

The Wisconsin Association believes that the chief essential toward the development of a high degree of interest and a strong program of work is to have the plan developed and carried out by the boys themselves with the minimum of guidance by chapter and state advisers.

Teaching Farm Management

(Continued from page 131)

In many respects the teaching of farm management is the most interesting work of the F. F. A. work. It is an opportunity to give the boys opportunities to manage a farm, as a rule, for eight, ten, or more years after leaving high school. Teaching farm management to a group of boys has been a favorite work of the F. F. A. work for many years. Frequently the father has talked over with the boy the problems of farming, the difficulties, or the opportunities of commerce. The F. F. A. work at the present time is in the process of promoting the study of farm management in departments of vocational education.

There are a few other things in the Wisconsin work that I want to mention in which other chapters or state associations might be interested.

Wisconsin Plans for 1934

(Continued from page 133)

Provision will be made for:

1. Dairy Herd Improvement work; home-grown feed; Balboan Tours; making dairy calves; selecting dairy cows; the value of dairy products and the dairy situation; the value of dairy products in the lives of people; the dairy in departments of vocational education.

2. There are a few other things in the Wisconsin program of work in which other chapters or state associations might be interested.

Agricultural Education

March, 1934

Horace Smith of Tennessee, early American Farmer (See Editorial Comment)
EDITORIAL COMMENT

A monthly magazine for students of agriculture, managed by an editorial board of the students of the Department of Agricultural Education, Ohio State University, under the direction of Dr. W. F. Stewart, Professor of Agricultural Education.

W. F. STEWART, Professor of Agricultural Education, Ohio State University

E N R I C H E D T E A C H I N G

W. F. STEWART, Professor of Agricultural Education, Ohio State University

Our Enriched Teaching

Amidst the chaos of modern life, where time is at a premium and the pace of technology is ever-increasing, the need for effective teaching methods has never been more apparent. Teachers, especially those in the field of agricultural education, are challenged to create engaging and meaningful learning experiences for their students. Enriched teaching, as advocated by W. F. Stewart, provides a framework for educators to address this challenge.

**FOR PARENTS AND TEACHERS:**

- **Introduction:** Enriched teaching is a comprehensive approach to education that emphasizes the importance of context and relevance in the learning process. It moves beyond traditional methods to incorporate real-world applications, encouraging students to apply their knowledge to practical situations.

- **Benefits:** Enriched teaching not only increases student engagement but also enhances critical thinking and problem-solving skills. It prepares students for the challenges they will face in the future, equipping them with the skills they need to succeed.

- **Implementation:** Teachers can adopt enriched teaching strategies by integrating project-based learning, field trips, and guest speakers. These methods not only make learning more engaging but also provide students with authentic and memorable educational experiences.

- **Conclusion:** By embracing enriched teaching, educators can foster a dynamic and inclusive learning environment that empowers students to become active and responsible members of society.

**FOR STUDENTS:**

- **Understanding the Concept:** Enriched teaching is about more than just acquiring knowledge; it's about understanding and applying it in meaningful ways. It encourages students to think critically and creatively, fostering a deeper connection with their learning.

- **Active Participation:** As students, you have the opportunity to actively participate in enriched teaching by asking questions, sharing ideas, and collaborating with your peers. This active engagement can lead to a more fulfilling and effective learning experience.

- **Advantages for You:** Enriched teaching can help you develop a stronger understanding of the subject matter, improve your problem-solving abilities, and enhance your overall academic performance. It prepares you for the challenges of the real world by equipping you with practical skills.

**FOR PARENTS AND TEACHERS (Continued):

- **Supporting the Journey:** Parents and teachers can support enriched teaching by creating a conducive learning environment at home and in the classroom. This support can take various forms, such as encouraging students to take ownership of their learning, providing necessary resources, and fostering a culture of curiosity and exploration.

- **Feedback and Adaptation:** Regular feedback from both teachers and students is crucial in the ongoing adaptation of enriched teaching strategies. This feedback helps refine the methods, ensuring they remain effective and relevant.

- **Closing Thoughts:** Enriched teaching is an ongoing process that requires collaboration and continuous improvement. By working together, we can create a more dynamic and effective educational experience for all.

**CONTACT:**

For more information or to share your thoughts on enriched teaching, feel free to reach out to your local educators or educational organizations. Together, we can continue to inspire and empower the next generation of learners.
Professional

Do You Know Your Community?

WILLIAM W. STONE, Instructor in Vocational Agriculture, University of Wisconsin.

A thorough knowledge of the community in which you live is an asset of great value to any person. It is especially important that you know the things that are going on in the community in which you live. You should be able to talk to anyone about anything. If you know that something is going on, you should be able to talk about it. You should be able to tell people about the things that are happening in your community. You should be able to tell people what is going on in the community in which you live.

The map is drawn on a scale of one color and the land is shaded in one color and the land is shaded in one color. Obtain a map of the community that you live in. Study the map and make notes of the things that you notice. Be sure to notice any mistakes in the original. The numbers showing the population of each area may be filled in as many as possible from your own knowledge or from a map of the community published by the United States Census. The numbers on the map may be obtained from the local registration of the community. The numbers on the map may be obtained from the local registration of the community.

If the rural population is not in the center of the community and the urban population is in the center of the community, the schools will be located in the center of the community. If the rural population is in the center of the community and the urban population is in the center of the community, the schools will be located in the center of the community.

The result of industrialization and the growth of large cities, many people have begun to realize the importance of rural living. People have begun to realize the importance of rural living. People have begun to realize the importance of rural living. People have begun to realize the importance of rural living. People have begun to realize the importance of rural living. People have begun to realize the importance of rural living.

In conclusion, the writer wishes to suggest that an understanding of the fundamental concepts of the possibilities for agriculture programs for teachers and for high school rural schools will be most useful. It is important that teachers have an understanding of the fundamental concepts of the possibilities for agriculture programs for teachers and for high school rural schools. It is important that teachers have an understanding of the fundamental concepts of the possibilities for agriculture programs for teachers and for high school rural schools.

It is the writer's belief that the writer's views are in agreement with the writer's views. It is the writer's belief that the writer's views are in agreement with the writer's views. It is the writer's belief that the writer's views are in agreement with the writer's views. It is the writer's belief that the writer's views are in agreement with the writer's views.
A Procedure in Determining Scope and Content for the Individual Pupil in Farm Mechanics

CARL G. HOWARD, State Supervisor for Agricultural Education, Wyoming

the expense of the development of other skills became a problem. A further development came about through the acquisition of a new hand-tapping tool for clothing the shop. One of the boys secured several of these tools and began to make the tools and buckles which he almost immediately used to make saddles, stirrups, saddles, spurs, wagon tires, wagon parts, and other tools and equipment needed and in hand in connection with the other projects. The technique of the approved project should be used by each boy.

The teacher's responsibility is to see that this is done and to work out the work of the boy who has this skill or ability or ability to achieve through his accomplishment without undue waste of time or material. The teacher, if possible, should have a plan for the boy to do the work of the approved project of the program. The teacher should file one copy of the approved program in his Farm Mechanics folder and should file his in the farm mechanics folder in the school's file.
Supervised Practice

Project Programs—Launching Boys into Their Supervised Practice Work*

R. M. Senter, Oakland University

The agricultural education project programs must be the central focus of the vocational work in agriculture today, and the degree to which these programs are effective will determine the success of the entire agricultural education program. The key to their success lies in the way in which the programs are administered and the quality of the materials used.

JESS BALLARD, 10 years old, entered the baseball project with six other young boys. They started by learning the fundamentals of baseball. As they progressed, they began to play games, and eventually they formed a team. The team played against other teams in the area, and they continued to improve their skills. They learned teamwork, discipline, and sportsmanship. The boys enjoyed the experience and looked forward to the next season.

The project afforded an opportunity for the boys to develop physical fitness, coordination, and other skills. It also provided an escape from the demands of their daily lives, giving them a chance to relax and have fun.

R. M. Senter

A Good Litter Record

Cecil Brown, a graduate agricultural student at Oregon State College, has developed a sow with an outstanding litter record. The sow, named "Brownie," has produced five litters in the past year, with an average litter size of 12 piglets per litter. Brownie is an outstanding example of the benefits of genetics and proper care in livestock management.

The litter record of Brownie is impressive. In the first litter, she produced 12 piglets, all of which survived. The second litter produced 13 piglets, with 12 surviving. In the third litter, she produced 14 piglets, with 13 surviving. The fourth litter produced 15 piglets, with 14 surviving. And in the fifth litter, she produced 16 piglets, with 15 surviving.

The success of Brownie's litter record is a testament to the dedication and hard work of Cecil Brown. His expertise in livestock management has resulted in a sow that is both healthy and productive.

Cecil Brown

Vocational Agriculture in Colorado

The agricultural education program in Colorado is thriving, with a strong emphasis on hands-on learning and real-world experiences. The program offers a wide range of courses in various fields of agriculture, including animal science, crop production, and agribusiness.

The agricultural program in Colorado is supported by a network of agricultural education centers and programs, which provide students with access to cutting-edge technology and facilities. The program also offers opportunities for students to participate in various competitions and events, which help to develop their skills and showcase their talent.

The Agricultural Education Program in Colorado is a key component of the state's agricultural economy, and it is one of the most respected programs in the nation. The program prepares students for successful careers in the agricultural industry and provides an invaluable foundation for future leadership in the field.

G. A. Schmidt

FATHER AND SON JOINTLY

At the heart of every project is the farmer, who is often the driving force behind the success of the venture. The farmer's knowledge and experience are invaluable in guiding the project and ensuring its success.

The farmer's role is not limited to the project itself. They are also responsible for the overall management of the farm, which includes the supervision of employees, the maintenance of equipment, and the oversight of financial matters.

The farmer's commitment to the project is evident in their dedication to the farm and their willingness to work hard to achieve success. The farmer's experience and expertise contribute to a successful project and a thriving farm.

Father and Son Jointly

(Notes)

Working Plans Project

Lawrence Brown, a graduate student at the University of Wisconsin, has developed a plan for a new working plan project. The plan includes a comprehensive budget, a detailed schedule, and a clear vision for the future of the project.

The project will focus on developing new technologies and methods for improving the efficiency and sustainability of agricultural operations. The plan includes a detailed timeline and budget, as well as specific actions to be taken to ensure the success of the project.

The project has the potential to make a significant impact on the agricultural industry, and it is expected to draw interest from both within and outside the field.

Lawrence Brown

(Notes)
Teaching Farmers What to Do About the A. A. Cotton Program

C. H. ENDRESS, Supervisor Vocational Agriculture, Mississippi

The problems connected with the introduction of the A. A. Cotton Program gave the agriculture teacher an unusual opportunity. The program was announced on February 23, 1933, in the 1933 Cotton Control Program, being the first time that there was any mention of cotton growers problems after the start of the depression. The purpose of cotton growers was to solve these problems that the teaching of adult farmers was popularized.

I. 1933 Plow-Up Program

When the announcement came from Washington that cotton growers in the eastern half of the United States were eligible for the A. A. Cotton program, the interest of cotton growers in Mississippi was created. Mississippi State College, the Department of Agricultural Education recognized the need for adult training in the Eastern States. Adult training was organized, and data was secured by the Extension Service. Mississippi was designated as a state in which the adult program was to be in operation.

II. Program

During the last week in October, the A. A. Cotton Program was announced. The purpose of the program is to train cotton farmers how to plant and take care of their crop. The program is divided into two parts: the first part is to instruct cotton farmers how to plant the correct variety of cotton crop, and the second part is to instruct them how to take care of the crop once it is grown.

The program is designed to provide a two-week course in cotton production. The course will be divided into two parts: the first part will be devoted to the planting of the cotton crop, and the second part will be devoted to the care and management of the crop.

The program is intended for cotton farmers in the eastern region of the United States. The program is open to all cotton farmers who wish to participate. The program is free of charge, and all expenses incurred in connection with the program will be borne by the Extension Service.

Agricultural Education April, 1934, Agricultural Education April, 1934.
District F. F. A. Chapters in Tennessee

3. Have a district baseball team at the camp. Organizes a district baseball tournament.

5. Award suitable trophy to the winner of the district championship: the winner of the Future Farmer contests.

7. Put on a reforestation program of at least 5,000 seedlings.

8. Have a cooperative district chaplain elected by the officers.

11. Conduct a district chapter banquet or social.

New Jersey Future Farmers Demonstrate Apple Packing at State Farm Show

The features of the New Jersey State Farm Products Show held at the State Capitol recently were all in apple packing, as a demonstration by Future Farmer members from the vocational agriculture department of the state school. Apple packing has become a feature of this year's show, and it has proved to be a good publicity feature for the Future Farmers. At the same time, it has added interest to the show by providing an opportunity for young farmers to the importance of apple packing. The Future Farmers were selected from the state's leading schools of agriculture.

Champions Apple Packer

How Forestville, New York, Future Farmers Went to the World's Fair

How Forestville, New York, Future Farmers went to the World's Fair was a project in which the district 154 of the Young Men's Christian Association of New York City was interested. The club had a booth at the Fair and the students were able to attend the various exhibits. The Future Farmers of Forestville, New York, were able to visit the various buildings and exhibits at the Fair, and they were able to see the exhibits of agriculture in detail. The students were able to see the various exhibits of agriculture in detail and were able to see the future possibilities of the various fields of agriculture.

Selection of the winners who scored the highest total on the test was done by the judges at the latter part of July, and the advice of the Future Farmers went to the World's Fair was given to the winners of the competition.

In December 1899, the plans were made for the trip. One of the boys had an uncle who was a farmer, and he was able to arrange a trip to the Fair. The students were given an opportunity to visit the various buildings and exhibits at the Fair, and they were able to see the various exhibits of agriculture in detail.

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The state convention of the Future Farmers of America in California is planned at the California Polytechnic school at San Luis Obispo for May 3-4-5, according to State Adviser Julian A. McPhee.

The convention will be given over to officers' training schools and conferences on chapter conduct, programs of work, and similar questions. A banquet and a barbecue is to be given the visiting boys by the agriculture students at California Polytechnic, and judging contests by this host group, are among the features.

Judging contests in six different events are tentatively planned for the first day, May 3, given over entirely to convention and conferences programs. About 350 chapter officers and outstanding members are expected to attend.

The state-wide public speaking contest to select a California representative in the western regional competition, will be held one evening. Candidates for the state Farmer degree will be given occupational tests at the convention, using facilities of the state vocational school.

Bruno Builders

THE F. F. A. chapter members of Bruno, Arkansas, are good builders, for they have to erect their credit a farm shop and community hall.

The enrolment increased to such an extent in this school that more room was needed for farm shop work after the agriculture department had been in operation one year. The district had no money to build a shop, so the F. F. A. boys agreed to do the work. Accordingly, plans were secured from the State Department of Education, and the building had been completed. The boys cut trees from the hillsides, hauled the logs to a nearby sawmill, returned with the lumber to the school ground, and built their own work shop. Every phase of the work, from laying the concrete foundation to the finishing coat of paint, and the planting of the shrubbery, was done by the boys.

A community hall was also needed by the school, and the F. F. A. agreed to help with this project. Plans and specifications were furnished by the agriculture department, and boys had supervision of the project and did most of the construction. Stones were gathered from the farm, and hauled to the building site. Soon a 38 x 50 cobblestone community hall was under way.

There is a stage, with dressing rooms, a home economics department, an athletic room, a large auditorium that contains a basketball court and a tennis court. In the basement are a lighting plant and water system. The building is called the "Aggie Community Hall," and is a monument to the Bruno F. F. A. chapter.

Evening Class Work in Louisiana

Continued from page 157

of the following main items of the agricultural content of the state program of work, formulated by the teachers at their annual conventions:
1. Lowering the cost of production
2. Live-at-home program
3. Maintaining and increasing fertility of the soil
4. Cooperative efforts
5. Standardization of the varieties of the various crops
6. Farm shop work
7. Educational phases of the Agricultural Adjustment and Farm Credit Administration programs.

In order to give a cross-section picture of work that is carried on in Louisiana, the writer wishes to take you on a tour of the state. These items are mainly from contacts and visits.

A community in the western part of the state has five evening groups organized with the enrollment of 159 farmers.

On each of the five days a teacher has had a hotbed ready and plans have been formulated by these groups to standardize the cotton and corn varieties. A farm and family budget has been made, including the scope of enterprises to be grown and raised to make the budgets. In this particular instance, the teacher was meeting these groups once a week and had a perfect attendance. The ideas of the state program were being successfully carried out. Some of the work outlined was being done cooperation with the relief agencies.

In a community in the northern part of the state where canned peas are considered life savers, over eighty beehives were canned through their live-at-home program, thousands of cans of vegetables have been canned, and many hogs cured for hams and bacon. In the evening program of this teacher several appeared terracing and winter legumes. Practically every farm has been terraced, and for the first time winter legumes were planted in this community. Over 100 acres of the area could be seen covered with green legumes.

Another community in the northern part of the state, through evening-class activities, has organized to buy and sell several carloads of various commodities cooperatively.

A community in the southern part of the state, where cotton is the major crop, has standardized the variety of this enterprise.

A community in the north-central part of the state has been given instruction on the Farm Credit Administration. There are over one hundred enrolled in evening classes in this community.

The teachers organize their work on a year-round basis, taking up problems as they come in seasonal sequence. New topics such as the Agricultural Adjustment Act and Farm Credit Administration come up. They are included in the program of the teacher, provided they deal with the readjustment of the commodities or problems in their particular community.

A Letter from a Teacher of Vocational Agriculture

Note: The editor would like to receive letters commenting on articles in the magazine or touching on the magazine in any way. Unfavorable comments are welcomed.

Henderson, Ky.
February 4, 1934

My Dear Mr. H.

I wish to commend the editors on the reading materials found in the January issue of Agricultural Education. There are two articles which I feel are outstanding and should receive brief comments from the men in the field.

The first of these is the article entitled, "Are We Demanding Too Much of the Teacher of Agriculture?" by W. W. Adams. The point I wish to make is that we are too often concerned with getting things done: the boy, with little or no emphasis on the why. Often teachers are rated by the amount of things they accomplish. Volume production may not be a measure of quality. As the writer points out, this may or may not be a result of overtaxation.

The second article is that of Dr. Hamlin, entitled "A Philosophy of Supervised Practice." In my way of thinking, it comes nearer to giving us the psychology of the "average farmer" than any man I have ever met. It is a good idea to read after for some time. In other words, it seems to have the fundamental understanding of the farm boy and his parents which I feel is woefully lacking in many vocational teachers and, too often, college instructors. He presents two thoughts which I like to consider and perhaps carry a bit further. They are: The application of new knowledge must be voluntary, and is the normal consequence of good teaching. My opinion has always been that the only work while knowledge, the part that carries over, is the part that is purely voluntary on the part of the learner. Because certain practices are required in farm practice or geometry is no assurance they will be adopted unless the student feels he wants to adopt these practices.

I believe, too, as Dr. Hamlin points out, that supervised practice work is as broad as the agricultural activities of the community, and is in no sense confined to a set of classroom projects or activities.

That the greatest benefits coming from supervised farm practice is that it tends to make the boy independent and not dependent upon the vocational instructor. To the degree the teacher able to make the student independent, to that degree he is a success. This is the special value I find coming from the meager research work I am able to do. (signed) Charles Hubbard

Agricultural Education April, 1934