Agricultural Education

Future Farmer of America Chapter,
Sanford, Florida, Makes Tour
(See page 166)

Honor and Shame From No Condition Rise; Act
Well Your Part, There All the Honor Lies.—Pope
Character Development and Vocational Agriculture

L. KLEMMEDSON, Teacher-Trainer, Tucson, Arizona

Character development is the key to the success of vocational agriculture. Young people who are growing up in today's world need guidance and direction. They need to learn how to make responsible decisions and to accept responsibility for their actions. This is especially true in the area of character development. Character development is more than just learning about right and wrong. It is about developing a personal code of ethics that can be applied to all aspects of life.

Professional

Vocational agriculture education is designed to help students develop their character. The program is organized around the principles of character development. These principles include honesty, integrity, perseverance, and self-control. Students are encouraged to apply these principles in their daily lives. They are also encouraged to participate in community service projects and to volunteer their time and energy to help others.

The program also includes a focus on personal and career development. Students are helped to identify their interests and abilities and to develop goals for their future. They are also encouraged to pursue education and training opportunities that will help them to achieve their goals.

In conclusion, vocational agriculture education is designed to help students develop their character, prepare for their future, and contribute to their community. It is a comprehensive program that can help students to become successful and productive members of society.

Reference:
EMILY conditions fostered friendship co-operation with common participation because the place is more or less the same to those who have lived in the same place for more than ten years. In some cases, this condition has been greatly improved by the process of organization of the people. The organization of the people is the foundation of the city. The city is the place where all the people of the city live. The city is the place where all the people of the city are born. The city is the place where all the people of the city are reared. The city is the place where all the people of the city are educated. The city is the place where all the people of the city are employed. The city is the place where all the people of the city are retired. The city is the place where all the people of the city are buried. The city is the place where all the people of the city are remembered. The city is the place where all the people of the city are loved. 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Florida Future Farmers
Tour to Washington

On June 26th, fifteen members of the Brevard County Chapter and one member of the St. Lucie County Chapter of the F. F. A. were vacationing in the nation’s capital. Accompanied by Mr. A. J. Johnson, their adviser and instructor, the members proceeded to Washington D.C., where Mr. Johnson, father of one of the boys who had generously donated the use of the truck for the trip.

The trip was carried out as a co-operative camping project with each member paying ten dollars from money earned from selling snow cones and the proceeds from the sales of the spring and summer breezes.

On the way to Washington, the boys were met at the Alligator and Orange Farm and to Fort Martin, St. Augustine, Florida, by Mr. Johnson and his sons.

The tour included visiting many of the sights of Washington, including the White House, the Washington Monument, the Smithsonian Institution, and the U.S. Capitol.

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F. F. A. Tours

F. A. M. COX, Secretary of the Florida Agricultural Col-

HOW 17 better round out your school and professional life? By making an F. F. A. tour! To other states and study different types of farming, visiting new areas and meeting new people. The F. F. A. chapter or school and other places of interest to make your tour memorable. The camping and travel is a co-operative venture.

Give the boy an opportunity to see the sights of Washington, including the White House, the Washington Monument, the Smithsonian Institution, and the U.S. Capitol.

Farms boys, like farm families, have little or no money for an F. F. A. tour. They spend their snow cones and summer breezes. In a tour of 10 hours at work, the farm boys made $1.00 near the top.

Planning Your Tour

From the past two years’ experience, we have found that the time for our tour to start is a few hours after sunset. After determining your destination and making all necessary arrangements, your tour should begin right after sunset. This will allow you to have enough daylight to see the sites of interest to be visited such as, outstanding livestock farms, irrigation projects, and the like. Lake Superior which with all its beauty was an unusual place to visit.

Mountain Climbing

WILLIAM E. STONE, Editor, Maine Ag. School.

The members of the F. F. A. class of the Mountain Ag. School have climbed Mount Katahdin several times as a part of their class work. We are the first chapter in Maine to climb Mount Katahdin.

Katahdin is an Indian name for the mountain range and the highest point in the main part of the state. It is the highest mountain in New England and is the highest point in the state of Maine.

The climb is a difficult one and should not be attempted by those who are not in good physical condition. The climb is steep and rocky and requires careful attention to ensure safety.

Southern Tour

IVAN JEFFREY, Editor, Maine Ag. School.

The Southern Tour is a week-long camping trip that takes place in the southern part of the state. The trip is designed to give the boys a chance to explore the beauty of the southern landscape and to learn about the agriculture of the region.

Eighth grade boys are the main focus of the trip, and the tour includes a visit to the famous Mount Katahdin.

The boys were given the opportunity to see the sights of Washington, including the White House, the Washington Monument, the Smithsonian Institution, and the U.S. Capitol.

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The Value of Recreation in the Future Farmer Program

A. G. RINN, Live Oak, Chapter, California

EDUCATORS have, for a long time, recognized the value of play as an educative device. Future Farmers of America, who have well-rounded schemes aimed to make good citizens of the youth in all its phases, should use play to advantage in their membership.

In the program in the local chapter that has taken various forms. It consists of picnics, parties, dances, fishing trips, tennis, golf, archery, horseback riding, athletic games, sight-seeing tours, etc.

This chapter has been found among all the other students. Four boys each week is thus enjoyed by all.

The following is a radio program under the guidance of these members of the chapter, who led this trip and are responsible for the points of the experience of the Live Oak boys and girls.

RINN: Hello, Jim! I know that the Future Farmers of America will be interested in this trip the chapter took during June. When did your group first discover the idea of having such a trip?

JAMES: Mr. Rinn, our teacher, first selected three outstanding chapter members last spring and arranged for our field trip to Long Pass. This trip was arranged in consultation with the teachers of other chapters in the Yellowstone area.

Next year, the trip will be planned to include visits to other national parks and scenic spots.

How did you go about raising money for the trip?

JAMES: We had three main sources of income: 1) Sales of local crops, 2) Sales of local livestock, and 3) Sales of local hand-crafted items. The proceeds from these activities were then used to defray the costs of the trip.

What were some of the highlights of the trip?

JAMES: The most memorable part of the trip was the visit to Yellowstone National Park. We were able to see a variety of wildlife, including bears, wolves, and bison. We also had the opportunity to explore the geysers and hot springs, which were fascinating to observe.

How did the trip affect the students' understanding of the natural world?

JAMES: The trip had a profound impact on the students. They were able to see firsthand the beauty and complexity of the natural world, and this led to a greater appreciation for the environment. It also helped them develop a greater sense of responsibility for preserving the natural world for future generations.

What advice would you give to other chapter members who are interested in planning a similar trip?

JAMES: I would recommend starting early in the planning process, to ensure that all necessary permits and arrangements are in place. It is also important to consider the financial aspects of the trip, and to find ways to raise funds through various means. Finally, I would encourage chapter members to take advantage of the opportunity to explore the natural world, and to develop a deeper connection to the land and its inhabitants.
Methods

Making Them Want to Study

T. P. Furley, Executive Director,
New York, New York

If a boy really wants to learn, to touch him in such a way that he will want to learn. He must create within the pupil the desire to learn. It is the teacher’s job to make sure that he will want to learn. It is an urgent necessity for him to accomplish the job ahead of him for the day. We are all very much to have the teachers, but we are not to have the students. We will not kill the little lives or emergency schoolmen. We will not have the teachers or the students. We will not believe in the art of teaching. The creative teacher tends to have high school more enjoyable.

T. P. Furley, Executive Director, New York, New York

The thirty seconds a period often spell success or failure for the whole boy. A hungry "good morning" or "morning" backed by a sleepy smile is great mental attitude tone. Often a successful relation to the boy’s project, something commendable that has happened recently, seems to draw the group together at the opening of a class session. This is one of the chief approaches to boys in their variation. The field is broad. The types and methods of teaching are many and to keep in interest in the work the teacher should do after the same talk has been given over and over again. It is often in proportion to the variation in the sequence, the ideas you are teaching.

The greatest barrier to an interesting and profitable class seems to be the boys. A teacher who understands the social psychology may score, these are perhaps the causes of more faith in teaching than any other single factor. The social and emotional control of the children has often been one of the main factors in the success or failure of the teacher. We must think of him as being trained to handling, the art of teaching. The creative teacher tends to have high school more enjoyable.

Once a week teachers will take part of the period for reading (or having the pupils read) from a selected class). Some carefully selected articles from a current text book, Digest of education. These may or may not be related to the text book. Very often the literature in farm homes is lacking and school is the only possible source of the vision of our boys in our world affairs, some of which can make the difference.

Many times a teacher will find from three to ten minutes after a job has been done in the class. This assignment is often the work of the student in the classroom or study work. The difference is often the work of the student in the classroom or study work. The difference is often the work of the student in the classroom or study work. The difference is often the work of the student in the classroom or study work. The difference is often the work of the student in the classroom or study work.

The selection of course or form from each farm or town and leading to the progressive computation of the rules, the scores of various, but in the same class. The special attention that is given to the good one is recommended.

Occasionally assignments followed by reports also offer a little solving of the problem in the solution of difficulties in students’ reading from daily papers. This assignment should be divided into two equal parts, time by time having two boys choose one side and. This might be done by using the more difficult words of current local or national importance to convey class, study, or discussion.

To the chapters having trouble ending the discussion following the previous procedure may be added. Some teachers have found it helpful to read the day’s news from the front page, a few minutes of discussion on the ups and downs of the world. The method is to be very beneficial upon many occasions.

At times some question will arise dur-
Farming Mechanization

Determining What is Worth While in Farm Mechanics

EMIL F. JOHNSON, Instructor of Vocational Agriculture, Iowa State Teachers College, Cedar Falls

What determines the amount of time a pupil can profitably put into a farm operation? Does he have the necessary skills and equipment? Is the work profitable? How much time will it take to profit from the work? These questions will help determine whether a pupil can profitably use a particular piece of farm equipment.

For example, the work of building a house is a common task that is done many times in a farm operation. It is important to determine how much time it will take to build a house. The pupil should consider the following factors:

1. The size of the house
2. The type of house
3. The materials needed
4. The availability of skilled workers
5. The cost of materials

By determining the amount of time it will take to build a house, the pupil can decide whether it is worth while to undertake the work. This information will help the pupil decide whether to build the house himself or hire a contractor to do the work.
To a Future Farmer

DAY BREAKERL, Teacher of Agriculture.

WHILE this article is addressed to the Future Farmer, the writer is in no way excluding the young man who has begun farming on his own. For the past 10 years, he may well be called the young farmer in the high school and on the farm. It is interesting work. To mould the future of a human being is not only a very responsible task, but carries with it a very great responsibility.

You are an era of consolidation, and it takes time. True, in your youth, farming has become a fine art in religion, politics, the things you buy, education, food, movies, and relationships to peoples of other lands. As has been said, first get all the facts about a subject before coming to a decision.

Citizenship Education. You may have been answering questions and training in the raising of a crop, the care of an orchard, the control of insects and diseases, or the value of the soil, which is all very well in making a living, but there are other things to consider in making a life successful.

In the matter of government we know that propaganda is rampant. If it were not, what a wonderful proposition major party would continually state in its platform. Of course, would make for good, gray, and get well again. We need look no further for the value of the life of America.

As you grow older, your knowledge is gained by your behavior. If we wish the friendship of the future, we must show them the way. You are the better reason, why you are the young man, the most important thing to bring the young farmers to have more self-confidence,

You are the best men who can accept responsibility. If your father is a farmer, he knows the value of a dollar and a livestock for your own venture, he will know how to handle it. If you have had a pal of carrying responsibility, but will make a man. A man who has had more confidence, and will not be afraid to take some responsibility, will have more confidence of others. You will be ready to answer questions from your little mistakes before they have become big ones.

Tune in on F. F. A. Broadsast "Over N. B. C. Farm and Home Hour, Second Monday of Each Month"
the boy receiving credit in the club books for the amount of his deposit. In addition to our thrift fund we also raised over two hundred dollars from chapter prize winnings at the state fair, and thru the winning in 1934 of the state re-actor contest. We started our trip with the club treasury showing a total of $870.

RINN: Were your funds sufficient to carry you thru?

EAGER: More than enough. At the close of the trip we still had $80 in the fund. This surplus was turned back to the members making the trip cost them $26 apiece.

RINN: What provisions did you make for transportation?

JAMES: We purchased a used flat-rack trailer with a long wheelbase. This truck was then changed to meet our needs as a part of our classwork in farm mechanics. Sides were put on and seats installed—the seats to serve as beds and the sides to drop down for beds and also to be used as tables. This truck is now a chapter possession for future trips.

RINN: Jim, I know that Future Farmers like to eat. How did you take care of this item?

JACK: With the raised hog to 200 pounds, which we processed into hams and bacon. From our school sprints we extracted fifty pounds of honey while underneath the truck in a coop we carried forty-four fryers. To these items we added 150 cans of fruit and thirty dozen eggs from our projects. The remaining food we purchased. Our kitchen was carried in a trailer designed and painted to match our truck.

RINN: What were your facilities for sleeping?

EAGER: As I mentioned before, the truck opened up to make a double desk for sleeping, also each boy had a sleeping bag and mattress—and did we sleep—oh boy!

RINN: You boys certainly did a splendid job of organizing and planning your trip. Now, your trip will go down in your memories for a long while. Did you keep a diary of the journey?

EAGER: No, but Gene Williams did. Just a second and I’ll get him over here.

(DPAUSE)

RINN: Hello, Gene. I thought all historians had long whiskers but you don’t seem that old. Jim Eager says you kept a diary of your trip. How about a short account of the trip?

GENE: I will be glad to give it. We left Live Oak early in the morning, with Reno as our first stop. En route to Reno we stopped to pay homage at the shrine of those poor unfortunate who died with the Donner party. We also had a swim at the Truckee River.

From Reno, we headed south thru the middle of Nevada. Goldfield and Tonopah, rich in their lure of past gold harvests, kept our minds reverting back to some blacksmith work we did on a horse-drawn spindere while miles from nowhere. Straight south we went until we stood at Boulder Dam swayed by its size. It was here that we came to realize that our blacksmithing in the desert was of mud-pie size compared to this man-made creation.

Entering Utah and its Zion Canyon, our systems the beauty of its color.

The white-tailed squirrels of the Kaibab forest plateau, and the many deer encountered on the way to the Grand Canyon rim kept us in constant excitement until we reached the lake. I only hope that all Future Farmers can at some time stand at Bright Angel Point and there discover what a wonderful world this is in which to live.

RINN: As a group, Gene, I understand that the Lodge at Bright Angel Point has burned down. Has this taken any of the interest from the park?

GENE: I would say not. To me, the standing stone walls of the lodge give the impression of some feudal castle watching over the canyon, and is truly an imposing sight at sunset.

From the Grand Canyon we visited Bryce Canyon and then on into Richfield, Utah, where we were the guests of the Richfield chapter for the night.

Swimming in the Great Salt Lake where you can’t sink was worth the trip.

Listening to the wonderful Mormon Tabernacle organ and a visit to the state capitol building and museum made our stay in Salt Lake City one of enjoyment.

Jackson, Wyoming—the Grand Tetons with its moose and elk kept us occupied for the next two days before entering Yellowstone Park, the goal toward which we had worked for the past three years. Mosquitos met us at the park entrance, but the fish in Yellowstone Lake soon made us forget our welcome. Sixty-five pounds of trout were caught the first morning by the gang and were soon deep in bacon grease.

After six days in Yellowstone we started our return journey up thru Gallatin Valley to Bozeman, Montana, and then over the mountains to Spokane, Washington. From Spokane we went down thru the Columbia River highway to Portland, stopping to look over the Bonneville Dam. Oregon with its green farms and its many roses made us carry back to California a vision of a beautiful state.

Just one month to a day and on schedule we were again back in Live Oak. As we approached town we were met by our parents and wildly exclaimed our month of happiness. We traveled five thousand miles, visited nine states and five national parks.

RINN: After listening to the account of your trip I can visualize the good times that I as a boy had because we did not at that time have the facilities like you have today that make such trips possible. Now, I’m going to call on Paul Griffith, a third member of the chapter. (SHORT PAUSE)

RINN: Paul, I have been told that everything that the Future Farmers do must have some training value toward making you better citizens. How can you justify this trip from the standpoint of training value when it was purely a recreational trip?

PAUL: I feel that we had a good time on this trip, but they say that all work and no play makes Jack a dull boy, and I think there is a lot of truth in that statement. All the boys who made this trip were selected for their outstanding work, and nothing to look forward to, they naturally worked harder than they would otherwise. Furthermore, I do not feel that this trip was entirely recreational. The co-operative effort of everyone which was necessary to have a trip of this type is a success.

VOCATIONAL agriculture teachers of North East Texas are stressing soil conservation and pasture improvement work. To start this work the teachers of the Tyler District participated in eight educational booths at the East Texas Fair at Tyler showing the various steps in pasture improvement, proper contours, removal of brush, and weeds, and proper foundation grasses and clovers necessary to produce a year around pasture were shown.

In following the program throughout the year considerable time will be given to adult and all-day instruction in production of pastures.

The all-day booths of vocational agriculture will take pasture improvement as supervised practice work over a period of years, and remove surplus underbrush, contour, seed and sod, and properly graze the pasture.

The soil conservation services of the Federal government which is operating extensively in this area is co-operating with the teachers and boys in the work.