Agricultural Education

Fairs and Exhibits are a Part of the Vocational Agriculture Program
(See page 37)

"Every time that we admit failure, we give up something that is valuable."—Selected.
SOME BATTLES WE MUST FIGHT

Believe it or not, battles are useful because they clarify the issues of the program and force consideration of not only its objectives but also the methods of promotion. But the day may come when the battle is won but the achievement is not enjoyed. We must be careful that the battle is not the end, that the victory is not a token of our achievement.

The Battle of the War on Disease

Roughly one-third of the acreage of the United States is devoted to the production of food. A large portion of this acreage is planted in vegetable crops which are susceptible to various diseases. The diseases are caused by fungi, bacteria, viruses, and insects. The battle against these diseases is a never-ending one. The use of pesticides, fungicides, and other chemicals has become necessary to control these diseases. However, the use of these chemicals can have harmful effects on the environment and human health.

The Battle of the War on Pests

Plants are attacked by a variety of pests, including insects, nematodes, and rodents. The battle against these pests is also a never-ending one. The use of pesticides and other chemicals has become necessary to control these pests. However, the use of these chemicals can have harmful effects on the environment and human health.

The Battle of the War on Weeds

Plants are also attacked by weeds, which compete for nutrients, light, and water. The battle against weeds is also a never-ending one. The use of herbicides has become necessary to control these weeds. However, the use of these chemicals can have harmful effects on the environment and human health.

The Battle of the War on Herbs

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How I Organize My Community Fair

B. E. DECGER, Superintendent of Agriculture, Ohio

This subject deserves serious concen-
tration and consideration. Details
for starting to organize a fair are
found in the Editha Fair Booklet
which street vendors will hand out
seven years ago.

There is, in my mind, one great dif-
fERENCE between the first year plan and that of the last five years. One
thing is to be sure careful to complete the con-
fidence of the leaders of the community.

The exhibits and the special program of
1936 were prepared for the benefit of the
school board and the county super-
intendent and planned for a two day
program. On the first night a special
program was given in the high school,
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A parade is staged annually. This committee is responsible for stimulating the people to participate in the parade. There are no entries from the community. The parade is held on a Sunday in September.

The General Exhibition Hall

The committee which takes care of the exhibit and exhibiters of the fair has been composed entirely of P. F. A. boys. The committee is divided into five groups. The first group handles the entry book and all the rules, papers and forms for the exhibit. The second group handles the entries as well as the judge for the exhibit. The third group handles the three sheet ribbons. The fourth group handles the exhibit and the fifth group handles the general business.

A large group of men and women, mostly students and some farmers, are attending the fair in order to see what the exhibits are and to see the community. The exhibits are divided into five sections. The community section has the largest number of entries and has been well attended. The community section has been well attended. The community section has been well attended. The community section has been well attended. The community section has been well attended. The community section has been well attended.

The special exhibit of the fair was the apple exhibit. The fair was held in the Fairview Community Hall.

A high school exhibit

A high school exhibit was the only exhibit of the fair. The high school exhibit was held in the Fairview Community Hall.

The fair was a small one. The fair was held in the Fairview Community Hall.

The fair was a small one. The fair was held in the Fairview Community Hall.

The fair was a small one. The fair was held in the Fairview Community Hall.
Methods

TEACHER TRAINERS

We are depending upon each one of you to train the teachers of agriculture now on the job. The teacher training courses are over for this year. We hope the stu-
dents will work hard and make us proud. The teachers of agriculture have to be the ones who will make the vocational education movement back the way we want it. We must train the teachers of agriculture now on the job. We must train the teachers of agriculture now on the job.

BREEDING AND MARKETING CHART

This simple little device can be made by any one in a few minutes and can be adapted to any class of livestock.

In order for the teacher to understand the home conditions, it is necessary for him to visit the home of each new boy and make a survey of the farm. Before visiting the home farm, it is probably best for the teacher to spend the first week in the classroom, teaching the teacher, "Determining the supervised practice project." This may be an excellent project for selecting his supervised prac-
tice project, and an opportunity to talk to this boy with his parents before the teacher visits his home.

The first page of the chart as illustrated, Fig. 1, is designed for a two-hour lesson and for a feeding period of six months. Contrasting colors aid in distinguishing the different parts of the chart. This chart can be used to study the individual requirements and class of livestock.

The chief value of the chart as a breeder's tool lies in the fact that the breeding schedule is coordinated with the several market levels. It also shows the breeding program as being continuous, which is realistic, and not as a newly instituted enterprise each year that will end one year hence as most of our rectangular charts in-

Each boy in our animal husbandry class gave one of these charts in black and white, and was asked to graph the prices of hogs at ten-day in-
tervals for some approximate period of time, as well as the number of hogs marketed during that same period of time. The results were definite and con-
derative.

Individual Instruction Based on the Practice Program of Each Pupil

T. A. WATCHEER, Teacher of Agriculture, Georgia

I'm setting up the course calendar for the year, a teacher of vocational agriculture may choose one of two methods of procedure. First, he may decide what enterprises are most common in the community and proceed to outline the jobs to be taken during the year, before the projects have been selected. If this procedure is followed, the teacher is naturally of the opinion that the information to be obtained by pupils from study of a certain number of jobs will function in the lives of boys who are to become farmers. This may result in boys having to study jobs not included in their practice programs, or jobs that they do not expect to carry on. Such teaching is not vocational agriculture, but informational agricul-
ture. By the second procedure the teacher may build his teaching program around the practice program of the individual boys, which I believe is the most effective method of teaching agriculture.

For our teaching program to be effective, there must be a definite correlation of the supervised practice program and instruction in the classroom. The teacher must think of the supervised practice program as a device for carrying out the complete teaching.

The individual method of teaching calls for the teacher, at the beginning of the small class, to work out with each pupil a supervised practice program. Great care must be used in working out this program. It is necessary for the teacher to understand the home conditions of each pupil. The teacher should know what enterprises each boy may successfully carry on to occupation on his home farm. Projects selected should be of such nature that they may be con-

The record card is used in vocational agriculture to keep a close watch on the progress of the various subjects in the pupil's work. The record card is a small file on the desk. Some of the information on this card is available at all times, while some of it is not available until the pupil has completed the task.

For the teacher to be of most service in promoting and encouraging scholarship it is necessary for him to know more than the final grades on the various subjects his pupil is studying. He should see the grades as they are made, month by month. In this way he is able to keep in closer contact with the boys and carry on a guidance program that he would not be able to do otherwise.

Additional information may be added and changed made as the user desires and the situation demands.

Record Card for Pupils of Vocational Agriculture

R. G. SHIPLEY, Agricultural Instructor,
Boone, North Carolina

The Fairview Community Fair

is by the state director of vocational education and the president of the A. M. and College the first morning of the fair. Some of the school activities, such as the art contest, farm shopping contest, races for men and boys, and the illumination of the fair, were of great interest. Boy and girls brought in more than fifty tents to the fair. The boys filled in the fair for the kiddies and the girls captured the girls.

The first day of the fair finished with a grand dinner and barbecue at the school.

At least one hundred families living in the school district had something entered by the school for the fair. The estimated attendance during the two days of the fair was about two thousand. No admission charge is made.

A committee, which was composed of elected representative of the adult evening classes for both men and women, the home economics club, and the F. E. A. chapter, composes the governing board. An executive committee is selected from this group. This brings greatly increased interest of our annual community fair.

Individual Instruction

(Continued from page 43)

ment is reached between teacher, par-
mont and the number of the record to be carried out, the teacher is ready to help the pupil arrange his course calendar for the year. The enterprise and jobs to be studied are listed by the boy in his note book. The jobs may be listed by months in a seasonal sequence.

Each boy should be analyzed before the pupil studies his in the classroom. It is very important that the job be taught on a doing basis because the pupil must possess the skills before he can study the job.

The classroom and the shop are used in teaching the pupils. The classroom is used in teaching the pupils, and the shop is used in helping the pupils understand the jobs.

Supervised study will have to be used to a large extent, since the instructor may have to teach several different jobs simultaneously. If the teacher has reference material well organized, it is easy to have a group study several different jobs at the same time. If the job is common to a large part of the pupils, it may be taught in the group as a whole. However, all the pupils may not be able to carry on the same work, for the jobs, since not all may have the same interests.

Each pupil should be required to keep a notebook in which to record information concerning the jobs studied. The notebook is used in keeping a record of the job done, and in making up the record of the job done. The notebook is used in making up the record of the job done.

With this method of teaching, the teacher has two ways in which to arrive at the pupil's grade. First, how will he organize the information in the note book, and, second, how nearly he comes to meeting specific goals set up for doing jobs on the home farm.
A project plan neatly summarizes the results of his work, but further statements of information are important to the manager about the steps that need to be taken and the solutions to any problems that might arise. A summary of the new ideas that have been devised in the course of the year is provided on the third page of the report. A plan for next year's study is suggested on the fourth page of the report.
Results of Evening Classes
in Wyoming
CARL G. HOUD._\(\text{Superintendent of Radio Schools}\)

DEFINITELY well-executed evening classes have always been a part of the rural work of the Extension Service.

One teacher reported a splendid soil correction class which he held in a farm residence.

As another teacher reported a class on soil erosion in a county seat library, it is said that the county seat library is a healthy environment for learning about soil erosion.

Agricultural Education

C. G. Howard

PART TIME

EVENING

During the past five years courses for adult farmers have become of importance in the field of agricultural education. Many farmers have taken advantage of these courses to improve their knowledge and skills.

Schools for adult farmers have been established in various states.

Schools of adult farmers have been developed in California, Oregon, Florida, Texas, and Illinois.

Schools for adult farmers have been established in California, Oregon, Florida, Texas, and Illinois.

Most of the subject matter for these courses included topics such as soil fertility, crop rotation, and the integration of livestock and crops.

Adult education courses are being held in various locations.

Courses are being held in various locations, including high school agriculture departments, extension offices, and community centers.

For instance, a course was held in a high school agriculture department, and another course was held in an extension office.

Other courses are being held in community centers, such as libraries and community centers.

The content of these courses is varied, including topics such as soil fertility, crop rotation, and livestock management.

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The content of these courses is varied, including topics such as soil fertility, crop rotation, and livestock management.
It is expected that during the summer months the boys can take time to continue making the tests and at least four of the boys will be away from school for the summer tests. It is too early at this writing to say just what the results of this activity will be but I am sure for every one involved.

Giving F. F. A. Public Speaking Contests

THERE are hundreds of public good subjects available for use in making speeches. Some of the best are as follows:

1. Why Be a Farmer?
2. Stilling the Purchasing Power of Money
3. The Machine Age and Its Effect on American Agriculture.
4. The Need of a Strong, Vigorous ToenootAGE
5. The Distribution of Taxes as a Farm Relief Measure.
6. Cooperation and the American Farm.
8. Taxation and Its Meaning to American Agriculture.
9. The Future Farmer and the FFA.
10. The Farm Credit Situation.
12. The Future Farmers of America, The Source of Tax as a Farm Relief Measure.
14. Cooperative Marketing for the American Farm.
15. Diversified Farming and Its Effect on American Agriculture.
17. Ways and Means of Reducing Farm Expenses as a Farm Relief Measure.
18. The Farmer's Policy as a Farm Relief Measure.
19. The Future Farmers of America in Relation to American Agriculture.
20. The Future Farmers of America and the FFA.
21. The Future Farmers of America in Relation to American Agriculture.
23. The Distribution of Taxes as a Farm Relief Measure.
24. Cooperation and the American Farm.
27. The Future Farmer and the FFA.
28. The Farm Credit Situation.
30. The Future Farmers of America, The Source of Tax as a Farm Relief Measure.
31. The Advantages of Being a Farmer.

Suggestive Subjects for F. F. A. Public Speaking Contests

How shall we express our opinions of our bananas? A question all F. F. A. members are asking themselves. W. V. du, chapter answered it this way: "There is a local bank in this county which covers a little bit of both, but all I can say for sure is that the bananas are a success and the boys are happy with the results."

The Farmer's Bank

The Farmer's Bank was established in 1853, with a capital of $500. It was incorporated under the laws of the state of Washington as a mutual loan company, to provide funds for the promotion of agriculture. The bank has been in continuous operation ever since, and has now a capital of $250,000. It is managed by a board of directors, elected by the stockholders, and supervised by a committee of trustees. The bank's offices are located at 123 Main Street, in the heart of the business district of the city.

The Bank's Objectives

The primary objective of the Farmer's Bank is to provide credit for agricultural enterprises. It loans money to farmers and ranchers for farm improvements, equipment, and other purposes related to agriculture. It also offers savings accounts and other financial services to its members.

The Bank's History

The Farmer's Bank was founded in 1853 by a group of enterprising farmers who wanted to have access to capital to improve their farms and expand their businesses. The bank was one of the first financial institutions in the state, and it soon became an essential part of the local economy. Over the years, it has continued to serve the needs of the agricultural community, adapting to changing economic conditions and technological advances.

The Farmer's Bank's Commitment to Agriculture

Today, the Farmer's Bank remains committed to supporting agriculture. It continues to offer a range of financial products and services to farmers and ranchers, helping them to manage their finances and grow their businesses. The bank's staff is dedicated to providing personalized service and knowledgeable advice to its members.

The Future of the Farmer's Bank

As the agricultural industry evolves, the Farmer's Bank will adapt to meet the needs of its members. The bank will continue to innovate and provide new services that help farmers and ranchers succeed in their businesses. With a strong foundation and a commitment to the agricultural community, the Farmer's Bank looks forward to serving farmers and ranchers for many years to come.
5. Ability to make adjustments in production of farm products on the basis of:
   a. Probable market conditions when the product is ready to market.
   b. Relationship between supply and price of the major farm products grown in the community.
   c. Business conditions (local, domestic, and foreign) and prices of farm products.
   d. Competition between production regions.
6. Ability to make practical adjustments in production, taking into consideration the limitations of the individual farm business.
7. Ability to determine the most economical size of farm of a given type.

D. Marketing.
1. Ability to evaluate the marketing opportunities, the advantages and limitations of the marketing agencies accessible to the farmer for the existing and potential products of the farm.
2. Ability to adapt profitable production to market demands as to quality and quantity.
3. Ability to determine buying and selling programs in keeping with probable price trends for a season.

E. Capital and investment.
1. Ability to determine actual need for credit.
2. Ability to establish and maintain a good credit rating.
3. Ability to conserve farming capital.
4. Ability to rent or buy a farm.
5. Ability to create reserve capital.

F. Sociological.
1. Ability to utilize the economic returns of farming to the end of satisfactory standards of living.
   a. Farm-home convenience.
   b. Beautification of farmstead.
   c. Recreation.
   d. Civic relationships.
2. Ability to recognize and appreciate the aesthetic values of farm life.
3. Ability to perform the functions of community leadership.
4. Ability to cooperate in economic, social and civic activities.

We Need More Vocational Education

(Continued from page 26)

Activities in Alabama Chapter

(Continued from page 47)

be worked out for saving money. While on his feet he suggested that the members of the chapter organize a thrift bank. After some discussion his plan was also adopted.

The chapter elected a banker who receives the deposits each meeting night and gives the members a receipt such as one gets when a deposit is made at a regular bank. Each member has a bank book which is kept at the office of the local adviser.

The banker goes the next day with the entire amount and makes a deposit in the name of the Atmore F. A. chapter. The account is entered on savings and a member cannot withdraw his funds except under one of the following conditions: Graduation from high school; declared leaves school or withdraws from F. A.; moves to another community; discharged from F. A.

Makes Money on Crotalaria

After additional possibilities of an additional cash crop, members of the Geraldine F. A. Chapter and a few farmers last year planted Crotalaria spectabilis. Some of the plots were not successful, due to the fact that the seed was not scarified. In spite of this however, over 400 pounds of seed were saved last fall. Yields varied from 800 to 1,200 pounds per acre.

Baker Hill, Alabama, F. A. Buys Land for School

The Baker Hill chapter recently purchased two acres of land and donated it to the high school. The land will be used to enlarge the present play grounds, which are inadequate. The chapter expects to build a baseball diamond and a football field on the grounds.

Last year the chapter had a cooperative cotton patch, with each member sharing the work. This fall the boys decided that additional funds would be needed, so they conceived the idea of operating a school store to furnish school supplies for the students and sell some of the produce that is to be sold to farmers. The boys expect to make enough money from these sources to pay for the land and to have enough left to finance their annual camp.

Grows Cotton Cooperatively

The Lyefflin F. A. will carry a cooperative cotton project for the benefit of the school and the chapter during 1935.

This project will be financed with funds from the chapter treasury, obtained from last year’s cotton patch, and money derived from delivering catalogs for a seed company.

A project committee of three, with the help of the local adviser, L. W. White, will assign each boy a portion of the work that he is either to do or pay for having done.

The proceeds from the project will be used for constructing entrances to the school grounds, a rooting shed for shrubbery, landscaping the school grounds, and financing a trip for the entire chapter to Auburn for the annual convention in July.

The chapter plans to use a pure variety of cotton seed and field select seed for the market next fall. The chapter will carry a cotton project last year and made a profit of $50.

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