Our Cover

In General, 127 community canning plants are being operated under the supervision of teachers of vocational agriculture. During the year ending December 31, 1935, three million tons of fruits, vegetables and grains were put up in these canning plants by adult farmers who had been enrolled in evening classes of teachers of vocational agriculture. The community canning plants in Georgia have served a great need during the war years of the depression and just now as the present time under the emergency program. In the canning plant at Cartersville, 20,000 cases of apples and potatoes were put up by farmers for home consumption. The vocational canning plants are operated for eating and canning produce for home use. The commercial plant is a step towards local markets and the commercial plant has never been so popular.

The vocational plants, the farmhouses in the products and, under the supervision of the teachers, actually doing the canning themselves. This, of course, makes the program educational. As a result of this community plants, students of high schools have bought more canning equipment and are canning their products at home rather than buying them at the community plant. The community plants, however, will continue to serve a need in the State for many, many years.

Guidance Thru Inspiration

RALPH V. BARKER, Teacher, Anson, Missouri

How many students leaving high school are qualified to enter life with earning power and living power? The number is surprisingly small. And those that have earning power have not received it in the public schools. The home is responsible for it. But many families do not have home lives that are conducive to earning power and living power. The conditions of living are often sterile, and their outlook on life is dampened with a cynical pessimism. As the home is, so is the living power of the child. And if the child does not leave home eventually, it takes a period of years for him to lose the outlook of tempering living.

Today more than ever there is a crying need for inspiration for the young, a will to make the most of the future, a desire for guidance. The vocational guidance attempt the school is full of if the child does not want that guidance. Thousands of jobs, interesting jobs that people with no vision or hope are coming out of our high schools yearly. That is truly a dilemma. Of course we try to get him to start, but their course will soon be over—she's going just beginning. How short the future must look to them if they think of the future at all. The trend of the times seems to be that we can't have our lives without work. We forget that there is an art to living, and become so imbued with the schemes of things that we often forget how to live with enjoyment. The school perhaps is at fault in this respect—stressing too much the formal scores of life and not the practical art of living.

If the pupils can be kept stimulated in this area in preparation for the future, it is important.
EDITORIAL COMMENT

UNIFYING OUR PROGRAMS

O UR Chief of the Agricultural Education Service and his assistants have allowed each state staff, both in supervision and teaching and training, a large degree of freedom in the development of programs of vocational education in agriculture. We have been stimulated and encouraged by this liberal policy.

In this writer's opinion, however, the time has come to sit down and discuss what we are doing and, under the microscope, to see if we are doing some things better than we are doing others. We have had some years of development, and many of us are at the point of crystallizing our thinking and our vocation beautiful structure in the benefit of the good features of each other's programs. It is proposed here to outline the Engineering, the Agriculture, the Home Demonstration, and the Home Economics departments, and the Agronomic Conservation Programs—outstanding examples.

LEADERS of American agriculture have much made millions of American farmers aware of their socio-economic status, but they have not thereby done away with the perpetual and relentless reproach of poverty and destitution. They raised many questions of the greatest social significance. These questions were new and demand new answers. They were big problems: disease, drought, economic

OUT of the welter of the depression that has held the American farmer in his farm house for the last half a century, there has emerged a surge of agricultural education. It is the evolution of Agricultural Citizenship, because the American farmer must be recognized, and it is the evolution of our society. The article by Mr. A. W. Lawton gives us a picture of the agricultural education in the future of our society. The steps that are being taken are, for us, the first steps in the evolution of our society. The steps that are being taken are, for us, the first steps in the evolution of our society.

A REQUEST FOR BACK ISSUES

OU recently had a request for back issues of the Agricultural Education Magazine which is 25 years old. They are in the interest of our work. We have been able to get the first three issues of the Agricultural Education Magazine. We have been able to get the first three issues of the Agricultural Education Magazine.

Volume 1 Number 2, February 1920.

J. T. Whelan

withers Agricultural Education in Building Agricultural Citizenship?

J O H N T. WHEELE R, Professor of Vocational Education, the University of Georgia, Athens, Georgia.

We have not dealt with and solved the problem of poverty, disease, and for society as a whole, Agricultural Citizenship. We have not been dealing with the problem of poverty, disease, and for society as a whole, Agricultural Citizenship. We have not been dealing with the problem of poverty, disease, and for society as a whole, Agricultural Citizenship.

This commanding statement places agriculture as the active social agency standing between organized society on the one hand and the forces of social dis-integration on the other. American educators sound upon thisidea and commented favorably on the wisdom of its author. They praised itself on the back of it, as we have, because the social worth of his profession was remarkably recognized by a writer of wide reputation. Now, after more than a decade of rapid change in American agriculture since the ending of the depression, the future seems to be both in the picture, but it was reported to us that the writer was not, for the future, and in just such a manner.}

The volume of the future agriculture will be the same, but that it will be the same.

The problem of feeding the world's growing population is a great problem, and it is a problem that must be solved. We can not give up our efforts to solve it. We must continue to work, and we must continue to work, and we must continue to work.

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**Getting Acquainted With Farmers**

J. H. Sherwood, [Institute of Agriculture, University of Wisconsin]

**How to become acquainted with a new community and how to build up or keep the confidence, or at least to win the respect, of the leader of a new or an old community**

The teacher of vocational agriculture will find that the following program will work over the years, and serve as a complete manual for the production of teachers.

1. **Obtain the cooperation of the community officials and make appointments with the community leaders.**

2. **Tell the people about the supported courses and classes by which it is hoped that the club will run.**

3. **If the program is not already established, the chair- man will call for the nomination of one or two people to handle the program.**

4. **If the program is already established, the next meeting will be called to order by the chairman, who will call for the nomination of one or two people to handle the program.**

**The Value of a Community Canny**

E. C. CAMPBELL, [Department of Agriculture, University of Wisconsin]

**Many of our more progressive agriculturists have found the need of a live-at-home program for farmers of the nation for a long time.**

During recent years, practically every state has had an extension worker to whom was assigned the task of helping farmers who had practiced some type of live-at-home program, although under different conditions. These programs were designed to help farmers in their community.

Setting up community cannery was one of the first steps taken by this group of teachers in aiding farmers. The canning programs were designed to foster the community canning programs, and to help farmers in their community.

**Establish and have as much material as possible in the community canning programs, this being the first major step toward farmers’ cooperation.**

**This program will be followed by the community canning programs, which will not only help farmers in their community, but also help farmers in the entire state.**

**The competition of the teachers of vocational agriculture were so wide and so good that they were able to get the live-at-home program started.**

**The idea is to provide a method of production of teachers that will be useful to farmers in their community.**

**Pasture Improvement**

ROBERT A. MANN, Supervisory of Vocational Agriculture, Wisconsin State College of Agriculture, Madison, Wisconsin

**[Image of a field with pasture improvements]****

**[Text related to pasture improvement]****

**[Diagram of pasture improvement techniques]****

**[Table of pasture improvement methods]****

**[List of pasture improvement resources]****

**Value to the Farmer**

A canny is of major importance to the farmer in lowering food costs. By making the canning program a part of the farm plan, a farmer can reduce the cost of food for his family by using the abundance of fruits and vegetables. The canning program that meets all family requirements during non-producing seasons is put into practice at any time, must always be added to the missed supplies, complete, and maintained by the same family in the same manner as the farmer’s best interest.

**With the aid of a variety of canned foods, the farmer can make a balanced diet at a low cost. This allows the farmer to use his surplus produce to make a balanced diet.”**

**Value to the Community**

The canny is of major value to a community, as it provides a source of revenue and employment for the community. It also helps to maintain a healthy and nutritionally balanced diet for the community. The canny is not only beneficial to the farmer, but also to the community in which it exists.
Methods

To quote from the letter, “I have some ideas on the project that is coming with the class. Please tell me how and how to manage it.” While the focus was on the students, the letter also mentioned the growth of the crop and the amount of work involved. The crops and other students assisted in managing the field. The letter mentioned the importance of monitoring and maintaining the crops with the help of the students. The letter also emphasized the importance of the cooperation and assistance from the students.

The Case Method in Teaching Vocational Agriculture

The methods described in the letter are important for the success of the project. However, it is also important to note that the letter is quite lengthy and contains a lot of information. It is important to make sure that the students understand the project and its goals before moving forward. It is also important to have a clear plan of action and to monitor the progress of the project regularly.

Student Class Foremen as Aids in Teaching

The letter suggests that the students should be involved in the teaching process. This is an important aspect of the project, as it helps to ensure that the students understand the project and are actively engaged in the process. It is also important to have a clear plan of action and to monitor the progress of the project regularly.

The accompanying pages do not show the photos as they actually appear. The product of 32 photos is not in color, and the image of the cover is not included. The letter is about the success of the project and the importance of the cooperation and assistance from the students.


The letter suggests that the students should be involved in the teaching process. This is an important aspect of the project, as it helps to ensure that the students understand the project and are actively engaged in the process. It is also important to have a clear plan of action and to monitor the progress of the project regularly.

The case method in teaching vocational agriculture is an effective way to engage students and help them understand the project. It is important to have a clear plan of action and to monitor the progress of the project regularly.


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The Teaching Visit to the Farm Boy

K. W. KILTZ, Department of Education, Purdue University, Lafayette, Indiana

THE purpose of the teaching visit is to enable the teacher to observe the teaching environment, including the students, the teacher, and the educational materials. It is also an opportunity for the teacher to observe the effectiveness of the teaching methods and materials used by the students. The teaching visit also provides an opportunity for the teacher to discuss the teaching and learning process with the students.

Supervised Practice

The Teaching Visit to the Farm Boy

T H E purpose of the teaching visit is to enable the teacher to observe the teaching environment, including the students, the teacher, and the educational materials. It is also an opportunity for the teacher to observe the effectiveness of the teaching methods and materials used by the students. The teaching visit also provides an opportunity for the teacher to discuss the teaching and learning process with the students.

In the summer

1. The teacher should prepare the project that will be discussed during the visit. This should be an organized study of the boy's farming activities. The teacher should make notes of the student's responses and observations during the visit.
2. The teacher should develop a list of questions to ask the student during the visit. This list should include information about the student's farming activities, including the amount of time spent, the tools used, and the results achieved.
3. The teacher should observe the student's farming activities, including the amount of time spent, the tools used, and the results achieved.
4. The teacher should observe the student's farming activities, including the amount of time spent, the tools used, and the results achieved.
5. The teacher should observe the student's farming activities, including the amount of time spent, the tools used, and the results achieved.

In the winter

1. The teacher should plan the project that will be discussed during the visit. This should be an organized study of the boy's farming activities. The teacher should make notes of the student's responses and observations during the visit.
2. The teacher should develop a list of questions to ask the student during the visit. This list should include information about the student's farming activities, including the amount of time spent, the tools used, and the results achieved.
3. The teacher should observe the student's farming activities, including the amount of time spent, the tools used, and the results achieved.
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Correlating Teaching With Supervised Practice

G. V. BOONE, Instructor, Ft. Atkinson, Nebraska

IF a boy desires to enter the vocational agriculture program and wishes to practice his farming activities, he should be encouraged to plan and organize his farming activities. The following steps are recommended to help the student achieve his goal:
1. Select a farming activity with which the student is familiar.
2. The student should select a farming activity with which he is familiar.
3. The student should select a farming activity with which he is familiar.
4. The student should select a farming activity with which he is familiar.

In the summer

The student should be encouraged to practice his farming activities during the summer months. This can be done by: (1) setting a regular schedule for the student, (2) providing the student with a list of tasks to complete, and (3) monitoring the student's progress.

In the fall

The student should be encouraged to practice his farming activities during the fall months. This can be done by: (1) setting a regular schedule for the student, (2) providing the student with a list of tasks to complete, and (3) monitoring the student's progress.

In the winter

The student should be encouraged to practice his farming activities during the winter months. This can be done by: (1) setting a regular schedule for the student, (2) providing the student with a list of tasks to complete, and (3) monitoring the student's progress.

The student should be encouraged to practice his farming activities during the spring months. This can be done by: (1) setting a regular schedule for the student, (2) providing the student with a list of tasks to complete, and (3) monitoring the student's progress.

In the fall

The student should be encouraged to practice his farming activities during the fall months. This can be done by: (1) setting a regular schedule for the student, (2) providing the student with a list of tasks to complete, and (3) monitoring the student's progress.

In the winter

The student should be encouraged to practice his farming activities during the winter months. This can be done by: (1) setting a regular schedule for the student, (2) providing the student with a list of tasks to complete, and (3) monitoring the student's progress.

In the spring

The student should be encouraged to practice his farming activities during the spring months. This can be done by: (1) setting a regular schedule for the student, (2) providing the student with a list of tasks to complete, and (3) monitoring the student's progress.

In the fall

The student should be encouraged to practice his farming activities during the fall months. This can be done by: (1) setting a regular schedule for the student, (2) providing the student with a list of tasks to complete, and (3) monitoring the student's progress.

In the winter

The student should be encouraged to practice his farming activities during the winter months. This can be done by: (1) setting a regular schedule for the student, (2) providing the student with a list of tasks to complete, and (3) monitoring the student's progress.

In the spring

The student should be encouraged to practice his farming activities during the spring months. This can be done by: (1) setting a regular schedule for the student, (2) providing the student with a list of tasks to complete, and (3) monitoring the student's progress.
FARMER CLASSES

The best practice in leading a farm discussed group is to encourage them to bring out their problems and use these problems as the basis for discussion. When the group was formed, it was proposed that farmers held meetings on cotton problems they immediately suggested the topics and the order in which they wanted them discussed. It is impossible to prepare a list of subjects for discussion unless they are interested in the topic. They must be interested in the problems. Farmers are interested in the problems and the solutions to these problems. Therefore, it is advised that all members of the group should bring their problems to the meetings.

V. Advantages

1. Values of a good seeded
   - The soil will be richer.
   - The crops will grow better.
   - The yield will be increased.
   - The farmers will save money.
   - The quality of the crop will be improved.

2. Disadvantages
   - The cost of seeds is high.
   - The farmers may not be able to afford the high cost of seeds.
   - The farmers may not have enough land to plant the seeds.

3. Suggestions
   - The farmers should try to find ways to reduce the cost of seeds.
   - The farmers should plant a variety of seeds to increase yield.

The number of people in the group is important. A group of 5-10 people is ideal. The group should be formed by the members of the community who are interested in agriculture.

Topic No. 3: Preparation of the Seed for Cotton I. Major objectives:
   1. To increase the farmers' awareness of the importance of seed preparation.
   2. To improve the quality of seeds used in the field.
   3. To reduce the cost of seeds.

II. Minor objectives:
   1. To secure the experiences of the group.
   2. To answer all questions of the group.
   3. To find and use methods used by the group.

III. Possible problems:
   1. Boding too late in spring.
   2. Deficiency of seeds.
   3. Plowing too slow.
   4. Working land when it is too wet.

IV. Working methods
   1. Plowing the land.
   2. Sowing the seeds.
   3. Weeding the crops.

V. Loss of land due to wind erosion.

VI. Disease to use
   1. Overhead questions:
   a. When do you plant your wheat?
   b. When do you grow your cotton?
   c. In what order do you plant your crops?
   d. How many times have you plowed your land?
   e. How many times have you planted your land?

VI. Blackboard discussion
   a. Outlining problems
   b. Number affected by problem

Analyzing methods:
- Methods used
- Advantages
- Disadvantages
- Suggestions

C. E. Haley

Organization and Administration of a Part-Time School

Among the teachers of vocational agriculture in the state, many have been working to improve the quality of education for farmers. They have been working to make the education more practical and applicable to the farmers' needs.

Many teachers of vocational agriculture have been teaching part-time and have noticed that the students are not benefiting from the education. They have also noticed that the students are not interested in the education.

The teachers have been working to improve the quality of education for farmers. They have been working to make the education more practical and applicable to the farmers' needs. They have been working to make the education more interesting and relevant to the farmers.

Educational Classes as an Essential for Successful Co-operative Marketing

H. H. HAMMER, Assistant Supervisor, Chantilly, Virginia

During the winter of 1953-54 three members of the Virginia County of the University of Virginia were de- and co-opted to re-optimize in marketing eggs. During the spring of 1953 the county was a member of the group and they were able to co-optimize the group. The county purchased eggs from the cooperative and the farmers began to show an interest in the cooperative.

On March 15th, 1953, the group co-opted in marketing eggs. During the spring of 1953 the group co-opted in marketing eggs. The farmers were able to co-optimize the eggs and they were able to show an interest in the cooperative. The farmers began to show an interest in the cooperative.

In the spring of 1953 members of the Cooperative were able to co-optimize the eggs and they were able to show an interest in the cooperative. The farmers began to show an interest in the cooperative.

By June the need was evident that some strong marketing organization was needed in the area. The P. F. A. chapters which had been organized in the county were given a vote on whether to join the cooperative. The P. F. A. chapters which had been organized in the county were given a vote on whether to join the cooperative.

At each of the seven evening schools chapters which had been organized in the county would meet to discuss the following plans: marketing eggs, organizing the P. F. A., organizing the cooperative. These plans were discussed at each of the chapters which had been organized in the county.

Members of the P. F. A. chapters who had been organized in the county were given a vote on whether to join the cooperative. The members of the P. F. A. chapters who had been organized in the county were given a vote on whether to join the cooperative.

The marketing of eggs was based upon educating farmers in the importance of co-operating for maximum production. The farmers were educated on the importance of co-operating for maximum production. The farmers were educated on the importance of co-operating for maximum production.

The program of marketing was based upon educating farmers in the importance of co-operating for maximum production. The farmers were educated on the importance of co-operating for maximum production. The farmers were educated on the importance of co-operating for maximum production.

With the approach of spring the seven evening schools schools had been meeting. It was estimated that more than 200 individuals were attending the evening schools schools over 100,000 baby chicks. At the present time five of the schools schools had been meeting. The schools schools had been meeting. The schools schools had been meeting.

The county had been meeting. The county had been meeting. The county had been meeting.

The county had been meeting. The county had been meeting. The county had been meeting.
Farm Mechanics

Home Project Competition in California

JAMES R. BRANDO, President

I THINK we will all agree that the ultimate goal of education is the development of the pupil in more and more areas of the home, plant, and farm. To achieve this goal, the pupil must be trained in the particular field of endeavor. To this end, the home project competition in California is important for every pupil who is interested in the home, plant, and farm. It is a way for the pupil to be able to develop his abilities and skills in his particular field of interest. The home project competition is an excellent way for the pupil to develop his abilities and skills in his particular field of interest. The home project competition is an excellent way for the pupil to develop his abilities and skills in his particular field of interest.

Farm Mechanics

Teaching Farm Mechanics in the Classroom

G. L. COOK, Operator

TOO many teacher’s permit pupils to enter into the shop to start a construction project without adequate study of the project. Many mechanics built a large project without first studying and constructing a plan to determine the feasibility of the project. The pupils had no choice but to follow the plan of the project, and their design is final. In my experience, even if one of the judges asks some other possible persons if they can see the form of a good shop designed by the pupils. Can the shop design be improved or should we design the shop based on what these pupils have in mind? Can the shop design be improved or should we design the shop based on what these pupils have in mind? Can the shop design be improved or should we design the shop based on what these pupils have in mind?

Building a shop design is an art form. We must consider the needs of the shop and the materials available. We must also consider the budget and the time available for the construction. A good shop design must be practical, functional, and aesthetically pleasing. A good shop design must be practical, functional, and aesthetically pleasing. A good shop design must be practical, functional, and aesthetically pleasing.
Future Farmers of America

Vermont Future Farmers at the Union Agriculture Meeting and Farm Products Show.

C. E. Wright

One happens to live in or near Vermont and hasn't heard all interested in agriculture know that the farmers certainly knew all about the farmers own show and meeting known as the Union Agricultural Meeting and Farm Products Show. This affair has taken place for many years ago and has developed into one of the outstanding agricultural events in the state. Working on the theory that "if you want to do the work," the farmers of the state, with the aid of their public schools and the惠特海军大adora, the Agriculture Board of the state have worked hard to make this show a success. The show is held at the Vermont State Fairgrounds, Rutland, Vermont.

Salmon, red salmon, pond salmon, ice cream, sampler, products, etc., for the purpose of advertising the best Vermont products. The third side of the show is that of the future farmers. The students of the state have a group or team of students who have a separate exhibit. The program includes some Illustrations of the work done by the students in the fields of agriculture and horticulture. The exhibits are shown in various sections of the show, including the Jr. FFA exhibit, which is held in the Jr. FFA exhibit building.

So much for the general idea of the show. Now, what of the FFA, Jr. FFA, Jr. STAR, and STAR State Fair shows? These shows are the backbone of the Future Farmers of America. The Jr. FFA show is held at the Vermont State Fairgrounds, Rutland, Vermont. The Jr. FFA exhibits are shown in the Jr. FFA exhibit building. The Jr. STAR show is held at the Vermont State Fairgrounds, Rutland, Vermont. The Jr. STAR exhibits are shown in the Jr. STAR exhibit building. The STAR State Fair show is held at the Vermont State Fairgrounds, Rutland, Vermont. The STAR State Fair exhibits are shown in the STAR State Fair exhibit building.

The Vermont Association of Future Farmers of America does things. Each year the association is becoming better known among the farm people of the state. Each year more boys are being trained in leadership through their FFA activities. Such projects as participation in the Union Agriculture Meeting and Farm Products Show, the Jr. FFA exhibit, and the STAR State Fair exhibit are being accomplished.

Texas Future Farmers Take Award in Livestock Shows

Texas Future Farmers participate in many Livestock Shows annually. The taking part in such activities has stimulated boys enrolled in vocational agriculture to enter the Livestock Shows to prove their worth. The Livestock Shows are more appropriate for Future Farmers of America than for the Vermont Future Farmers. A Livestock Show has been organized and serve it well. At the FFA, Jr. FFA, Sr. FFA, and STAR State Fair shows, one could obtain a first-class lunch while enjoying the exhibits and while relaxing. This year the lunch counter served coffee and doughnuts with the finest selection of sandwiches, and a variety of desserts and ice cream. The cooperation of the farmers was excellent and the exhibit was large.

A good project! This for nothing but the public has been educated on how to market the cattle. How is such a project operated? It is operated by the Future Farmers of America. It is a project worked on by the Future Farmers of America. It is a project worked on by the Future Farmers of America.

Texas Future Farmers Take Award in Livestock Shows

The Texas Future Farmers of America have made the most of their opportunities to exhibit their livestock in various shows throughout the state. The taking part in such activities has stimulated boys enrolled in vocational agriculture to enter the Livestock Shows to prove their worth. The Livestock Shows are more appropriate for Future Farmers of America than for the Vermont Future Farmers. A Livestock Show has been organized and serve it well. At the FFA, Jr. FFA, Sr. FFA, and STAR State Fair shows, one could obtain a first-class lunch while enjoying the exhibits and while relaxing. This year the lunch counter served coffee and doughnuts with the finest selection of sandwiches, and a variety of desserts and ice cream. The cooperation of the farmers was excellent and the exhibit was large.

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OUR COVER

University F.F.A. Formed at Missouri

Cecil BARGER, Publicity Manager

The first Future Farmers of America chapter of its kind was organized last year at the University of Missouri. There are other collegiate chapters, about seven in all, in the United States, but they include in their membership only those boys majoring in agricultural education. The recently organized University of Missouri chapter of Future Farmers of America is the only one to include all former F.F.A.'s, as well as those boys majoring in agricultural education, in its membership.

Distinction or originality was not, however, the idea which the boys had in mind. They felt that the organization could serve a definite purpose and that its activities could be important enough to merit a place on the University of Missouri roll of honor. About 55 per cent of the enrollment of the Missouri College of Agriculture has been F.F.A.'s in high school, and it was felt that an organization of these boys could be of vast benefit to the college, to the F.F.A. organization as a whole, and to the boys themselves.

A movement to start the new chapter had been under consideration for several months prior to its organization. Six of the eleven officers of the Missouri Association of Future Farmers of America are connected with the Missouri College of Agriculture, and it was mainly thru the efforts of these boys that the movement gained impetus.

Membership consists of three forms—active, associate, and honorary. Active membership includes all students who have been F.F.A.'s in high school. Associate membership is given to those students majoring in agricultural education. Honorary membership may be extended to any person deemed worthy by a majority of the chapter.

Two ranks are provided for among the active members—Junior Farmer and Senior Farmer. All members enter as Junior Farmers, and then by acquiring 100 points in service to the chapter, they can become Senior Farmers. A scale of points for each activity is to be formulated by the executive committee. Only Senior Farmers are allowed to hold office.

Officers consist of those commonly found in any organization, with an additional feature of three, making a total of eleven men who sit as an executive committee. They hold office for one year. Meetings are to be held four times during a semester.

More than 60 attended the initial meeting, and others are expected to affiliate with the group comprising the original membership, four are American Farmers (three Star Farmers) and 19 are State Farmers.

The primary purpose of the new chapter, as set forth in the constitution, is "to promote a continuation of friendships and common aspirations initiated thru association as Future Farmers." The chapter intends to encourage F.F.A. leaders to enter the university and contemplate lending financial assistance where needed. Various contributions

F. A. periodical and aiding to sponsor the state vocational agriculture spring conference and contests. The chapter expects to be of helpful assistance to the state and national associations of Future Farmers of America.

Specific activities discussed at the meeting included acting as host to visiting high school vocational agriculture students, participating in the annual state F.F.A. conventions; welcoming freshmen F.F.A.'s to the university in the fall; promoting fellowship and friendship; and providing entertainment and supplementary educational opportunities.

The Value of a Community Cannery

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ing of its farmers. When this standard is more nearly ideal, everyone is more contented and has the co-operative spirit which is so necessary for the welfare of any community.

Value to the School

A cannery serves as a direct connecting link between school and patron. Here is a service which the patron can appreciate, He sees directly wherein he benefits. The contacts made at the cannery allow him to see what his neighbors are doing. He actually learns to can while doing so under supervision. The actual work of selecting, preparing, and canning under an instructor is highly educational. These steps are as essential or more so than simply knowing how to produce in our present farm system. Today and tomorrow, the preservation of food will receive more of the farmer's real thought than production did in the past.

Value to the Teacher

The cannery is of great value to the community, to the school, to the farmer, but probably it is of still greater importance to the teacher of agriculture. It allows him to contact and render service to many who do not need his help most, and who would not otherwise be reached. It is the duty of every vocational teacher to serve his community, and probably there is no greater service we can do at this time than to teach our farmers the preservation of food.

Today our agriculture is undergoing a tremendous change. Just what it will be tomorrow we can't truthfully predict, but of this one thing we are certain—man must continue to produce food. For a long, long period he has mastered this art fairly well. Now he has reached a point where the mastery of food preservation must be up to the man. He is destined to be an ultimate failure. A good agricultural teaching program can be built around our canneries tied in closely with a well rounded live-at-home program. It is our duty to give such a program to our farmers. The live-at-home program is incomplete without a cannery, but the two carried on as a single unit will mean much to the farmers in any community.

Strutting in Both Directions

Washington—The Pomeroy Chapter had two important events this spring: A combined Kid-Brother and Father-Son Banquet and an agricultural to party to Negro Student fraternity, which

CALL FOR CONVENTION

TO MEMBERS OF THE FUTURE FARMERS OF AMERICA:

As National President of the Future Farmers of America, I am issuing this call for the Ninth National Convention of the organization to be held at the Baltimore Hotel in Kansas City, Missouri, October 19th to 22d, 1936 at the time of the American Royal Livestock Show.

Chartered associations of F. F. A. in good standing with the national organizations, are entitled to two delegates each. The officers of each association are requested to make immediate plans for official representation and to notify their members and friends to attend the convention. May we have full and complete representation at the Ninth National Convention in order to transcend the necessary business and to lay definite plans for the tenth anniversary to be observed in 1937.

WILLIAM SHAFFER,
President

Mansfield, Virginia
April 14, 1936

Co-operation With Local Editor

Louisiana—"A word of appreciation to the local newspaper editor makes for better co-operation," says L. E. Price, local Adviser of Ida Chapter, Louisiana. The Ida Chapter dedicated its third issue of the Chapter News Letter to the editor of the local newspaper, who for a period of years has kept the "home fires burning."

The Thrift Bank

Tennessee—The John Sevier chapter at Erwin set their thrift bank quota for February at $30. Each agricultural class has elected its own cashier. Their aim is to have an average of $10.00 per student in the thrift bank, and the object of the thrift bank is to teach systematic saving.

F. F. A. Boy Realizes Good Profit From Poultry Enterprise

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performed about 300 hours of work in addition to school work when school was in session.

In summarizing the enterprise results we find the following:

Total receipts (from sale of broilers) $756.59

Total expenses (includes feed, disinfectant, $12 rent on brooder per month, labor, etc.) 542.85

Total net profit 213.74

Paid self for labor (self labor included in expenses at 15 cents per hour) 43.80

Total project income $257.54

Losses Less than 5 percent

Oscar had the complete backing of his father in carrying out his enterprise, and much valuable assistance was rendered by him during the enterprise. Also, thru this project Oscar added some valuable experience to his store of knowledge, and from his records he can pick out the weak places in his enterprise and thereby improve them so much the next year.