The Value of a Community Cannery
(Continued from page 37)

F. A. periodical and aiding to sponsor the state vocational agriculture spring conference and contest. The chapter reports he is of great assistance to the state and national associations of Future Farmers of America.

Specific activities discussed at the meeting included acting as hosts to visiting high school vocational agriculture students, particularly in connection with the annual state F. F. A. dinner; welcoming freshmen F.F.A.’s to the university in the fall, promoting fellowship and friendship; and providing entertain

ment and supplementary educational opportunities.

The Value of a Community Cannery

When this standard is met, the patron can appreciate the canneries and enjoy the benefits of these services. The canneries serve as a direct connecting link between school and patrons, providing a service which is necessary for the welfare of any community.

False to the School

A canning service as a direct connecting link between school and patrons. Here is a service which the patron can appreciate. It is a service which can be utilized to its fullest extent. The canning service is beneficial to the community, 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. The F. F. A. chapter was organized in high school. The membership is given to those students majoring in agricultural education. The officers of the chapter are elected annually.

Membership consists of three types: active, associate, and honorary. Active membership includes all students who have been F. F. A. students in high school. Associate membership is given to those students majoring in agricultural education.

Officers consist of one chairman, one secretary, and one treasurer. The officers are elected annually. The officers of the chapter are elected annually.

The Thrift Bank

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

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

In summarizing the enterprise results we find the following:

Total receipts

(See page 61)

The A. C. A. of the Exhibit Hall on Dardanelle Dairy Day

A Corner of the Exhibit Hall

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(See page 61)
What Agricultural Education in the Course of Study?

A. M. FIELD, Professor of Agricultural Education, University of Minnesota, St. Paul

The realization of the course of study with an appropriate farm practice creation situation must be emphasized in teaching agriculture on a vocational basis. This means that such an educational problem in other places in the whole field of school agriculture where the teacher's job is to create a situation which is valuable to students in the future. Education in agriculture is not just a means to an end but a process that involves the use of various resources available at the school. The teacher is responsible for creating the educational environment that will foster the development of students' abilities and skills. This involves not just teaching the subject matter but also fostering critical thinking, problem-solving, and decision-making skills.

The teacher should be an integral part of the school community, working closely with other educators and parents to achieve a comprehensive educational experience for students. This requires a collaborative approach where the teacher is actively engaged in the planning, implementation, and evaluation of educational programs. The teacher should also be aware of the latest research and educational trends to ensure that the curriculum is up-to-date and relevant.

Incorporating agricultural education into the course of study is a key component of a well-rounded educational program. It provides students with practical skills and knowledge that they can apply in their future lives, while also fostering an appreciation for the role of agriculture in society. The benefits of integrating agricultural education into the curriculum are numerous, including improved academic performance, increased career readiness, and enhanced critical thinking skills.

In conclusion, the realization of the course of study with an appropriate farm practice creation situation is crucial for the effective delivery of agricultural education. Teachers play a vital role in creating a supportive and inclusive learning environment that prepares students for success in their future careers and as members of society.

A Philosophy for Agricultural Education

Education should be rooted in a sound philosophy as a point of departure. The program of agricultural education should thus be based on the needs and interests of the students who are going to be farmers in the future. It should be designed to prepare students for the future, taking into account the changing needs and challenges of the agricultural sector. The philosophy of agricultural education must be a dynamic and evolving one, adapting to the changing needs of society.

The goal of agricultural education is to prepare students to be effective and responsible farmers who contribute to the well-being of society. This involves not just teaching the subject matter but also fostering critical thinking, problem-solving, and decision-making skills. The teacher is an integral part of the school community, working closely with other educators and parents to achieve a comprehensive educational experience for students.

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Adapting Vocational Agriculture to the Community

CHARLES PAINTER, Teacher, Lenmon, South Dakota

Each year of my teaching experience brings problems that will not yield to the magic of my youth. We must find their solution in our college texts or, if we seek them in the agricultural industry, in principles of human behavior.

The agriculture of the West is still changing, and the people of the West must be prepared to make a living and have more. The only one understandable fact is that people do not build up homes or communities in the absence of successful agriculture. Our community is far more serious. Much of our farming is done by people who have never been to the home and home planning. I cannot overemphasize the fact that we must plan for the future. I will tell you that the planning of trees, buildings, and their interiors will have a direct influence on the economic development of the community.

A vocational agriculture teacher in a humid region must find his major task in adapting his program to the needs of the community. We who teach must be skilled at weeding out the need to add enterprises—other words, build a program designed for and based on the needs of the area.

In my own department I use perhaps forty percent of the athletic staff reduced from my college training. The next year I was able to get only one or two years of work or I am playing up to go by doing. If this department were to provide the work or be a part of the work or be a part of the program for the athletic staff.

The agricultural program is underway in much of the country to the north. When I came to this area I anticipated not too much success. My observations do not bear this out. The farmers are in demand, the farmers are extremely busy, and the farm produce has not been able to determine how these problems can be solved. The farm produce from five to seven bushels of beans is not uncommon. Dairy lands are unique in their own way, but it is a major enterprise that will require a considerable number of years to solve. We need to solve these problems and our program will be based on the needs of the area.

Our lands under cultivation should probably be restricted to food crops. The conditions of growing only for food production have not been fully discussed. All farmers are aware of this principle. The principle that food crops should be grown at a profit is beneficial to all the farmers. The principle that food crops should be grown at a profit is beneficial to all the farmers.
Neatly does the system of follow-up to this instruction and supervision. I would say that the one primary goal we should make is to make the students of vocational agriculture more intelligent. This is not so much a question of teaching them in the classroom, but rather a question of teaching them how to use their minds. And the way we can do this is by making them think. And in order to do this, we must have a change of attitude on the part of the students. We cannot expect them to think if we do not make them think. And we cannot make them think if we do not give them something to think about.

The problem is, of course, that we cannot teach all students to think. But we can teach them to think about the things that are important to them. And we can do this by making sure that they are exposed to the things that are important to them. This is what we call the “curriculum” of the school. And the curriculum is the way we teach the students to think. And the curriculum is the way we teach the students to be responsible for their own learning. And the curriculum is the way we teach the students to be independent. And the curriculum is the way we teach the students to be creative. And the curriculum is the way we teach the students to be critical. And the curriculum is the way we teach the students to be moral. And the curriculum is the way we teach the students to be ethical. And the curriculum is the way we teach the students to be socially responsible. And the curriculum is the way we teach the students to be environmentally responsible. And the curriculum is the way we teach the students to be economically responsible. And the curriculum is the way we teach the students to be physically responsible. And the curriculum is the way we teach the students to be emotionally responsible. And the curriculum is the way we teach the students to be spiritually responsible.

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Coordinating the Work of the High Schools and the Colleges


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able purposes.

(6) Finally, I wish to emphasize on our minds this idea of vocational training, in rehabilitation, so prominent under the era of the depression. Let us realize that this is not just a pass at a proposition; just one principle which I believe is the most important thing to come out of this adjustment program. Our job is not just selling our idea of education, teaching—not preaching, I see so many of us doing, not individually or collectively, but in our action. This is the action by which we are going to be judged in the years to come. Our students and farmers are thinking that we must be doing something in this whole movement to make the results of the various measures more visible.

Adapting Vocational Agriculture to the Community Needs


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J. E. L. CHESNUT, Professor of Agricultural Education, University of Wisconsin

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**Methods**

Combining Class Work and Supervised Practice Grades for Vocational Agricultural Students

J. W. BRIMM, District Supervisor, Jackson, Tennessee

How do you grade boys taking vocational agriculture? That question has been a puzzle to one student in the first set of grades I was asked to turn in to the county office. The second class of students has never taken regular grades on their farm work. This is a question we must find a way to make it possible for them to be used in the first year. After that, we can learn how to make it possible for the second year. We cannot find out how to do it until we have learned how to do it.

We constantly talk of a supervised farm work program, farm and even require it of a boy before going into the school for his year's work. Yet, we do nothing to recognize or reward him for the way he works in the grades for this additional work. After all, what is our ultimate aim in teaching a vocation? What grades made in school mean to the business world? We must face the fact that, if the subject of vocational agriculture is not practiced and will not help to make the boy a better farmer than his forebears, then the practice of teaching will only hinder the society and teaching. How can we teachers of agriculture know how far and how tall the boy has become, as we have been told, we can say of the results of his work? This brings the situation we should feel justified in adopting and developing supervised practice program along with our regular course.

A definite system of grading habits which are to be rewarded by good work in the regular course work. We must not overlook this fact. The grading system in this program must be combined with the notebook system, the study, and a new grading system. It has been our desire to make a system flexible enough for the boy who is poor in farm work and a good worker and has an excellent supervised practice program and under way, to make a good school program.

This is the fourth year that I have tried systems of grading habits. In the first year I devised and tried system in which we did not add to the regular work. I have found this one the most satisfactory to date. I do not think any other system will have to be added to it to make local situation.

Realizing that a first-year boy will likely not have the opportunity for an extension course, is it possible that a farmer goes into the farming business rather than to school, which may result in discouragement through his getting discouraged. I give the student a grade for the first half of the year, and the extension of the program, he should have his program selected and under way. The first year he should have 20 percent of his second semester grade will be allowed on his program actually used.

**Summary of the year's business**

2. Make a brief stated description showing the present condition of the farm and its progress, showing the progress made in the first year of operation, showing the progress made in the first year of operation, the year's business showing the progress made in the first year of operation.

3. The farm receiving the highest rating will be the one which shows the greatest progress in the first year of operation.

**Introduction of new animal farms**

A. District Supervisor, Jackson, Tennessee

In my belief, the first year of operation will be the one which shows the greatest progress. This is the year of operation for the first time. The new animal farms will be the ones which show the greatest progress. This is the year of operation for the first time. The new animal farms will be the ones which show the greatest progress.

**Teaching Farm Management**

M. W. MOORE, State Supervisor, State University, Tennessee

IN CONTACTING boys and farm teachers through the local agricultural improvements, teachers are greatly interested in the work of the project of improved management on our farms. My own experience has been that 90 percent of the farmers' problems and failures are caused by poor management. Farm management, as I see it, is the foundation of all farm management is that subject which deals with the practices followed throughout the state, and capital on the individual farmer.

The definition of farm management is too broad to be covered in a single talk. It must be limited to the principles and practices followed in the farm management. The principles and practices followed in farm management are those which are found in the farm management, the farm managements and the farm practices. The farm management, as I see it, is the foundation of all farm management is that subject which deals with the practices followed throughout the state, and capital on the individual farmer.

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Farmer Classes

Building a Sound Dairy 

Country to Efficiently Produce Good Milk

BOY D. LABBE, Experimenter, 

Virginia, England

ORDER that the reader may get a clear idea of the methods followed in St. Louis county on dairy development, the following description and some pointers on past history of the dairy industry in the county will be given.

St. Louis county, which is located in northeastern Missouri, is one of the counties designated as the Arrowhead Country. It is located on the edge of the St. Louis metropolitan area.

During the past few years a rapid growth has taken place in St. Louis county, with a corresponding increase in the dairy industry. In 1910 St. Louis county had a beautiful setting of virgin forest with rolling hills and pasture land under way in a number of parts of the county. In a period of approximately twenty years the major part of the forest was cut down, and people coming into the area from the neighboring counties and the city had a desire to settle in this section of the United States. The climate and the soil conditions were similar to that of the dairy farming areas of the United States, and the land was producing good crops.

The work that has been done by the various dairy scientists in St. Louis county has been remarkable. They have worked with the farmers in building up a well-rounded agricultural program. The majority of the time has been devoted to dairy development, and the articles that appear in this section will be taken up in showing the remarkable progress that has been made.

Each of the dairy scientists has been working with the farmers in their community. The farm managers have allowed the topics to be discussed that they think should be discussed, and dairy farmers have been selected by the majority of the groups.

The first dairy evening school to be conducted in St. Louis county was under the supervision of Mr. Felix A. Nye, a dairyman in the community. The farmers in this community came together to work out the problems of the dairy industry. The series of dairy meetings the farmers had an opportunity to discuss their dairy farming, breeding, and marketing problems. The farmers were asked to get advice from the teacher of agricultural subjects in the local college, and other members of the group were engaged to contribute to the success of the program in the local community. The value of the improved breeding and marketing considered by the farmers was contributed to the success of the program. The farmers in the community that Mr. Arthur Lamspe, supervisor of the United States Department of Agriculture, concluded that they would all be improved and developed. The farmers in the community that Mr. Lamspe, agricultural subject-
Future Farmers of America

Breaking the Ice


MUCH has been written and said concerning father and son barns. Each F. F. A. chapter has made strides toward this end withstanding accomplish in the year's program. For this reason, it is felt that it well merits the recognition. It is the belief of those who are trained in the profession of guidance that the pruned plant has earned many fans in the state of Washington. Every boy likes to own a car, and "dad" is always glad to join the race in case there is need for a sharp or slow-for-the-trip that is properly prepared and seasoned under the direction of a capable driving instructor.

What may be the practice among chapters in other states I am not sure of. Possibly some chapters are able to add spice and flavor to the event as a result of the efficient and knowledgeable guidance on the part of the parent. However, there seems to be no consensus on the questions of some of the chapters that have expressed themselves on the point. With the exception of a few, the time, place, and manner seem to be of little concern in the establishment of the event.

The idea is easy to follow as it is straight from the text and makes the project of this chapter all the more enjoyable. The chapter has added to the list of events of the year, and the members have expressed themselves as being very much interested in the successful completion of the project.

Chapter Owns Thirty Gifts

W. S. MOORE, Advisor, Baker.

THIRTY Purebred Jersey-Jersey Giants are worth more than the Chapter of Future Farmers of America, worth more than the chapter's interest and new projects. The chapter, with the help of the dairy industry, has been able to purchase thirty fine grade purebred Jersey-Jersey Giants for the students of the chapter. There is no limit to the number of laudable undertakings that may be accomplished, and thus it has united the hard work done all the more difficult and gains made.

"Flow Boys"

BUFFALO COE, Towa.

Mr. ZAROFF, how about the Buf- falo Cow Boys being given an old-time entertainment at our meeting on Friday evening? Questions like this have been coming from both organizations, and even from WFO radio broadcasting director, and the Iowa State Fair entertainment committee.

An announcement of the meeting group that everything is set for the forthcoming lined-up week classes, and a part of the program is made. The horse show has been hung responsible for the construction of the week classes, and the best of the public relations department of the organization.

The reasons for the show are many, but the most important is the demand for better barnyard shows. People have come to expect better shows and programs, and they are willing to pay for the entertainment.

Stimulating Interest Thru a Program of Work

ARTHUR A. MEYER, Advisor, Statesville.

The primary purpose of each teacher in vocational agriculture is to secure the interest and hold the interest of his students. We, as teachers, have at our command an organization that will be put to work in their behalf. This is possible in the formation of specific objectives for the program of work and the direction by numbers of the chapter and the members. The F. F. A. chapter of the organization meets to set up these objectives. This group of students is anxious and desirous to be done that are worthwhile and the students are eager to do that which is certain definite objectives can be reached.

Role taken by the advisor, must be with the direct responsibility of their work. It is not enough for the advisor to visit the committee to the chapter are essential, and in the end we find the organization that is interested in good work and the work is completed in a realistic, that of putting over their program.

We have adopted the seven major activity groups as proposed by the national and state associations. One committee is appointed to put over the objectives of the major activity groups. The work of this committee consists in planning activities and projects for each of the major activity groups. There is no limit to the number of laudable undertakings that may be accomplished, and thus it has united the hard work done all the more difficult and gains made.

Chapter Has Novel Swine Program

E. C. COOK, Advisor, South Dakota.

Easily in the year 1944-45 the swine chapter in the school was started, with the purpose of helping the boys who were having difficulty in financing a start in the agri-business. The chapter was sponsored by the local agri-business and a number of the boys had worked very hard to start the chapter.

The chapter members undertook to work on a series of projects to help the boys who were having difficulty in financing a start in the agri-business.

The results of the projects were very successful. The students were able to raise enough money to start the chapter and to continue it during the following year.

The details of the plan were worked out. The students were divided into groups and each group was responsible for a certain project.

The projects included: growing Improved Corn; Eucalyptus, 12½ lbs.; third, Ray Mescher, 25 lbs.

In addition to the contests, the swine chapter included: a show of hogs, including the best hog of the year. The hogs were shown to the judges, who decided on the best hog and gave the student who showed the best hog the largest amount of money. The prize money was given to the student who showed the best hog.

The swine chapter is open to every boy who is interested in participating. The chapter is open to every boy who is interested in participating, and the members are welcome to join at any time during the year.

Future Farmers Honor the Dairy Cow

In a recent movie benefit, the Newton, Iowa, Duffy Dairy, ran a prize cow that represented the state of Iowa. The cow was named "Duffy the Dairy." The cow was of the Holstein breed, and was shown by the student who had the highest milk production. The student was awarded a prize of $500. The prize money was given to the student who had the highest milk production.
Texas Makes a Touchdown

The Texas Association of F.F.A., at their state convention in 1935, set up a goal of 12,000 active members for the year 1935-36. The newly elected officers, under the leadership of their president, T. S. Barnes of Kemp, set about to build a program of work which would stimulate the 10,000 members to work in a unified way to accomplish their proposals.

The 385 chapters, filled with the desire of doing things on the state's 100th birthday and the inspiration furnished by national, state, area, district, federation, and local leaders, produced a growth to the extent of going over the goal for a touchdown. They now have 12,032 active paid-up members.

They want every state association to elect a delegate by the voting method by visiting the centennial during the remaining weeks. The centennial opened June 6 and will continue through November 23, 1936.

Book Review

The first publications prepared under the auspices of the Iowa Vocational Agriculture Program-Planning Committee have just been released:

Occupations for the Agriculturally Trained. A teacher's guide for a unit on agricultural occupations. Dr. H. M. Byram, Department of Vocational Education, Iowa State College, author.


The School Agricultural Library. Suggests as to use and organization of the agricultural library, books which may be included. H. M. Hamlin and C. E. Bundy, authors.

Sources of Agricultural Information and Assistance. A teacher's guide for a unit designed to acquaint pupils early in their high school careers with standard publications and agencies useful to them in solving typical farm problems. H. M. Hamlin and C. E. Bundy, authors.

The F.F.A. Chapter Library. Largely devoted to a list of books which might be included in such a library. H. T. Hall, author.

About 25 other publications are in process. There will be 30 components of additional releases two or three times a year. The publications vary in size from 16 to 66 pages. They are available from the College Press, Iowa State College, Ames, Iowa.

This member of the Program-Planning Committee are G. F. Ektrom, state supervisor of agricultural education, chairman; F. E. Moore, state director of vocational education; H. T. Hall, assistant state supervisor; Paul Auringer, L. B. Hoopes, and R. A. Towne, teachers of vocational agriculture; Dean H. H. Kildee, Director G. W. Godfrey, and Dr.