Group Project in Iowa

The Story Chapter is engaged in a group project in which hybrid seed corn is produced for farmers and farmers in the community. Seed stock (Iowa Hybrids 942) was purchased last year from the experimental station at Iowa State College. Two acres of land were fenced and the seed planted. Cures during the summer included damage by the harvester. The harvested corn was later dried, tested, shelled, and ground. These hybrids will be distributed to the members of the junior and senior classes of Iowa State College.

New Jersey Puts Boys to Work

The New Jersey State F. F. A. Association during the past year utilized the services of boys who have been employed on the farm and in industries in several counties. The boys did a real job and made excellent contributions, and the reports have been of great help to the associations throughout the year.

Texas Reach to Goal

Encouraged and stimulated by the accomplishments of the membership goal of 13,000 active, paid-up members for 15936, the Texas Association of F. F. A. A. set its goal for 1964 at 16,000 active members.

Virginia Has Big Rally

Approximately 3,000 Future Farmers and their advisors attended the Annual Rally of the F. F. A. A. at the State Agricultural College during the week of June 15-19. Active State Farmers and seven Honorary State Farmers were elected. Various activities were crowded with many interesting events including the business and recreational sessions of the state association, judging events, public speaking contests, fruit, pet, and radio contests. The convention was climaxned with the presence of William Shafter, national president of the Future Farmers of America.

California F. F. A. Boy Receives Top Honor

At the Sacramento Wood Show a dark horse appeared on the scene. At the right side when Martin Noble of Point Arena took first place in the Junior Division of the California Wood Show, the race was not over. He was never placed on the horse of the same weight.

Iowa Chapter Beef Breeding Program

The Iowa County Meredith Angus Breeders Association, which is incorporated last fall, is the "mutual development" of a beef breeding program initiated in 1951 by the Breeder's Club of America. While the number of members is small, the breed is growing in popularity because of its ability to produce high-quality beef.

South Dakota Trains for Leadership

South Dakota Extension has inaugurated a series of leadership training conferences for Future Farmers of America, in which the system of training the boys has been opposed by the national leadership of the organization. The South Dakota Extension Service has organized the leadership training programs in cooperation with the state leadership of the organization. The leadership training programs are designed to bring together Future Farmers of America and State F. F. A. leaders from all over the state.

Kansas Chapter Practices Cooperation

Teachers of vocational agriculture in Kansas believe that co-operative projects are necessary for the success of agricultural education. The state F. F. A. Board of Directors has approved a plan to develop co-operative projects with the state board of education.

North Dakota Plans Market Day

The state association plans an F. F. A. Market Day for each of the years to dispose of their products.

New Mexico Raises Standard

The Future Farmers of New Mexico of their own accord have raised the standards for the State. The future farmers have shown their ability to participate in re-operative activities. They have raised the standards in every department of the state association, and they have shown their ability to participate in re-operative activities.

Utah Prepares Chapter Book

The Utah Association this year is publishing its own chapter book, which is a record of the activities of the chapter. The book will be distributed to each chapter at the end of the year as a memento of the activities of the chapter.

Iowa Hold's Leadership Conference

The sixth annual series of five district F. F. A. leadership conferences will be held in Iowa in September and October on the last four consecutive Saturdays. The attendance at the conferences exceeded the expectations. From 71 F. F. A. chapters out of the 129 vocational agriculture departments, the five regular officers attended the meetings. The programs provided additional leadership training for Future Farmers attending and encouraged the organization of adequate and functioning annual programs of work. Persons interested in the programs were the district F. F. A. vice-president, president, and the State Youth Foundation Leadership Training Camp, and the advisor of the chapter selected in the national chapter contest.

Missouri Organizes F. F. A. Band

The Missouri Association organized its first official Future Farmers of America Band which appeared at the Annual F. F. A. Convention held in Columbia, Missouri, and at the Missouri State Fair held in Sedalia, Missouri.

Vermont Plans Project in Rural Recreation

Vermont of F. F. A. chapters and advisors were directed to plan their projects for the year 1937-1938. Each chapter was to plan one or more of the projects. The projects were to be planned and carried out in connection with the state convention.

Arthur Kendall Getman, Newly Elected President of the American Vocational Association

(See page 98)

"Rich living demands rich experiences." —Angelo Patri.
EDITORIAL COMMENT

The New A. V. A. President

Mr. Arthur Kendall Gates, better known as "A. K." to many of his fellow workers in vocational education, was elected president of the American Vocational Association at San Antonio, Texas, December 31st.

Mr. Gates, chief of the New York State Board of Agriculture, education since 1919, was born in Eau Claire, Wisconsin, April 15, 1871. He was graduated from the University of Wisconsin in 1913, and received his doctor of laws degree from the same institution in 1915. He has been associated with the Board of Agriculture since 1916, serving as its secretary from 1916 to 1920, and as its president since 1920.

Mr. Gates has been a member of the American Vocational Association since 1919, and has held various offices in the organization, including those of secretary, treasurer, and president. He is a member of the American Association of Agricultural Sciences, the American Society of Agricultural Engineers, and the American Association of Agricultural Economists.

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Pomology and Leadership

Generally speaking, we are in a hopeful and confident Good Neighbor mood. But not all is yet well, and we take the task of keeping vocational agricultural education going and enjoying the benefits of our efforts, we find stimulating and encouraging. It is not always easy to find solutions to the problems that arise, and sometimes they seem simple and straightforward.

Vocational educational programs have been developed and implemented in many schools, and the results have been very promising. However, there are still some challenges that we need to address. One of the most pressing issues is the need for more funding to support these programs. While there have been some improvements in recent years, we still need to increase our efforts to ensure that vocational agricultural education is available to all students.

In this issue, we feature an article on the importance of providing quality vocational educational programs. We also discuss some of the challenges that we face in delivering these programs and offer some suggestions on how we can work together to overcome them.

We hope that you will find this issue informative and engaging. Please feel free to contact us with any questions or comments you may have.
Occasionally a pupil will discover, in the third or fourth year of such a curriculum as that shown in Figure 4, that he would like to go to an agricultural college in Massachusetts. College has fired the pupil with a new, higher sense of values, and he is now considering offering general vocational agriculture courses for the benefit of boys in rural areas who are not farming.

The Great Vocational Agricultural Teacher

When Eliza Murry, in her seventy-fifth year, published her "Reminiscences," under the kindly auspices of the Massachusetts State Agricultural Society, it was for the benefit of young men and women who were entering the agricultural field. Her purpose was to be of some service to them, or at least to give them some idea of what is the invisible support of agriculture. She did this in a simple and straightforward way, giving a picture of the life of a great agricultural teacher, with all the facts, figures, statistics, and incidentals.

Book Reviews

Elements of Farm Management, by John A. Hopkins, published by Prentice Hall, Inc., 700 Fifth Avenue, New York, N. Y., 280 pp., 42 illustrations, 40 tables, 21 maps, cloth binding, $12.00. This book is designed for a four-year course in farm management and is intended for the guidance of students in agriculture schools. It is designed for the guidance of students in agriculture schools. It is designed to help students to develop the skills and knowledge necessary for effective farm management.

Practical Methods in Teaching Farm Management, by C. G. C. Keep, published by the University of Illinois Press, 1932, 124 pp., 52 illustrations, 21 maps, cloth binding, $7.50. This book is designed for the guidance of students in agriculture schools. It is designed to help students to develop the skills and knowledge necessary for effective farm management.
Methods

Preparing the Course of Study for All-Day Pupils

DR. E. W. GARRIS, Teacher Training, Gainesville, Florida

This was a set of training in fundamental agricultural principles, which was developed by the author of this document. The course was designed to prepare future teachers to teach agricultural subjects in the classroom.

Methods: Preparing the Course of Study for All-Day Pupils

1. Determining the national importance of the problem of the teaching of agricultural education.
2. Selecting the type of farm.
3. Before teaching this course in the classroom, the teacher will study the topic of farming from the following sources:
   a. Historical sources such as old newspapers, books, and records.
   b. Observations of farmers in the area.
   c. Interviews with local farmers.
4. Revising the course.

The course will be taught in three parts:

Part I: Preparation

- Introduction to the curriculum
- Planning the course
- Developing the syllabus

Part II: Implementation

- Teaching the course
- Evaluating the effectiveness of the teaching
- Adjusting the course based on feedback

Part III: Evaluation

- Assessing the learning outcomes
- Evaluating the effectiveness of the teaching
- Making necessary adjustments

The course will focus on the following topics:

- Principles of agriculture
- Farm management
- Marketing
- Sustainability

The course will be assessed through a combination of assignments, quizzes, and a final exam.

The course will be taught by Dr. E. W. GARRIS, Teacher Training, Gainesville, Florida.

Additional Information:

- The course will be offered to both undergraduate and graduate students.
- The course will be co-taught by Dr. E. W. GARRIS and Professor John Smith.
- The course will be held in the morning hours to accommodate students who work in the evening.
- The course will be evaluated using a combination of assignments, quizzes, and a final exam.

The course will be taught in a classroom setting.

The course will be offered in the fall semester of each academic year.
Farmer Classes

**Part-Time Program at Ortonville, Minnesota**

Reporting on the Part-Time Program at Ortonville, Minnesota, we are pleased to share some exciting developments. The Part-Time Program, which began in 1982, has been successfully operating for the past three years. The program is designed to provide education and training opportunities for farmers and rural residents who are unable to participate in full-time education due to their farming commitments.

The Part-Time Program offers a variety of courses, including agriculture, business, and leadership training. These courses are designed to help farmers improve their skills and knowledge, and to enhance their ability to manage their farms more effectively.

In addition to the courses offered, the Part-Time Program also provides opportunities for farmers to network and share ideas with other farmers in the area. This is accomplished through various activities, such as field trips, workshops, and social events.

The Part-Time Program is open to all farmers and rural residents in the area, and we encourage anyone interested in improving their skills and knowledge to contact us for more information.

If you have any questions or would like to learn more about the Part-Time Program, please contact us at the following address:

**Contact Information**

**Part-Time Program at Ortonville, Minnesota**

123 Main Street
Ortonville, Minnesota 56360

Phone: (507) 123-4567

Email: info@ortonvilleptp.com

Website: www.ortonvilleptp.com
Recreation in the Part-Time School

W. D. Freytag, Instructor, Lake Mills, Wisconsin

Provision for recreation is a fundamental part of the work of any school. Recreation of some sort is included in the curricula of all schools. This seems to be especially true in the part-time schools. There, students are engaged in a variety of activities, including music, sports, and hobbies, which they pursue during their leisure time. The provision of recreational activities is often seen as an important aspect of the overall educational experience.

The type of recreation that is provided in part-time schools can vary widely. Some schools may offer traditional activities such as sports teams or music programs, while others may focus on more individualized activities such as art classes or computer programming. The availability and nature of recreational opportunities can significantly impact students' overall satisfaction with their educational experience.

The provision of adequate recreation opportunities is important for the well-being of students and can have positive effects on their academic performance and social development. It is essential that schools consider the needs and interests of their students when planning and implementing recreational activities.

The School Day

The day at a part-time school typically begins with a group meeting and the announcement of the agenda. The day may then proceed with a combination of academic classes, recreational activities, and group discussions. The day ends with a final meeting and a review of the day's events.

In summary, providing adequate recreation opportunities is an essential aspect of the educational experience in part-time schools. Schools should strive to offer a variety of activities that cater to the diverse interests and needs of their students. By doing so, they can contribute to the overall well-being of their students and enhance their educational experience.
Co-operative Feeding and Fitting Project
M.A. McFann, Extension Beef Specialist, Texas A&M University

F.A. Skating Rink

F.W. and M. H. Bowers, San Francisco, California

The new skating rink opened at the F.A. Skating Rink on New Year's Eve. The rink has a capacity of 2,000 people and is located on the campus of the University of California, Berkeley. The rink is open daily from 10:00 a.m. to 10:00 p.m. Admission is $2 per person and includes skate rental. The rink features a full-service food court and a pro shop. The rink is also available for private rentals and parties.

F.A. Banquet Panel Discussion

T. B. Harris, Advisor, Agricultural Education, Stanford, California

The panelists discussed the importance of agriculture as a career option and the impact it has on the economy. They also discussed the role of technology in the agriculture industry and how it has evolved over time.

F.A. Skating Rink

The rink opened its doors to the public on December 22nd. The rink features a full range of skating activities, including adult and youth classes, private lessons, and public skating. The rink is open daily from 10:00 a.m. to 10:00 p.m. Admission is $2 per person and includes skate rental. The rink also offers a food court and a pro shop.

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A State-Wide Test

(Continued from page 100)

the many important phases that should be developed under each enterprise.
2. They are a challenge to the boys.
3. In reviewing the examinations with the boys after correction they form the pattern for a most thorough and excellent review of all phases of that enterprise.
4. They are the means by which a teacher may check on the efficiency of his teaching with successive classes.

STATE STANDINGS IN MASTERY EXAMINATIONS

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Activities of the Spearsville Chapter

W. O. PEARSON, Teacher, Lillie, Louisiana

IN THESE modern days of high-powered automobiles, fame in baseball (for which a player often receives a salary even higher than that received by the president of the United States), and stardom in the movies, one needs to remind oneself that to give the farm boy the things on the farm that he would find in the city is the secret of keeping our farm youth contented with the life of the farm people. This can be done by putting activities and conveniences within the reach of the youth on the farm. It is the first of these that we wish to discuss in relation to the work of the Speakersville Chapter. We shall mention only a few of the most important functions here because of limited space.

"Rural leadership is the outstanding need of the hour." A good leader needs to be a good speaker. We have always had this objective in our program of work.

Another purpose of the organization is to furnish recreation for future farmers. This has been done in several ways, but mainly by athletics in the form of a basketball tournament and all kinds of athletics at the state encampment. On February 10, at Mangham, our chapter basketball team won the championship of District II. Then, in August, 11 members of our chapter marched to the summer encampment at Fishville and came out at the top of District II, and thereby received the camp trophy. For forms of recreation other than athletics we have had the annual Father-and-Son banquet, social outings, and other meetings. We hope that these events the foundation will be laid for co-operation with other organizations.

Last year we were very busy raising funds to pay our camp quota, which was only $125 at the beginning. The methods we used last year to raise $55 of this amount were: having exhibits at parish fair, selling plants from a helicopter, selling peanuts at plays, sponsoring box suppers, presenting the Future Farmer boxing team, and co-operating in a pig project. We have, at the time of this writing, raised almost all of the parish fair $36 of the remaining $68, and we hope to complete it this year.

Our chapter has done some publicity work. Four newsletters were put out by the chapter, four articles were published in the Monroe Morning World and ten in the parish paper, and a Future Farmer booth was put up at the community fair. We also gave two radio broadcasts and helped in one district broadcast.

Another method of learning to cooperate was by a joint initiation, which was held with the Junior City, Arkansas, Future Farmer Chapter. Those who attended this meeting were from two different states, a county, and a parish.

Facts to show that we have done many things other than those mentioned above are found in the results on the Future Farmer score card for the session of 1933-1934. In 1933 our chapter scored 1,367 points to tie with Linville of this parish, and in 1934 made a total of 1,500, to be the highest in the parish. These are just a few of the many things that our chapter has done.

These boys are of the Cayuga, Texas, Future Farmer Chapter: from left to right, Advisor R. L. Bassett, Lawrence Wren, Calvin Hopkins, Lester Grant, and Aubrey Walters. Sam McAlmon has his back to the camera, and to the right are two farmers observing the work. These boys, together with their classmates, harvested 382 bales for farmers of the community this past year.

Utah State Farmer Wins High Honor

Fred Somers, a State Farmer of Bear River chapter, Utah, has received a $2,000 Rhodes Scholarship at Oxford University in England, beginning with the school year of 1936-37. So far as is known he is the first State Farmer in America to receive this honor. Somers expects to continue his study of botany and plant physiology in their application to the control of plant diseases.

From the above picture, evidently young Future Farmer McAlmon has decided to do his own advertising, without any assistance from the upper classroom.

South Dakota Chapter Entertains New Members

THE Future Farmers of the Hartford chapter as in past years entertained the eighth grade graduates of the local school district by giving them a "look-in" on the proceedings of a regular F.F.A. meeting. These incoming freshmen were taken on an inspection trip to see the buildings, grounds, and equipment of the agricultural department. They visited the projects of Future Farmers. Returning at noon to the park the F.F.A. served dinner. After dinner a ball game was scheduled with the incoming F.F.A. members and the outgoing members pitted against the remainder of the chapter. The day's events closed with swimming. According to John J. Pettis, the instructor, "This annual event does two things. It starts the new boys thinking about the work of the local high school and the Future Farmer program. It gives the prospective Future Farmer a chance to get a glimpse of the whole program. He comes into the agricultural department with the expectation and desire of having a worthwhile supervised program, makes a better member of the