Activities of the Spearsville Chapter

W. O. FERROTT, President
Lillie McEwan, Secretary

IN THESE modern days of high-priced automobiles, hams 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, we need to remind ourselves that we are in the farm of the things on the farm that a boy would find in the city is the secret of keeping our farm youth interested in the life of the farm people. This can be done by relating activities and conventions 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 Spearsville Chapter. We shall mention only a few of the most important functions here because of limited space.

"Thural 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 in existence several years, but recently in the form of basketball and tennis and all kinds of athletics at the school. The organization, on February 15, at Macon, our chapter baseball team won the championship of District II, in August, 11 members of our chapter motored to the summer vacation at Pikesville and came out at the top of District II, and thereby received the trophy. The forces of recreation other than athletics we have had the annual Fishers-and-Boys banquet, social outings, and outdoor excursions. We hope that the work of the year will be of great interest to the members.

South Dakota Chapter Entertains New Members

T HE South Dakota Chapter — chapter so in past years entertained the sixth grade graduates of the last school district by giving them a "book-in" in the proceedings of a regular FFA meeting. The incoming freshman members of the organization sat on the floor of the building, building, and equipment of the agricultural department. They visited the projects of Future Farmers, returning at noon to the park the FFA members and the on-going members talked to the farmers and the next year.

South Dakota Chapter Entertains New Members

"Men's hearts ought not to be set against one another, but set with one another, and all against evil only."

—Carlyle.
EDITORIAL COMMENT

Whither Agricultural Education in Co-operating With Farmers Organizations?

DR. RAY FIFE, President, New Mexico State College, State College, New Mexico

The basis of any co-operative effort between educational organizations and farmers organizations is service. The emphasis on service is implicit in the very name of these organizations. Whether we think of the many thousands of individuals who are members of the various agricultural organizations or of the many millions of people who are either members of, or affiliated with, these organizations, it is evident that we are dealing here with an institution which has been established for the purpose of serving the agricultural community. The co-operative effort between educational organizations and farmers organizations is based on the idea that there is a need for such service and that the service can be provided most effectively through the co-operative effort.

May we next emphasize the point that the co-operative effort between the various agricultural organizations and farmers organizations is a continuous process? It is not merely a matter of one agency calling upon the other for help in the solution of some problem. It is a matter of continuous cooperation and coordination.

The co-operative effort between educational organizations and farmers organizations is of great importance not only to the agricultural community, but to the nation as a whole. The agricultural community provides the backbone of our nation's economy. It is the co-operative effort between educational organizations and farmers organizations that will help to ensure the continued prosperity of this country.

We are privileged to have the opportunity to work with farmers organizations in the co-operative effort. This is a unique opportunity, and we should not take it for granted. We should make the most of it.

The field of agricultural education is one of the most important fields of education in the country. It is a field in which we can make a real difference. It is a field in which we can provide the kind of service that is needed. It is a field in which we can work with farmers organizations to achieve the kind of results that are desired.

We should be proud of the work that we are doing in the field of agricultural education. We should be proud of the co-operative effort that we are engaged in. We should be proud of the results that we are achieving.

We should be grateful to the farmers organizations for the opportunity that they have given us to work with them. We should be grateful to the public for the support that they have given us. We should be grateful to the government for the assistance that they have given us.

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Co-operation Between Vocational Agriculture and the Farm Credit Administration

R. S. D XIX( S, Regional Supervisor, Farm Credit Administration

IN ORDER to do the best possible job of teaching agriculture in high school, it is necessary to have the greatest possible amount of local support. In many towns in California where agriculture is taught in the high school, there are local banks, national farm loan associations, and production credit associations. The people concerned with these institutions are interested in the economic welfare of the community. These institutions are interested in sound policies and principles which will benefit the community. One of the important problems of the work of agriculture in California is that it has been injured rather than favored. For the last couple of years, there have been some changes in the organization of the members of the vocational agriculture movement in California and the Farm Credit Administration of the state of California. These changes are

in the interest of both the students and the community.

During the meeting it was discovered that one of the local banks is interested in the establishment of a production credit association. The local bank and the farm credit associations are working together on a basis of mutual interest.

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Methods

Teach Each Job Well

There is a clear distinction between profit and loss in school. For a boy to be successful in school, he needs to understand the importance of each lesson. This is where the concept of teaching each job well comes into play.

The Boy's Study Calendar in Relation to Individual Instruction

H. W. Sanders, Teacher Training, Blackburn, Virginia

SUCCESSESS in the use of individual instruction is dependent upon a number of factors. Not the least of these is the quality of the study schedule of the individual members of the group. The preparation and structure of these individual schedules is the joint responsibility of the teacher and the boy. The procedure outlined below may seem a bit detailed and tedious but this final product, an individual study calendar, justifies the necessary time and effort. Some ideas may be introduced as soon as the teacher and boy understand the principles involved.

PREPARING THE BOY'S STUDY CALENDAR

1. Make a study calendar for each student.
2. Make a list of daily activities.
3. Make a list of weekly activities.
4. Make a list of monthly activities.
5. Make a list of annual activities.
6. Make a list of special activities.
7. Make a list of outside activities.
8. Make a list of personal activities.
9. Make a list of general activities.
10. Make a list of organizational activities.

Starting a school under such study calendars provides a good basis for the year.

11. Make a study calendar for each student.
12. Make a list of daily activities.
13. Make a list of weekly activities.
14. Make a list of monthly activities.
15. Make a list of annual activities.
16. Make a list of special activities.
17. Make a list of outside activities.
18. Make a list of personal activities.
19. Make a list of general activities.
20. Make a list of organizational activities.

Creating a Demand for a Vocational Agricultural Department

McG., P. B., Associate Professor, Agricultural Engineering, State University

The vocational agricultural education program, made possible by the Smith-Hughes Act, has shown great enthusiasm for both its leaders and effectiveness as a vocational education for high school and college students. The agricultural curriculum, some have said, is a complete course in the agricultural profession. As a result, the vocational agriculture program has been developed. The need for the program is not only for the students, but for the teachers as well. The teachers need to be trained in the program and how to teach it effectively.

1. The school board should be made aware of the program.
2. The principal should be made aware of the program.
3. The teachers should be made aware of the program.
4. The parents should be made aware of the program.
5. The community should be made aware of the program.

Agriculture can avoid this difficulty if it can practice certain principles right at the start—first, it must be well planned and organized. The program should be designed to meet the needs of the community. The program should be designed to meet the needs of the students. The program should be designed to meet the needs of the teachers. The program should be designed to meet the needs of the parents. The program should be designed to meet the needs of the community.
Keeping Pace With Science in Instruction in Livestock Selection

(Continued from page 157)

...and functional production, efficiency in terms of feed intake, and health status such as the incidence of disease and mortality. The extent to which the results can be generalized to other environments depends on the quality of records and the methods used for their collection. Proper selection of animals from a large number of records in the appropriate environment is crucial. The selection criteria used in the study were based on the breed of animals and the characteristics of the environment in which they were evaluated. Results showed that the criteria used for selecting animals were effective in identifying animals with the best performance in the environment in which they were evaluated.

Improvement of Judging Criteria

The conventional judging criteria that are currently used to evaluate livestock are often subjective and may result in inconsistent results. More objective criteria are needed to improve the evaluation of livestock. The use of objective criteria can ensure that the results are consistent and can be used to compare the performance of different animals. The objective criteria can be based on the performance of the animals in the environment in which they were evaluated, as well as on the characteristics of the animals themselves. The objective criteria can be used to evaluate the performance of the animals in the environment in which they are evaluated, as well as on the characteristics of the animals themselves.

Methods

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Farmer Classes

Building a Program of Social, Civic, and Recreational Activities
Russia Part-Time Class

John E. Leonard, President.

A PART of the work of the instructor in agriculture is to have a well organized program for the part-time class, as well as for the F. & E. K. The social side of our part-time pro-
grame is as important as the part which includes\nonly when part-time instruction is given. The planning of this part of the work is just as
much thought and consideration as the academic part.

The part-time group at the Ridge School was organized in 1929 under the
name of "Hill Farm Club." From 1931 on until the close of the school year, they had the
privilege of having the president of the committee and one instructor each month for the
change of the meeting. There was not much interest shown in these meetings because of the
hostility of the weather and the few members interested in them. The cli-

tude toward that goal. We secure the assistance of local people to speak on each of

the topics selected.

Some of the suggestions for programs for these informal meetings include:

- Governmental agencies: presenters may be interested in discussing the general
  affairs of the country and the world.
- Environment: presenters may explain the
  various ways in which the cure environment
  is affected by farm work.
- Agriculture: presenters may be interested in
  explaining the variousaspects of agriculture
  and the ways in which it is related to the
  present part-time program.

For the past few years the activities of the Ridge Farmers’ Association have been
organized in addition to the regular instructional program: helping with
the local farms’ management, storing, and marketing; putting on a play and
holding a dance; making a trip to the institute; securing certified and
hybrid seed, operating a potato potato; holding a horse show; hosting a
tour of the state, to name a few; making repairs for local
farms; holding one or two part-time courses each year; and working with other part-time organizations.

Fourteen Years of Part-Time Work

YOUNG farmers have been meeting in part-time classes at Olney Grove City, for the past 14 years. This group was

organized by the Olney Farmers’ Association. As his father was also a farmer, he had the opportunity to attend high school, for it was
necessary to have a high school diploma to attend college. He gained a

fluent command of the English language and has enjoyed the association with adults. He has been active in the efforts of the extension people, the

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MICHIGAN for fishing and camping. Such trips are commonly taken after the

14-year period with one exception, when it dropped to 17.

The work has been conducted in the following ways:

1. The Young Farmers’ Association has

be an active part in committee work in the local homesteading and has

been interested in the development of the small homesteads and in

educating the people in the proper methods of farming and

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marketing.
The work covered in poultry was as follows: feeding laying hens; feeding chicks; setting of eggs; preparation of the barns for the winter; care of the young; and the care of chicks. The students were divided into groups according to their abilities and assigned different tasks.

This year three of our regular students, who are all attending the National Youth Congress, are being given the opportunity to attend classes in the poultry department. On the second day of class there were 14 students, 12 of whom were in agriculture. The class consisted of the best twelve students in the poultry department.

Before I started my class at the beginning of the semester, I made plans to have the students in poultry learn everything they could about the poultry they were working with. I attended evening classes and asked some of the other students if they would care to come along. I’ll try to make these visits when I think the students think it is worth the time.

The teacher may often disagree on this point because he does not have the privilege of being a student. He thinks it’s worth the time and he is correct.

At Winfield, we expect to conduct classes in poultry each year. Although there will be repetition, the students will not be the same. However, we do not want to lose the interest in the subject.

Farm Machinery Evening Classes

M. F. Redfearn

During my first year in the Wheatland area, it was rather hard for me to evaluate the results. I will not say the work was successful, but it was engaged in establishing conditions that were more favorable for success.

During the current year, I have noticed that some students are more interested in the farm machinery. It is important that they have a basic understanding of the machinery before they start working with it.

First, after looking over past records of the students, one of the most important parts of the course was given to the students. I found that there had been a farm machinery course conducted in the past, and I felt that this course was necessary to give the students a basic understanding of the machinery.

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The Duties of an F. F. A. Adviser

B. M. ADAMS

The responsibilities of an agricultural organization are many and varied. The F. F. A. is no exception. It needs the guidance of a trained leader, someone who can carry on the tasks set out by the F. F. A. leaders of the past. In order to do this, the F. F. A. adviser should be an example of the ideals and principles of the organization.

The F. F. A. adviser is responsible for the successful operation of the F. F. A. in his community. He must see that the organization is doing what it was formed to do.

The F. F. A. adviser must be able to work with the members of the organization and help them understand the principles of the group. He must be able to answer questions and give guidance when needed. He must also be able to help the members understand the importance of the F. F. A. in their community.

The F. F. A. adviser must also be able to work with other organizations in the community. He must be able to work with the schools, churches, and other community organizations to promote the F. F. A. and to help it grow.

The F. F. A. adviser must also be able to work with the members of his own organization. He must be able to work with the officers and the members to help them carry out the F. F. A. activities.

The F. F. A. adviser must also be able to work with the members of the community. He must be able to work with the local officials, the school officials, and the business leaders to promote the F. F. A. and to help it grow.

The F. F. A. adviser must also be able to work with the members of the state F. F. A. He must be able to work with the state officers and the state leaders to help the F. F. A. grow.

The F. F. A. adviser must also be able to work with the members of the national F. F. A. He must be able to work with the national officers and the national leaders to help the F. F. A. grow.

The F. F. A. adviser must also be able to work with the members of the organization in other countries. He must be able to work with the members of other countries to help them understand the principles of the F. F. A.

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Desirable Educational Ends Achieved Thru the F. F. A.

CHARLES L. PARK, JR., Teacher, Thetford, Vermont

As F. F. A. advisers, we teachers of vocational agriculture have a privilege in working with our students. While we should serve only in an advisory capacity and allow the members of the F. F. A. to carry on the work of the chapter, we can see to it that the chapter functions in a way most valuable to our pupils.

It seems to me that it is wise to give some thought to the seven cardinal points of education when planning the annual program; namely, health, wise use of leisure time, a command of the fundamental processes, development of character, worthy home membership, good citizenship, and vocational guidance.

Let us consider the problem of health. We should strive to encourage sanitation among our students in every possible way. Being housed in our own appearance at all times is a good example. Keeping our classroom and workshop in order will help, since a person who has clean surroundings learns to take similar care of himself. Our chapter fixes certain standards in regard to the appearance of its members at the meetings.

We should strive to enable each boy who is wasting his leisure time to make some worth-while use of it. Not all students care to have the same things thrust upon them, but very few will fail to respond to new experiences or advice, once a little guidance is given them. This guidance should be aimed at helping the boys to work for improvements in some field of their individual interests.

The F. F. A. at Thetford Academy is a young chapter. We follow the requirements for membership set forth in the manual. No boys need to be urged to become a member. Rather, a feeling prevails that it is an honor to be selected for membership.

Meetings are held at least once each month, and whenever possible we like to have them every other week. The full order of business is followed. The officers are not the only ones who take part in the meeting in the transaction of business. When degree work is carried on it is done in an orderly, businesslike manner.

Following the business meeting a recreational period is provided. Our classroom is located above the workshop and is large enough for chapter meetings.