Desirable Educational End: Achieved Thru the F. F. A.

CHARLES L. PARK, JR., Teacher,
South Dakota State University

A F. F. A. adviser, 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, hygiene, wise use of leisure time, a knowledge of the fundamental processes of 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 neat in our own appearance at all times is a good example. Keeping our classrooms and workroom in order will help in this. An opportunity to make clean-up rounds leads to taking care of others.

Our chapter files certain standards in regard to the appearance of its members at the meetings. We should strive to enable each boy who is wearing his leisure time to make some worthwhile use of it. Not all students care to have the same things thrust upon them; therefore we may have to respond to encouragement or advice, but it will be sincerely appreciated.

The boys are also taught the value of time in their leisure periods. The long class tables serve admirably for playing game tournaments. Downstairs in the workshop after the boys are in school, the boys may be found working on various projects.

A chapter project is promoted each year. Last year we operated two beds. This year the boys want to add a third bed so that we may have three beds on which we need not be in the town and attend to it for chapter members. Each boy is selected according to his ability, honor, and care in performing a job. Gradually most of the boys are desirous of finding work which will be important and improve their understanding of the standards set.

Last fall the group established a day which was termed F. F. A. Sunday. The congregation doubled in number over its regular attendance. A large percentage of the boys carried in church accompanied by parents and friends. The pastor delivered an excellent sermon appealing to young farm people. Several of the boys assisted in ushering, taking the collection, and singing in the choir.

Our chapter belongs to the Farm Bureau and makes use of it thru the county agent and farm bureau publications.

Boys are urged to visit one another's projects, both as individuals and as groups. This year, a sense of pride in one's work results, and more new leaders is given to a project, which in turn leads to greater growth.

I trust that I have made myself clear in presenting ideas of needing educational ends with the F. F. A. In closing I might mention the little poem, which I encounter in an odd moment and which is called "The F. F. A." To any person who may be unaccustomed to F. F. A. work, it briefly presents a picture of the chapter activities.

The F. F. A., what does it mean?
To all of you who have not seen
The meetings held week after week
By boys who do so eagerly
To do their work in such a way
That they may carry on some day
American farm boys 100,000 strong,
Taking vocational agriculture all the year long,
Seeking to build in an earnest way
Long-time projects where they may
Planning now that they shall stand
As ideal future farmers of our land.

The Future Farmers of America now,
you see,
Have a right to be recognized by you and
By chapters exist in forty-seven states,
And Havre and Puerto Rico are within the gate.
Now pause a moment to grasp the truth,
And you will value this work for
"The secret of success in life is for a man to be ready for his opportunity when it comes." - Dusseau
Editorial Comment

Whither Agricultural Education—In Measuring and Evaluating Pupil Growth? C. B. GENTRY, Dean, Division of Teacher Training, Connecticut State College, Storrs, Connecticut

"I DO NOT know whether I am getting anywhere in this work or not. I work hard and I think I have a fairly successful record as one who has obtained my students, but sometimes I feel that this is not enough. The goal of trying to establish a satisfactory program. This is an apparent failure of the teacher and the advice of my colleagues is not always helpful. The conclusion that the whole is not more important than the sum of its parts, and that this is certainly not typical of teachers of agriculture, but it does occur often enough to justify some attention.

At the outset, we would offer a word of encouragement to those who are disinterested with progress and who are critical of their own attainments. Frequently, it is the poor teacher who is the worst teacher. It is he who should have more to do and do quite confident that what they are doing is being done just the right way. Some of the best teachers are dissatisfied because their aims and standards are so high that progress in approaching them seems relatively slow and slow.

Specific Objectives Needed

How effective is our work and how many we measure and evaluate with greater assurance of a pupils' progress? First, we must know what we are always doing. The general aim of teaching vocational education is to be an efficient voice in the educational system. Second, in the academic system. Therefore, we must know exactly what we are doing, and we must have a general point of view which is consistent with our teaching. Third, we shall not accomplish the purpose of improving efficiency on Kansas farms in the absence of progress and standards for measuring progress.

SCHOOL OF VOCATIONAL EDUCATION ESTABLISHED AT THE LOUISIANA STATE UNIVERSITY

A SCHOOL of vocational education was established at Louisiana State University in 1908 as a part of the School of Agriculture. The purpose was to train men and women for teaching in agricultural schools, and to establish a department of agricultural education. The school was in response to the demand for training in the field of agriculture, and it was established in the interest of those who are interested in agricultural education. The first school of this kind in the United States was established at the University of Kentucky in 1906.

The newly created school is composed of the departments of agriculture, economics, and industrial education. The school is a unit of the college of agriculture, and it is under the control of the dean of the college of agriculture. The school is financed by the state of Louisiana, and it is supported by tuition fees, state funds, and other sources of revenue.

The school is located in the city of Baton Rouge, and it is under the direction of Dr. W. B. L. Jones, who is the dean of the college of agriculture. The school is located in the building which was formerly used as the agricultural department of the university. The building is a two-story structure, and it is located on the campus of the university.

The school offers courses in agriculture, economics, and industrial education. The courses are offered to students who are interested in pursuing careers in agriculture, economics, or industrial education. The courses are offered in full-time and part-time programs, and they are offered in the fall, spring, and summer terms.

In conclusion, the School of Vocational Education at Louisiana State University is an important institution in the field of vocational education. The school is well-equipped to train students for careers in agriculture, economics, or industrial education, and it is an important contributor to the improvement of vocational education in Louisiana and the nation.
Evidences From Curriculum Researches of the Need for Further Studies

DR. CARLIE HAMMONDS, Teacher Training, Lexington, Kentucky

YOU have no need to worry about the story of the woman who perished in the flood. The story is

Cauted me to fear the dangers of the

Y

Evidences From Curriculum Researches of the Need for Further Studies

DR. CARLIE HAMMONDS, Teacher Training, Lexington, Kentucky

YOU have no need to worry about the story of the woman who perished in the flood. The story is
told in the Bible, and you can read it for yourself. The same is true of the story of the woman who perished in the flood. The story is told in the Bible, and you can read it for yourself.

The following statements are either true or false. Indicate your answer by circling T for true and F for false.

1. The use of lights tends to keep barns from getting too hot.
2. An extra egg per bird will cover the cost of electric current.
3. Before applying lights to eggs in a machine, it is unnecessary to give the birds a rest.
4. Under lights increased consumption of mash leads to weight gain in birds.
5. It is good practice to separate pullets from mature layers.
6. The system of lighting on late night layers should be the same as the one adopted for early layers.
7. Slow-maturing hens need more hours of illumination than do early-maturing hens.
8. There is no best start time to light hens on all layers.
9. It is essential to maintain a high rate of production during the second year of life. The hens may have a rest at the close of the first year.
10. Well-matured, heavy-producing pullets need more activities to lay eggs than do other birds.
11. In the following statements there are one or more false statements. Make a list of all statements that you do not consider to be true.

If you find that you have made an error, you may go back and correct it. You are to place the letter that appears before each sentence in parentheses to indicate whether the parentheses reflect the correct statement.

The time between masses should be over—a, 5 to 7 b. 6 to 11, c. 12 to 19, d. 10 to 6. 11 to 14 to 15 hours. Those who receive a high temperature or are in the midst of the hens should not be allowed to leave the barn during the day.

The intensity of light on the barn should be at least one foot in diameter in each of the four corners of the barn. When starting to light a flock of hens, give them light in the morning. Give light at 9 1/2 a.m. p. m. Give light both at 9 1/2 a.m. and at 9 p.m., in the morning and evening.

When starting to use lights in the morning at 9 1/2 a.m., the barn should be in the light of the sun in the morning and in the light of the sun in the evening. It is a common practice to give light in the morning hours, and to give light in the evening hours.

The specific gravity of the feed in the morning should be tested with a hydrometer. This test should be made at least once a week. The test should be made in a laboratory or in the kitchen. The test should be made while the feed is warm. The test should be made while the feed is cold. The test should be made while the feed is hot. The test should be made while the feed is lukewarm. The test should be made while the feed is at room temperature.

The number and variety of our curriculum researches are enormously large, and we can only deal with the data in the main. We have to consider the data in the light of the results obtained in other studies. It is quite clear that the results of our own studies have been the same as the results of other studies.

The material of our curriculum researches is of the greatest importance. It is the material of our curriculum researches which is the most important. The material of our curriculum researches is the most important. The material of our curriculum researches is the most important. The material of our curriculum researches is the most important. The material of our curriculum researches is the most important. The material of our curriculum researches is the most important.

The development of our curriculum researches is of the greatest importance. It is the development of our curriculum researches which is the most important. The development of our curriculum researches is the most important. The development of our curriculum researches is the most important. The development of our curriculum researches is the most important. The development of our curriculum researches is the most important. The development of our curriculum researches is the most important.

The evaluation of our curriculum researches is of the greatest importance. It is the evaluation of our curriculum researches which is the most important. The evaluation of our curriculum researches is the most important. The evaluation of our curriculum researches is the most important. The evaluation of our curriculum researches is the most important. The evaluation of our curriculum researches is the most important. The evaluation of our curriculum researches is the most important.

The general conduct of our curriculum researches is of the greatest importance. It is the general conduct of our curriculum researches which is the most important. The general conduct of our curriculum researches is the most important. The general conduct of our curriculum researches is the most important. The general conduct of our curriculum researches is the most important. The general conduct of our curriculum researches is the most important. The general conduct of our curriculum researches is the most important.

The curriculum researches show the need for at least one further study in our curriculum researches. The curriculum researches show the need for at least one further study in our curriculum researches. The curriculum researches show the need for at least one further study in our curriculum researches. The curriculum researches show the need for at least one further study in our curriculum researches. The curriculum researches show the need for at least one further study in our curriculum researches. The curriculum researches show the need for at least one further study in our curriculum researches.

The curriculum researches show the need for at least one further study in our curriculum researches. The curriculum researches show the need for at least one further study in our curriculum researches. The curriculum researches show the need for at least one further study in our curriculum researches. The curriculum researches show the need for at least one further study in our curriculum researches. The curriculum researches show the need for at least one further study in our curriculum researches. The curriculum researches show the need for at least one further study in our curriculum researches.
Although our study does not prove that the college F. F. A. chapter is necessarily the success of the local chapter nor to the success of the state association. There is a considerable effort of all those in vocational education in agriculture to improve the conditions of the local chapter and to provide a better environment for the local chapter as a whole. The effectiveness of the local chapter is determined by the efforts of the state association and the college F. F. A. chapter to improve the conditions of the local chapter.

The success of the college F. F. A. chapter is not only dependent on the efforts of the local chapter but also on the efforts of the state association. The state association plays a crucial role in providing resources and support to the local chapter. The state association is responsible for training the local chapter leaders and providing the necessary resources to support the chapter.

The college F. F. A. chapter is also responsible for the success of the local chapter. The chapter leaders are responsible for organizing and managing the chapter activities. The chapter should have a clear vision and goals for the chapter and should strive to achieve these goals.

The college F. F. A. chapter should also work closely with the state association to ensure that the chapter is meeting the needs of the students and the community. This includes providing resources and support to the local chapter and ensuring that the chapter is providing a positive and productive environment for the students.

The college F. F. A. chapter should also work closely with the local chapter to ensure that the chapter is meeting the needs of the students and the community. This includes providing resources and support to the local chapter and ensuring that the chapter is providing a positive and productive environment for the students.

In conclusion, the college F. F. A. chapter is not only responsible for the success of the local chapter but also the state association. The success of the college F. F. A. chapter is determined by the efforts of all those involved in vocational education in agriculture to improve the conditions of the local chapter and to provide a better environment for the students.
Methods

Report on Teaching Large Unit Disease Control of Economic Plants

Dr. C. R. Wiseeman, Teacher Training, Brookings, South Dakota

VOCATIONAL AGRICULTURE is rapidly developing a prominent role in the educational program of many high schools and some normal classes of college aggregations. Teachers of this subject are in need of a better understanding of their work. The present study was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.

The study was made in a high school in South Dakota. The teacher in charge of the course was a graduate of the University of South Dakota. He had taken two courses in disease control of economic plants. The teacher had read several articles on the subject and had attended several meetings on the subject.

The study was made in the following manner:

1. A study of the literature was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
2. A study of the course was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
3. A study of the teacher was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
4. A study of the students was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.

The study was made in the following manner:

1. A study of the literature was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
2. A study of the course was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
3. A study of the teacher was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
4. A study of the students was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.

The study was made in the following manner:

1. A study of the literature was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
2. A study of the course was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
3. A study of the teacher was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
4. A study of the students was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.

The study was made in the following manner:

1. A study of the literature was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
2. A study of the course was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
3. A study of the teacher was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
4. A study of the students was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.

The study was made in the following manner:

1. A study of the literature was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
2. A study of the course was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
3. A study of the teacher was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
4. A study of the students was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.

The study was made in the following manner:

1. A study of the literature was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
2. A study of the course was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
3. A study of the teacher was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
4. A study of the students was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.

The study was made in the following manner:

1. A study of the literature was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
2. A study of the course was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
3. A study of the teacher was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
4. A study of the students was made to determine the feasibility of teaching large unit disease control of economic plants in a vocational agriculture course.
Farmer Classes

The Streamlined Program
J. OSCAR BROWN, Instructor, Webster, Kansas

The agricultural evening school at Webster at the conclusion that educational co-operation is the most important factor in the success of co-operative. A desire for such education, expressed by the group, was expressed in the spring of 1938 at the last session of the evening school course on farm management. The group wanted another second year of the purpose of studying co-operation.

As group leader, I felt unprepared for the task of teaching such a subject, and so decided to spend the summer in a course at Kansas State College. There I secured the help of Assistant Professor R. L. Jackson in the building of an evening school course of study and I would check the subject matter with Professor George Montgomery. The purpose of the course was to present the agricultural economics. I had the advantage of the cooperation of the teachers of the school. Thus, in addition to the vocational teachers, I was able to secure the help of the Kansas State College. The materials were prepared and the course covered various phases of agriculture, including the farms of the nation and the world, and a study of several phases of the agricultural economy. The course was completed and the results of the study were published in the form of a report.

The Streamlined Program was well received by the Webster community. We all agreed that the cooperation of the group was to be continued, and we had the cooperation of the group.

The cooperation of the group was to be continued, and we had the cooperation of the group.

Co-operation in Agriculture

1. Learning basic facts which will enable the co-operative to work together in a co-operative manner.
2. Developing co-operative methods.

Co-operation in agronomy

1. Co-operation in agronomy
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.

Co-operation in project work

1. Co-operation in project work
2. Developing co-operative methods.

Co-operation in organization

1. Co-operation in organization
2. Developing co-operative methods.
**Farming Mechanics**

**The Model Farm Shop**

F. P. WILCOX, Teacher

**Getting started.**

Getting started is an important aspect of any mechanical repair work. To make sure that you are prepared, you should:

1. **Identify the problem.** Before you start working on anything, it is important to know exactly what is wrong with the equipment. This will help you determine the best course of action.
2. **Gather the necessary tools.** Make sure you have all the tools you need to complete the job. This may include wrenches, screwdrivers, and other hand tools.
3. **Check the manufacturer’s manual.** To ensure that you are using the equipment correctly, it is important to check the manufacturer’s manual. This will provide you with important information about the equipment, such as its safe operating limits.

**Launching Fabrication in the School**

With a little planning and a bit of creativity, it is possible to create a successful farming mechanics program in your school. Here are some tips for getting started:

1. **Identify the need.** Before you begin planning, it is important to determine the need for a farming mechanics program in your school. This may involve surveying students, parents, and teachers to see if there is a demand for such a program.
2. **Choose the right venue.** You will need to choose a location where students can work on equipment. This may be a garage, a workshop, or a designated area in the school.
3. **Gather the necessary equipment.** In order to have a successful program, you will need access to the necessary equipment. This may include tools, dies, and other materials.

**Make Farm Mechanics Educational**

By: M. MILLER, Instructor, Union College, College, Kansas

**Laboratory work is of utmost value when its chief function is to enable a pupil to understand and apply a theory previously studied. Farm mechanics should be taught just as much as other school subjects. The pupil is better prepared for the activities that will come to him as a farmer if he has been given a sound foundation in the sciences.**

1. **Mathematics.** The study of mathematics is essential in farm mechanics. It is important for students to understand basic math concepts such as measurement and problem-solving.
2. **Science.** Students should be exposed to a variety of scientific topics, such as agriculture, chemistry, and physics. This will help them understand the natural world and apply scientific principles to farming.
3. **Language arts.** Reading and writing skills are crucial in farm mechanics. Students should be encouraged to read and write about their experiences and observations.

**Farm Mechanics**

D. L. MILLER, Teacher

**The important part that farm mechanics plays in our modern agricultural high school curriculum is clearly recognized. The subject of farm mechanics is not to make a man a farmer, but it is to train him for the right kind of work. The farm mechanic is not to teach him how to make cars, but to teach him how to maintain and repair farm equipment.**

1. **Business management.** Students should be taught how to manage a farm business, including bookkeeping, accounting, and budgeting.
2. **Economics.** Students should learn about the economic aspects of farming, such as market prices and crop yields.
3. **Soil and water conservation.** This topic is essential for students to understand the importance of maintaining a healthy soil and water supply.

**Frequently agriculture teachers are asked, ‘Why don’t we make boys farm?’ ‘I don’t seem to get the boys interested. Boys are too busy with school work to help with this work.’ This is a recognized problem. Many boys feel that they can’t make a real contribution to the farm. They may say, ‘I don’t have the time to do it. I have to go to school.’ There are a few farms one or two miles away which the boys can help. They can get a job as a hired hand and help the farmer for a few weeks. They can also help with the crops during the growing season.**

1. **Outdoor education.** This is a great way to get boys involved in farm work. It allows them to experience the farm firsthand and develop a better understanding of the work that goes into raising crops and animals.
2. **Field trips.** Field trips to local farms can be very educational. They can see the work that goes into running a successful farm and gain a greater appreciation for the job of the farmer.
3. **Club meetings.** Club meetings can be a great way to get students interested in farm work. They can discuss the different aspects of farm work and learn from one another.

**The agricultural departments of the high schools have been seriously neglected in recent years. The main reason for this is that there are not enough students interested in agriculture. However, this is changing. Many students are now becoming interested in the field, and the agricultural department is growing in popularity.**

1. **Support from parents.** Parents play a crucial role in getting their children interested in agriculture. They can encourage their children to participate in agriculture-related activities and help them develop an interest in the field.
2. **Community involvement.** Community involvement is important in promoting agriculture. Local businesses and organizations can help to support agriculture-related activities by providing funding and resources.
3. **School support.** School support is also important in promoting agriculture. School administrators and teachers can help to create a supportive environment for agriculture-related activities and help students develop an interest in the field.
Chapter House Dedicated

DeWitt C. Cuyler, Director

On November 7, dedication ceremonies were held for the chapter house of the Future Farmers of America. This is probably the first chapter house in this country to be dedicated in the name of the chapter house of its state society.

Keyes, Meriam's, Baltimore, Md., and members of the Tooke, Chapter, visit- ing the state society, and a number of representatives of various state societies who cooperated in various ways in the construction of this chapter house.

Harvey, prospect of a central office of the national association of Future Farmers of America, the various state organizations, and a number of representatives of various organizations who have been invited to the dedication ceremony.

Chapter Poultry

C. Cuyler, Director

Members of the Delano Chapter of the Future Farmers of America are busy organizing a poultry show at their home, with the market yearling roosters weighing three to five pounds each. A show of this nature is always a favorite with the public and is a great help in the disposal of surplus chickens.

The members of the chapter have been divided into four groups, each group working on a part of the show. The group in charge of the poultry department is in charge of the broilers, the group in charge of the hatching eggs, the group in charge of the turkeys, and the group in charge of the ducks.

The show was planned by the chapter and is expected to be a great success.

Chapter Loan Fund

C. Cuyler, Director

Chapter Loan Fund

The chapter loan fund of the Future Farmers of America has been in operation for several years. The fund is a joint effort of the chapter and the state society. The fund is intended to provide financial assistance to members of the chapter who are in financial difficulty. The fund is also intended to encourage the members of the chapter to save and to invest their money.
Evidences from Curriculum Researches

(Continued from page 133)

that our curriculum difficulties are becoming more numerous and more complex. Once upon a time, when education was synonymous with erudition and when the amount of information was not vast, there were no curriculum difficulties. Even when the amount of information became larger, the curriculum set-up was simple, the problems few. Most of us have had to cut loose from our belief in education as erudition. That not all of us have done so is proved by our continuing attempt to measure learning in terms of information. (Some of us are going to have to throw away some of the things we believe if we continue to believe the other things we believe.) Somewhere some of us got the idea that training in vocational agriculture is a means of manipulative abilities. Now, most of us see, or think we see, the necessity that our product possess many other abilities, some of which determine the success of the farmer far more than do manipulative abilities. And we have come to see that formal education is tremendously important. With our enlarged concept of abilities, with our attempt to develop desirable attitudes in the learners, with our coming to see that information should contribute to abilities and attitudes, and with our coming to see that the differences in learners and teachers, with the increased instead of decreased necessity for general education and our integrating vocational agriculture with it—we really have some curriculum difficulties. And every difficulty presents a need for study or need for application and dissemination of studies.

As a parting shot: We must somehow see the whole setup and its background. As Walter Pitkin says in the December, 1936, Rotoria, “It’s like the setup of pieces in a game. Seeing one or two pieces won’t help you. Seeing them all merely with an eye to your next move won’t help you. The chess champion sees series of moves—six, ten, or more. Curriculum building is much more complex than chess. In curriculum construction the pieces themselves move as you look at them. They move even while you are not looking at them. And they move after you think you have won the game. The game must always be in the process of being won.”

Montana Exhibits Fat Lambs

The Future Farmers of Montana exhibited 100 fat lambs at the Montana Wool Growers Fat Lamb Show during the month of January.

California Adopts Loan Plan

The Drawley Chapter of California has developed a system for loaning a poultry house semi-annually, with the Future Farmer boy having the outstanding hog project. In this enterprise, the local Chamber of Commerce is assisting. In making the award, consideration is given to size of project, opportunity for development, and completeness of record book, improved farm practices, and efficiency of farm work.

The Streamlined Program

(Continued from page 139)

The Streamlined Program is the type which is in demand everywhere. Whether it is a lesson on co-operation, on world peace, or on soil conservation, we believe more people will attend and better results will be obtained if the program is dramatized. In our modern society, hundreds of conscientious leaders waste energy by lecturing to a few when their message is comparatively ineffective unless it reaches the masses. So often we lecture to a few believers and fail to reach the fundamental sinner. Would it not be better to spend a little time in streamlining our program if by so doing we could reach four times as many people, especially if the larger group includes the individuals who most need the instruction? Modern critics of formal education say that educational methods are not keeping pace with our changing civilization. Trying to bring primary education up-to-date, the Atlanta schools are letting the children play, spontaneously, in the street. Would such a system work with adults? The streamlined program? Yes, just try it.

Farm Mechanics

(Continued from page 141)

farm mechanics classes were interested in making money. One boy who had developed a fair degree of skill at saw filing obtained some saws from his neighbors and sharpened them. Another boy who had spared a few hours in learning to fit them to tools, brought in axes, hoes, rakes, etc. and fitted handles. Still other boys did different jobs. One boy made a few lawn sprinklers with pipe and sold them for enough to pay for his material and made a good profit. Several boys made cotton picking hooks out of old shovels, and dugs for orchards and fields. Articles of all kinds from rope show-halters to sheet metal tractor funnels began to be made for sale. The building of these articles teaches skills and does not compete with commercial products. Many articles which have a boy-appeal are purchased by other members of the classes.

During the last few years, the Phoenix farm shop has experienced quite a revival of interest in useful articles. Hackamores, belts, holsters, martingales, quirts, coin purses, gun cases, etc. have been made. The new leather work has the most appeal and seems to divide itself naturally into two classes, stamping and plaiting.

The fundamentals of leather stamping can be taught easily with just one filed nail head. This is one all needs to make a basket weave design. Shapes to which the nail heads might be filed can be determined by inscribing a saddle pattern on paper and shaping the heads to fit.

Some boys enjoy plaiting or braiding leather. The thongs may be cut from scrap leather to save expense. This is the method employed by the Boy Scouts, so some of the best boys in a class may be familiar with it.

The system of a student foreman has worked out satisfactorily, and, in the opinion of the writer, it is indispensable. Boys consider it an honor, and because of this honor and trust, they develop more rapidly in the acquisition of skills and leadership responsibilities.

In each farm mechanics class at the Phoenix Union High School are found six foreman and one general foreman. These boys represent the following departments—carpentry, blacksmithing and plumbing, sheet metal, rope work, leather repair and stamping, and leather plaiting.

Let us hear in mind the important part played by farm mechanics in the agricultural curriculums of high schools; furthermore let us fail to recognize the characteristics of human nature possessed by the boys of high school age. With all this in mind and seasoned with experience, so that one can anticipate the mistakes the boys before they are made, and thus prevent them, the instructor is equipped to do a commendable job.

* * * * *

Youth is beautiful. Its friendship is precious. The intercourse with it is a purifying release from the worn and stained hardness of older life.—N. P. Willis

* * * * *

When we are out of sympathy with the times, the work in