

# THE VISITOR

Devoted to the Interests of Agricultural Education in Minnesota Schools.

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## LOCAL PROGRAM OF ACTIVITIES FOR F.F.A. CHAPTERS

The official fiscal year for the Future Farmers of America begins July 1. This means that each local chapter should begin then to set up the plans and the program of work for the new year. It is evident that the success of the chapter depends on the kind of activities that the boys plan for the year. Naturally the program should include those things that are of special interest and value to the boys concerned. The secret of securing the right activities is to let the boys take the initiative in building their own program. One difficulty is that they do not know what to include as appropriate activities. Another difficulty is that the statements and objectives are frequently so general in nature that they are not easy to accomplish.

The following suggestions are presented with the hope that they may prove helpful to local chapters in setting up definite, attainable programs of work and goals of achievement. Naturally no chapter would include all the activities but the items will be sure to help the boys think of many other activities that should be included.

### I. Farm Practice

1. Have a definite program of work for each member.
2. Complete 100 per cent of projects started by members and chapter.
3. Keep complete project records.
4. Carry out farm practice tours.
5. Plan and carry on project competition.
6. Include activities in farm mechanics.

### II. Co-operative Activities

1. Engage in co-operative activities.
  - a. Grind and mix feed.
  - b. Have exchange for buying and selling own produce among members.
  - c. Co-operative purchase of farm equipment and supplies.
2. Organize junior cow testing program.
3. Make farms of members more attractive and modern.
4. Test seed for farmers.
5. Test soil for members and others.
6. Test milk for members and others.
7. Cull poultry flocks.

8. Sponsor good seed campaign. This may produce a market for good seed raised by members.
9. Show and exhibit as a chapter.
10. Spray ring using sprayer built in shop.
11. Co-operative hot bed.
12. Encourage group loyalty to county agent, Farm Bureau, etc.

### III. Community Service

1. Conduct community improvement projects:
  - a. Beautify school grounds.
  - b. Stage campaign for home and community beautification.
  - c. Assist officials in weed eradication and removal of other pests.
  - d. Encourage reduction of border acres.
2. Participate in worthy community enterprises:
  - a. Sponsor bird house contest.
  - b. Community Christmas tree.
  - c. Provide talent for community meetings — speakers, demonstrations, entertainment.
  - d. Provide leaders for community recreational events.
  - e. Recruit membership and provide leadership for 4-H clubs.
  - f. Help with or take charge of exhibits at fairs. Several chapters might co-operate on this.
3. Care and improvement of school
  - a. Improve shop equipment.
  - b. Improve and decorate agriculture department.
  - c. Secure bulletins for department and school library.
  - d. Conduct chapel program occasionally.
  - e. Provide radio facilities for chapter and class use.
4. Miscellaneous activities:
  - a. Conduct agricultural information bureau.
  - b. Work up educational programs for farm clubs, service clubs, rural schools, etc.
  - c. Carry on program of community aid in such things as:
    - (1) Milk testing.

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## THE STAFF

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A. M. FIELD, *Editor*

- (2) Poultry culling.
- (3) Pruning and thinning fruit trees.
- (4) School and home beautification.
- d. Distribute farm bulletins.
- e. Conduct community forum on agricultural issues.
- f. Conduct test plots for corn, grain, and potatoes.
- g. Promote more intelligent choice of farming.

### IV. Leadership Activities

1. Develop leadership through activities
  - a. A representative judging team in each field of work.
  - b. F.F.A. members in student body affairs.
  - c. F.F.A. members active in farm bureau work.
  - d. F.F.A. members active in athletics and other extra curricular school activities.
  - e. Put on programs for high school and elementary schools.
  - f. Sponsor junior fairs.
  - g. Enter chapter accomplishment contests.
  - h. Assist with and possibly take charge of local fairs and shows.
2. Send delegates to F.F.A. conventions.

### V. Earnings and Savings

1. Arrange for a thrift program for agricultural department or chapter.
2. Conduct stands—candy, hot dogs, popcorn—at school, athletic contests, fairs.
3. Set up a chapter financial goal of average project earnings and savings.
4. Raise money for chapter treasury.
  - a. Have a group crop or animal project.
  - b. Roadside stand, selling produce of members.

- c. Sell ice cream during noon hour if school is big enough to provide a good market.
- d. Check room at dances.
- e. Minstrel shows, one act plays, etc.
- f. Sell plants from chapter hot bed.
- g. Carnival in school building.
- h. Dances—crown a Miss Future Farmer to arouse interest. Hard times party and masquerades add variety.
- i. F.F.A. fair—advertising in catalog, small admission charge for entertainment features, booth rent.
- j. Clean, repair and oil harness.
- k. Treat seed for disease.
- l. Put on movie at school.
- m. Prune and spray orchards. Some chapters have built power sprayers in shop and developed spray rings.
- n. Prize winning exhibits at fairs.

### VI. Chapter Meetings

1. Conduct meetings according to "Parliamentary Law."
2. Hold joint meetings with other chapters.
3. Follow rituals and order of procedure given in manual. Open and close with ritual; officers learn parts.
4. Have definite worthwhile, planned program each meeting.
  - a. Call in outside speakers.
  - b. Arrange for occasional meetings of a purely recreational nature.
5. Increase enrollment in F.F.A.
6. See that insignia is worn by all members.
7. See that chapter is equipped with ceremonial paraphernalia and banner properly displayed.
8. Plan special program to give recognition to such special days as Mother's Day, St. Patrick's Day, etc.

### VII. Scholarship

1. Maintain as high an average as possible in all subjects.
2. All chapter members should pass in agriculture courses.
3. Encourage chapter members to graduate from high school.
4. Encourage superior students to attend agricultural college.

### VIII. Recreation

1. Hold at least one Father and Son or Parents and Sons banquet each year.
2. Enter teams in state contests.
3. Put on debates between members and other chapters.

4. Arrange athletic contests among members and with other chapters.
5. Have joint meeting or party with home economics department or other girl friends.
6. Promote an all school party.
7. Hold annual summer F.F.A. picnic—members only or with families.
8. Junior corn husking contest.
9. Each member have a hobby and report on it each year.
10. Hold a summer camp.
11. Reception to freshmen in fall.
12. Sponsor F.F.A. band.
13. Hold joint Christmas party with 4-H girls.
14. Put on a field day.

### IX. Publicity

1. Have chapter exhibits at local fairs.
2. Prepare and put on demonstrations for civic organizations and rural schools.
3. Put on annual junior fair with student officers.
4. F.F.A. corn show.
5. F.F.A. poultry show.
6. Sponsor adult grain judging, stock judging, and weed identification contests.
7. Arrange and conduct project tours.
8. Enter floats in fairs and carnivals.
9. Keep scrap book of all publicity.
10. Promote an annual mid-winter fair.
11. Give agricultural moving pictures for community.
12. Publish regular F.F.A. section in local papers.
13. Keep photographic record of activities.
14. Visit each boy's project as a group.
15. Stage a project story contest.
16. Give talks to local service clubs on F.F.A. activities.
17. Get service clubs to back F.F.A. activities.

### Summer School for Agriculture Teachers

The University of Minnesota provides opportunity to agriculture teachers for specialized professional improvement during the first term of the summer quarter which begins June 18 and closes July 28, 1934.

The following courses in agricultural education are scheduled and carry full credit in the graduate school.

Ag.Ed.144—The Student Centered Course of Study. An analysis of the problems of organizing courses in agriculture to

utilize and to facilitate the student's participation in farming. Special emphasis on the techniques of individualized instruction. Introduction to the procedures in providing occupational information and counseling for rural youth. (2½ cred.; MTWThF II; 105Ad. UF.) Mr. Field.

Ag.Ed.185—Special Problems in Agricultural Education. A survey of current problems involved in the organization and conduct of Agricultural Education in the secondary schools with special emphasis on the program of activities of the Future Farmers of America. Opportunity for intensive study of specific problems related to local school programs. (2½ cred.; MTWThF; IV 105Ad. UF.) Mr. Field.

Ag.Ed.224—Graduate Problems. An introduction to problems of research in agricultural education. Opportunity for study and planning of individual problems. (Cred. ar.; hrs. ar.; 209Ad. UF.) Mr. Field.

Those teachers who are not certain as to the value of summer school attendance will do well to read again the May, 1933, issue of the Visitor. The New Deal in the government has brought new problems for the teachers of agriculture, and this year will be a good time to spend a few weeks in serious study of the many problems that all teachers are sure to meet some time during the year. It is only fair to assume that the teachers who have given some thought and study to the social and economic trends will be best prepared to deal with any perplexing situations when they arise.

Plans are under way for a series of special conferences throughout the summer school dealing with the special problems of the recovery program. Men who are prominent in recovery activities will be the leaders in the special forum discussions. In this way teachers of agriculture will have an opportunity to become informed as to trends and policies of the administration back of the new deal for agriculture.

### Recent Publications

Dowell, A. A., Jesness, O. B., "The American Farmer and the Export Market."

A sane and straightforward presentation of the course that will be open to America after the AAA. The book should be of value and interest to students and teachers of agriculture.

The University of Minnesota Press, Minneapolis, Minnesota. 1934. \$2.00.

Wallace. H. A., "America Must Choose."

In this booklet Secretary Wallace presents a vivid picture of the social and economic situation in which America now finds itself. The material is timely and of great interest to teachers of agriculture.

World Affairs Pamphlet No. 3. 1934. 33 p. 25 cents.

Published jointly by: Foreign Policy Association, New York; World Peace Foundation, Boston.

### F.F.A. Boys Get the Jack

It seemed that Montgomery at Fosston had the prize story when he reported that the boys paid their F.F.A. dues with sauerkraut. But here comes a story from Hoberg at Ortonville that his boys are paying their dues by catching jack rabbits. This is a case where a pair of jacks pays the dues. He did not say what they do with four of a kind. When the Ortonville boys write their F.F.A. history they will probably say that they have the chapter that Jack built.

### Dr. Field Is Going West

No, you guessed wrong. This is an announcement that Dr. A. M. Field has been invited to take part in the state conference program for teachers of agriculture in Montana. The conference is scheduled for the week of June 11-16. The Type of Farming Set-up for Teaching Agriculture, The Long Time Program of Farm Practice, Local Programs of Work, Teaching Evening School Classes, Student Records for Farm Practice, Sequence of Subject Matter in the Vocational Agriculture Courses, and New Leadership Ideals for the New Deal in Agriculture are titles of discussions that Dr. Field will present to the conference group.

The teachers of agriculture in Montana are particularly interested in the long time program of farm practice carried on so successfully in many of the schools in Minnesota. The conference is to be held in Bozeman, Montana.

### Part-Time Classes Thrive

The value of the part-time and evening school work is apparent when we are made aware of the enthusiastic desire to

learn that prevails among the young men and women that are taking part in the programs conducted by the agriculture departments. In the three communities of Cherry, Forbes, and Iron three teachers were used to carry on the work of instructing classes and directing social and recreational activities. These teachers offered courses in agriculture, home economics, English, accounting, government, music, and a number of other subjects in which the students had especial interests. Each class met for three hours twice a week and the teachers traveled from one community to the other.

Mr. Harrison at Warren reports that a part-time school was held from January 9 to February 7 with 10 meetings, held twice a week, and an enrollment of 21 students. The subjects covered spelling, arithmetic and civil government, agricultural subjects, shop work, and gymnasium recreation. Mr. Holmquist, superintendent, presented to the class the changes in government which affect the farmer and the financial problems facing the farmer of today. The best methods of raising turkeys and sheep, their sanitation, control of parasites and common diseases of each, housing problems and prospects were discussed by Mr. Harrison.

From New Richland Mr. Cochran writes that "Apparently the agricultural depression has not discouraged farm boys and young men from attending school, nor has it discouraged boys who have left, or graduated from high school, from continuing their education." Plans were originally made at New Richland to accommodate about 12 to 14 boys in the part-time classes, but when the classes were well under way, thirty-two boys attended regularly, fifteen enrolling at the first meeting, seven more at the second, and ten more at the third meeting. Questions dealing with the AAA and the New Deal for agriculture were popular in the discussion.

A. M. Jacobson of Cloquet reported an enrollment averaging 23 for his spring and fall term evening classes for 1933. During the meetings of the spring term, they emphasize the study of crops and seed to be used in planting. Dairy and poultry feeding comprised the main topics for the meetings in the fall. Special help was given the dairy farmers by their agriculture department in assisting them in drawing up a milk code and agreement.