

VOL. I.

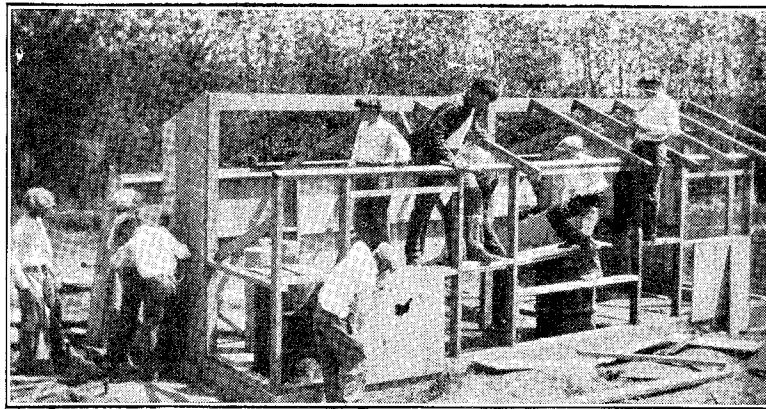
MAY, 1929

No. 5

Agricultural Education

Issue Theme

Teaching Cooperation



Cooperative Possibilities in
Farm Mechanics

"Man is not born human. It is only slowly and laboriously, in fruitful contact, cooperation, and conflict with his fellows, that he attains the distinctive qualities of human nature."

—DR. ROBERT E. PARK.

EDITORIAL COMMENTS

AGRICULTURAL EDUCATION

A monthly magazine, managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company, Des Moines, Iowa.

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Vol. I. MAY, 1929 No. 5

LEADERSHIP IN ADAPTATION

ONE of the crying needs of rural America today is able, sympathetic leadership. Leadership in production? Some. Leadership in marketing? Somewhat more. Leadership in adaptation? Much. The whole structure of rural life has so shifted and so rapidly that the average farmer has found it hard to keep pace. He is confused. He realizes that things are not as they were, that the old modes and methods do not longer obtain; that the van of progress is passing by and that he must catch step and that quickly or he shall be left behind. But how to do it, that's the question.

He sometimes vaguely realizes that he is being forced into closer contact with "big business." That is not a pleasant thought, for "big business" has been represented too often in the cartoons as a pompous, soulless individual in checked suit, covered with dollar marks, treading ruthlessly over the common herd—including the farmer with the straw hat, one gallus and a hay tooth pick. He reads and hears much of "bull" and "bear" markets, world supply and demand, cooperatives of one sort or another, mostly failing, leaving the farmer holding the loss; controlled production, the terrible middleman, state trademarks, special sessions of lawmaking bodies gathered together in his behalf; the high cost of education and the growing need for more of it, and yet many statements as to the futility of it all—all these and many more press in upon him until he sometimes despairs of his ability to cope with the new situation which has fairly tumbled down upon

him. He is likely to magnify the problems and minimize his powers to solve them.

Where shall he turn for guidance? In too many cases he has little confidence in his agricultural college. It is far away. He sees the young manhood of his community going to college and not returning to the country, thus draining the farm of some of its most promising lads, leaving practically all of those with less initiative to be the farmers of tomorrow. He appreciates the fine services of the Extension Service, the State Department of Agriculture, the Farm Bureau and other similar agencies with all of which he cooperates more or less, according to his ability and willingness to do so. But most of these agencies seem rather remote from him and his immediate problems. They are mostly engaged upon matters of which he only vaguely realizes the importance to himself as a farmer citizen.

At this juncture the wide-awake teacher of agriculture in the local high school steps into the picture. He represents the farmers' own local institution for the expenses of which the farmers are taxed. His whole time is devoted to the service of these farmers and their sons. If he has proceeded upon right principles he has gained their confidence and can suggest to them that a group having common, pressing problems get together, pool their experiences and, if need be, call upon certain agencies for assistance to a satisfactory solution. Most likely the suggestion will be acted upon and results obtained. When this has been accomplished with the aid of several cooperating agencies, a splendid lesson in cooperation has been learned and one more long step has been taken toward that time when farmers will work together more fully for the common good of all.

Once the teacher has skillfully and sympathetically guided a group of farmers thru the mazes of a real problem just so soon has he made friends for the school, for his department and rendered his services indispensable to that community.

Thus scores of teachers of Vocational Agriculture over the country are serving their communities and supplying a motive for cooperation and a moiety at least of that most needed thing in present-day rural life—intelligent, sympathetic leadership.—H. M. Skidmore.

* * *

TEACHING COOPERATION

WE ARE presenting this month a symposium on a timely but much disputed subject.

A considerable section of our people in this country, rural and urban, believes that the principal solution for the farmers' difficulties is to be found in better cooperation. The Government

has given agricultural cooperation its sanction and support. In many sections of our country and in many lines of agricultural industry, cooperation has proved a genuine boon.

What have the schools to do with this movement? Particularly, what attitude shall we in vocational agriculture take? There is no more live issue for us.

We get widely varying answers to these questions. Not all can be right. Within the next year or two we must thresh the whole thing out thru our professional meetings and our professional periodicals. Our issue this month is offered as one contribution to this discussion.

There seems to be one safe stand to take even at this early stage. No one can object to our teaching farmers into better attitudes toward each other which will eventuate in cooperative activity among them. We can push this as far as we like, provided we encourage the same hearty cooperation among rural and urban groups. Our Future Farmer program has nearly universal approval because it promises to aid materially in building these cooperative attitudes. Class projects and community service projects have their contributions to the building of better social attitudes.

The controversy seems mainly to be with respect to the types of cooperative effort to be encouraged. Obviously there is not the same need everywhere for a particular cooperative service or organization. Cooperative marketing is no panacea. Certainly there is danger that our classes may be used as agencies of propaganda for exponents of cooperation with axes to grind. If we deal with the subject, we must try to furnish our students with the criteria by which to determine whether, in a particular situation, a particular kind of cooperative activity is likely to prove successful. Any other attitude on our part can only lead our charges to disillusionment when they try cooperation and fail and to their repudiation of all of the advantages of cooperative effort.

Nevertheless, we hazard the guess that, if we are alert to our opportunities, vocational agriculture will make greater contributions during the next 25 years thru teaching farmers to work together effectively than thru teaching greater individual efficiency. Certainly many of our wisest and best leaders in agriculture are expecting this of us and we shall be in for plenty of criticism if we do not make our contribution along this line.—H. M. Hamlin.

* * *

More articles written by teachers are needed for this magazine. Read Paul Chapman's advice to the amateur writer on page 14 and try your hand at writing for a national publication.

What Shall We Do About Cooperative Marketing?

A. A. SATHER

Department of Vocational Education, Iowa State College

I. Judgments of Agricultural Educators

DURING the past few months, I have been studying the opinions of three groups as to what the schools should do regarding the cooperative movement: agricultural educators, agricultural economists and managers of cooperatives.

There has been generous interest among these people in the questions I have propounded. A few answers typical of the spread of opinion are offered as contributions to the current discussion. These were selected from a total of 93 replies to my query.

Professor A. P. Davidson, Kansas State Agricultural College:

"There has been a great demand on the part of certain agencies for a course in cooperative marketing. We believe that farm boys should study the business of cooperative marketing and cooperation where it is thought desirable. However just to study cooperative marketing with the idea of inculcating a doctrine of this theory into the minds of vocational farm boys without regard for the need for such procedure is questionable. I am certain that we are teaching the advantages and profits resulting from cooperation when we study the problem of the disposition of our projects, but when we set out to teach the business of cooperative marketing as such, it seems to me that we are attacking only a part of the problem of marketing. Not all farmers are convinced that we must have cooperative marketing for every farm commodity. Some of our best cattle feeders are willing to stake their ability to judge markets against their competitors in their own field, and are inclined to think that certain types of cooperation seem to lessen the value of years of study and experience and individual ability. Please understand that I am not fighting cooperative marketing, but merely wish to point out that we have many communities in Kansas with commodities to market which are not primarily concerned with the viewpoint of cooperative marketing."

Dr. E. C. Magill, Virginia Polytechnic Institute:

"Our premise has been that productive results can be secured from teaching marketing only by the group having marketing problems to face. The same is true of cooperative marketing. Therefore to teach cooperative marketing the students must either form a cooperative or sell their products thru a local cooperative organization. To create the proper incentive, one of the main rea-

sons for organizing the Future Farmers of Virginia was to induce the boys themselves to learn to cooperate, not only by getting them to want to cooperate in marketing, but in other ways as well. We have secured more in the way of real results in cooperation during the past year thru the Future Farmers of

nomie, social and educational returns, but because emphasis on this subject will tend to some extent to offset the criticism that we are stressing the matter of increasing production."

Professor H. M. Skidmore, Head, Department of Agricultural Education, University of California:

"The need for teaching cooperative marketing is very great. The coming generation must be much more intelligent in a business way than has been the past or present. Now is the time to set the trend."

Professor B. A. Walpole, Michigan State College:

"In Michigan, the high school agricultural associations are buying and selling cooperatively. The Michigan slogan is 'Quality at a lower cost of production with a profitable return.'"

J. H. Pearson, State Supervisor, Nebraska:

"We certainly have neglected our work in marketing. How much of this should be on cooperative marketing is still a puzzle to me. We seem to have insufficient successful cooperative marketing associations to conclude that this is the solution of our farm problems."

J. E. Hill, State Supervisor, Illinois:

"The whole question of marketing is an unsettled one and until it has become settled I do not believe we should give a great deal of our school time to the various proposed methods of marketing. When all is said and done, it is our business to teach just those things which we know are true and not to theorize on practices which we think may be established some time in the future. I believe we should give a student all the available information relative to the various methods of marketing and let him understand that it is a problem which has not been settled up to date. When we have done that for the student I believe it will be necessary for us to stop."

L. D. Klemmenson, Professor of Agricultural Education, University of Arizona:

"We learn what we practice. Cooperative marketing information can be made to function 100 percent thru practical activities: in cooperative societies, project pools, and even county or state-wide Future Farmers cooperative associations."



SONG OF THE FUTURE FARMERS

By ERWIN M. TIFFANY

Across the western plains
And thru the northern vales
To every home where farmer lads
Plan their future thru its winding trails,
From old Virginia's soil,
From fields of Tennessee,
There comes the call of Future Farmers
Sounding full and free—

REFRAIN

Future Farmers of the land
Forward striving to our destiny.
Proud to till the soil,
Honored by our toil,
We hear the call, we answer, all
And march to victory.

(2)

At early dawn of day
And in the noon tide's glow
There comes the urge of driving tasks;
Faithful service is the life we know.
And when at evening hour
We view the fields of grain
We feel the joy of deeds well done
And sing in glad refrain—

REFRAIN

(3)

We hold the farmer's task
Not merely to supply
The marts of trade, the whirling mills,
Teeming industries that others play,
But firm on equal ground
To hold each vantage won.
With valiant heart we'll do our part
Until our task is done.

REFRAIN

Virginia chapters than in any two or three years previously."

D. P. Williams, State Supervisor, Mississippi:

"Have the students actually cooperate in grading, pooling, packing and selling. Merely talking about it, without participation, is a crime and a reflection on the vocational people of this country."

Ray Fife, State Supervisor, Ohio:

"The need for teaching cooperative marketing in our schools is very great, not only because of the possible eco-

II. Judgments of Agricultural Economists

Professor Alva H. Benton, Head, Department of Marketing and Rural Organizations, North Dakota Agricultural College:

"I believe that the high schools should attempt to give the students an understanding and appreciation of the marketing services which must be rendered, and of the possibilities and limitations of the cooperative movement as set forth in our best text books and as presented by the successful and possibly unsuccessful cooperative organizations or movements."

Professor C. G. McBride, Department of Rural Economics, Ohio State University:

"I am coming to be quite favorable to the case method of studying cooperatives, even with high school students. If I were teaching a vocational high school course I would want to go into the history and entire program of all cooperatives operating in that particular community.

"I am somewhat skeptical, however, whether cooperation as an abstract thing or the spirit of cooperation can be successfully taught to students in high school. I have seen some material with respect to this question that led me to feel that certain people would like to make propagandists of the vocational teachers—a thing which I think would be very dangerous."

Professor O. R. Johnson, Department of Agricultural Economics, University of Missouri:

"First, give the students a careful training in the economics involved in cooperative marketing. Second, give them all the training possible in grading, packaging and standardizing the commodity handled, and build up in their minds the necessity of convincing communities that rewards should be based on quality of product and cooperatives operated on that basis. Also give them a thoro understanding that the best business methods must be applied, that a cooperative cannot run on a name."

Professor J. S. Knox, Marketing Specialist, University of Arkansas:

"I see no reason why rural high schools should not specifically further the cooperative movement. If the cooperative idea is taught to the high school students, then it stands to reason that they would have a keener interest in cooperation than they would have without such teaching.

"Cooperation is just as essential in marketing as a rule as it is in playing a game of football. Your high school students know at once how important this is."

Dr. C. C. Taylor, Agricultural Economist, Virginia Polytechnic Institute:

"Should rural high schools specifically further the cooperative movement? Emphatically yes. The Cooperative Tobacco Growers Association, operating in this state with a combined membership of 95,000 growers, failed because the members had never had an opportunity to learn the possi-

bilities and limitations of a cooperative association and because the directors who were elected from their number did not understand the fundamentals of marketing, of business organization, and of business direction. Cooperative members and directors of the next generation should be freed from this handicap.

"Study the cooperative associations near at hand including their history, legal structure and methods of operation, in order that students may have inductive processes to arrive at a clearer understanding of these fundamentals.

"Teach them how their principal farm product is marketed so that they will understand what happens to the product after it leaves the farmer's hands. Good business judgment is one

kind of marketing. The methods and principles of cooperation could be included in a course in marketing. The teaching of the marketing functions and principles is important first. Then, if cooperation can be applied the forming of cooperatives will be the natural result. I believe that too much cooperation is tried without understanding marketing principles."

Dr. C. B. Jesness, Chief, Division of Farm Management and Agricultural Economics, University of Minnesota:

"Teach facts. Avoid biased propaganda. Remember that the work is educational, not propaganda. Require the teachers themselves to be well trained in economic principles, particularly in value and price, and to understand the subject matter before trying to impart it to the student.

"Teach cooperative marketing in the light of the nature and needs of the agricultural industry. Teach it as a method of doing business, not as a panacea."

Professor A. J. Dadisman, Department of Farm Economics, West Virginia University:

"The high school should further the cooperative movement wherever it seems necessary. Where there are agencies performing real services in marketing at a reasonable cost, my guess is that it is not advisable to attempt to overthrow present systems for new ones."

Dr. V. P. Lee, Head, Department of Marketing and Finance, Agricultural and Mechanical College of Texas:

"Teach the facts as they are gathered by the various research agencies. But as a preliminary the student should have a greater knowledge of our whole economic system than most high school students get at present."

Professor H. H. Bakken, University of Wisconsin:

"Rural high schools should specifically further the cooperative movement insofar as they can in an educational way. Certainly not in actual, aggressive promotion of the organizations."

Professor Charles H. Merchant, Department of Agricultural Economics and Farm Management, University of Maine:

"I firmly believe that marketing should be taught in vocational agricultural departments. The farmer's problem today is that of production-marketing. Neither production nor marketing can justly be separated from the problem.

"I would estimate that approximately 75 percent of the time should be devoted to the teaching of production and 25 percent to that of marketing. The proportion of the time to devote to each of these would depend somewhat on the location of the school. In vocational agriculture it would seem that the two could be studied together rather than have a sharp distinction between them."

TRAINING FOR SOCIAL PARTICIPATION

"Economic training should not be confined to the acquisition of the narrower vocational skills and knowledges. These are necessary, but the ordinary boy reared on the farm will bring much of this knowledge to school. Moreover, such limited knowledge is insufficient to bring economic prosperity to the rural population. Their exploitation by other groups might merely be made the more grievous. Narrow training of this type is sufficient for a slave, but is inadequate for a free man. The pupil must be made to see the place and importance of agriculture in the social economy and the relation of the farmer to the rest of society. If the agriculturist were living a completely isolated life, his prosperity would depend rather directly on the improvement of production. But he is living in a little community and this little community is but a part of a much larger society. For the very title to his land he is dependent on a power which is far beyond the range of his vision, for the sale of what he produces he is dependent on distant markets, for the purchase of tools and supplies he is dependent on the operation of remote economic forces. If the rural population is not to be the victim of this complex economic and social system, the schools must at least supply that population with a sufficient number of intelligent leaders to guard its interests."—Dr. George S. Counts, Teachers College, Columbia University.

of the primary needs of cooperative members. This is necessary in order that they will support the business policies prepared by directors and managers. A clear knowledge of marketing operations and marketing principles is necessary for sound business judgment."

Dr. Claude L. Benner, Economist, Continental American Life Insurance Co., Wilmington, Delaware:

"Personally, I do not think the schools can do very much in this direction. After all, what specific abilities do people have to have to be intelligent and useful members in legitimate cooperative enterprises that they do not have to possess to be useful members in any other business organization?"

Professor D. N. Donaldson, Department of Economics, Colorado Agricultural College:

"The fact should not be lost sight of that cooperative marketing is only one

III. Judgments of Managers of Cooperatives and Marketing Specialists

R. Grant Thomson, Manager, The Saskatchewan Livestock Pool:

"Perhaps I am prejudiced in favor of cooperative marketing but it is my opinion that cooperative marketing, or perhaps I should say cooperation, must be considered a science just as in the past technical matters pertaining to production have been considered a science, and the primary principles of this should be taught in the schools just as the primary principles of the other sciences are taught. For instance:

"(a) That the price of any commodity will depend upon the orderly way in which it is marketed.

"(b) That the marketing of a commodity is just as important as the production of that commodity.

"(c) That in our highly specialized and industrialized civilization, where we are marketing our products the world over, it is absolutely essential that the producers unite to form their own marketing agency to see that distribution is carried out in an orderly and economical manner."

Murray E. Stebbins, Secretary-Treasurer, Montana Wool Cooperative Marketing Association:

"The place of the public school in this work is to try and educate the shippers to the fact that no cooperative organization can sell its product for more than its market value. To show that seven years out of ten the markets are stronger during the fall than during the shearing and shipping season. Then the big problem, of course, is to bring about the consolidation of the different cooperative organizations handling the same commodity so that mass selling can be practiced the same as we find the large manufacturing firms practicing mass production."

W. E. Baylis, Manager, Wenatchee District Cooperative Association, Wenatchee, Washington:

"The public school can best further the cooperative movement by educating the young people in the economic soundness of the producer conducting or at least controlling his own produce thru cooperative marketing, especially in the agricultural sections of the country."

A. J. McGuire, General Manager, Land O' Lakes Creameries, Inc., Minneapolis, Minnesota:

"Public schools are an important factor in the development of the cooperative movement as they must teach the principles and value of cooperation in order that the future citizen may understand and approve of the cooperative movement. Cooperation has succeeded most in states like Iowa, Minnesota and Wisconsin, because the educational departments such as the Agricultural School and College, Extension Department, Farm Bureau, Dairy and Food Department, etc., have all taught the principles of cooperation and encouraged its development."

C. E. Hough, General Manager, Connecticut Milk Producers' Association, Hartford, Connecticut:

"Teach pupils that merchandising is now as essential as production. That collective merchandising is the only kind that can cope with the organized customer. By organized, I mean the large buyer who has organized capital at his command, organized men in his employ and knowledge of his trade. Every boy aspiring to be a farmer should be equipped with a knowledge of how to sell his merchandise in a cooperative way as there is no other proper way under our present make-up of society.

"Cooperation makes possible the enforcement of the law of supply and de-

of the greatest pieces of work that can be done is educating our farm boys and girls as to what to expect of cooperative marketing, what cooperative marketing can and cannot do for them, and to implant the cooperative idea, not as a religion, but as a sound, economic business method of merchandising farm products, in the minds of our young people."

D. J. Carter, Editor, Dairymen's League News, New York City:

"This cooperative marketing movement among producers in the United States is probably one of the most important economic movements now under way. It concerns the welfare not only of agriculture but of the whole country. From coast to coast all of us interested in any phase of it have much in common. The leaders of this association have always felt that the schools and the colleges should be a great aid in furthering its progress. The great task is educational. It is really up to the schools to see that the next generation understands better than the present the fundamental reasons for marketing organizations among farmers. The work which the schools and colleges are already doing along this line is one of the most encouraging things in the present situation."

Harry Martin, Council Bluffs Grape Growers' Association, Council Bluffs, Iowa:

"If you can prove to the boy or girl in school that cooperation pays the battle is almost won, for what is learned as a child sticks a long, long time and don't forget that."

Harry M. Creech, Vice President and General Manager, Sun Maid Raisin Growers' Association, Fresno, California:

"My observations of many cooperatives lead me to believe that the membership problems include many that are temperamental, as well as intellectual. This being so, it would seem worthwhile to emphasize the methods and significance of 'working together,' along with the academic aspects of cooperative marketing."

F. G. Swoboda, General Manager, National Cheese Producers' Federation, Plymouth, Wisconsin:

"The public should be kept informed. If the cooperative movement is to grow it means that we must gain recruits from the ranks of the younger people. We feel that while the school's job is to teach the young people, the elder can learn indirectly thru their children. The very fact that cooperative marketing is taught in the schools should help to impress many now indifferent with the fact that this is a great economic movement."

F. G. Ketner, Secretary-Treasurer, Producers' Cooperative Commission Association, East Buffalo, N. Y.:

"Regular courses (in cooperative marketing) should be developed and taught in elementary schools, high schools, and colleges."

INDIVIDUALISM AND COOPERATION

Agriculture will never be on a sound basis until the farmer is more than a producer. It is highly important for farmers to organize for the purpose of processing and marketing a considerable portion of their products. The results are far-reaching, and no democracy is safe unless there are well established cooperative enterprises rendering this kind of service to producers.

It is surprising that certain groups of men have objected to cooperatives. They have gone so far as to say that farmers have no right to organize for processing and marketing their products, for in doing so, millions of dollars of investments created for this purpose would be destroyed. The money invested for processing and distributing farm products is enormous, but, great as it is, it is small in comparison to the money invested for the production of farm products.

It is no argument to say that because there is a large investment to handle farm products by those now engaged in farming, the producers should not organize. What would a manufacturer say if a group of men were to declare that all he had a right to do was to create his product and that some other agency should sell it. A moment's reflection upon this will reveal how absurd it is to hold that farmers should not cooperate.

We believe the government is justified in extending cooperation and assisting farmers to become organized on the right basis, for it is shown on every hand that there are large opportunities for benefiting agriculture by getting farmers to process and market their products together. There is nothing socialistic or bolshevistic about an enterprise of this character. It simply helps to solve an agricultural problem, a solution of which is fundamental to the entire nation.—Hoard's Dairyman.

mand. I consider this law no more self-enforcing than the Eighteenth Amendment. Cooperatives cannot for a long time violate this law and should never attempt to do it. This law is a just law and by cooperation we can receive its benefits and escape most of its punishments."

R. A. Wood, General Manager, Pacific Cooperative Wool Growers, Portland, Oregon:

"We think you are engaged in a good work. There should be a better vocational course in cooperative marketing in our schools than there is at the present time; in fact, I believe in many schools there is no course whatever. One

Teaching Cooperation Thru Cooperation

G. F. EKSTROM, State Supervisor, Iowa

THE potential place of agricultural and rural life in this country can be realized only thru the united interest and effort of all who are concerned with it. This obviously does not mean exclusively farmers, altho they must take the lead in cooperative effort for agricultural purposes." So stated Secretary of Agriculture W. W. Jardine before the American Institute of Cooperation. In their book on cooperative marketing, Mears and Tobringer, state: "In the press, in politics, and in farmer organizations cooperative marketing is being hailed as the basis for future agriculture prosperity," and "It is no exaggeration to say that with the exception of reduction in taxes no peace time movement in America at present has such an undivided support as cooperative marketing."

We believe there is no better way to teach the principles of cooperative marketing than thru cooperative enterprises. In the field of vocational education farm boys are taught to cooperate thru the medium of agriculture clubs, livestock breeders' associations, consignment sales, achievement days, camping trips, class projects, junior fairs, community improvement associations, etc. Some of these activities are described in the following paragraphs.

Agricultural Clubs

During the past year approximately 1,000 farm boys were banded together as organizations in 42 of the 109 vocational agriculture departments of the state. These clubs had as their principal objective the rendering of community services thru cooperative enterprise. The community service club at Dana is typical of this group. Each year the Dana boys set up a program of work based upon community needs as determined by a survey taken on farms in the consolidated school districts. In 1927 the service club was largely responsible for raising the percent of tillable land seeded to legumes from six to twelve, with the percent of land in alfalfa, from approximately one to seven and one-half percent. These results were accomplished thru an educational program supplemented by the making of acidity tests, ordering of limestone and hardy northern grown seed, and the furnishing of pure cultures for the inoculation of seed ordered for school patrons. During the past year a campaign for economical pork production was an added feature of the club's program. Fifteen farmers were induced to use the McLean County system. In addition to this a pork producing contest was sponsored among school pupils with the result that four out of nine entries resulted in ton litters in six months.

The activities of the Iowa Falls Junior Duroc Breeders' Association is typical of that of several similar organizations in the state. This association was formed for the purpose of improving the swine breeding practices of the community. All boys studying animal husbandry are members of the association, and each boy owns two purebred gilts. The animals were purchased by a committee representing the association.

A sire of the best available breeding is owned cooperatively by the group. A mutual insurance association has been sponsored to take care of any possible losses which may occur. The care and management of the foundation stock serves as an excellent basis for teaching the swine husbandry unit. A consignment sale will be arranged next fall to market surplus breeding stock raised by the Iowa Falls students. Some of the schools conducting hog consignment sales during the past year were Belle Plaine, Clarinda, College Springs, Denison, and Muscatine. The activities of the Newton swine breeders have become advertised to the extent that their surplus breeding stock is now marketed by private sales.

Long Time Cooperative Projects

Long time cooperative dairy projects are under way at Strawberry Point and Tipton. In the former school a herd of grade and purebred cows is owned and cared for by some 40 boys taking the agriculture courses. The cattle are housed at the edge of town where the milking and feeding of the animals is done by alternating groups. While the arrangement has its disadvantages, the project serves as an excellent teaching device for the boys who come in contact with it. The Tipton project differs to the extent that a local dairyman who supplies whole milk to the city owns and cares for the herd, while the animal husbandry class is responsible for its management. The boys weigh and test the milk, order and mix the feeds, keep cost accounting records, and advise the farmer as to the purchase and disposal of animals. Since 1925 the production of the herd has been increased from 6,900 pounds of milk and 335 pounds of butterfat to 8,089 pounds of milk and 419 pounds of butterfat.

The boys in the farm crops class at Story City will all grow alfalfa as their home practice work during the coming school year. In connection with their classroom study the boys made acidity tests of the fields on which the alfalfa will be grown, resulting in the cooperative purchase of a carload of limestone. Thirty-eight tons of the limestone have been applied to the plots where needed, and the remainder of the 50-ton carload was taken by two farmers who cooperated in the shipment.

Cooperative Marketing

The vocational department in the Cosgrove Rural Consolidated district sponsors an annual junior fair. Entries which consist of classes in poultry, grain, fruit, vegetables, and educational displays are confined to the school district. Achievement days designed as outlets for exhibiting livestock grown by vocational students and club members are similar features of the work at Jesup and Kelley. Institutes and corn shows staged in cooperation with farm organizations and commercial clubs have been reported at Cresco, Plymouth, Corning, Jordan, and Kelley. Cooperative variety grain tests were conducted at Bloomfield, Buffalo Center, Laurens, Newton, and Vinton.

Some attention to cooperative mar-

keting is given in all of the departments of the state. Schools teaching farm management courses frequently devote a period to the study of cooperatives in which the organization and management of farmers' elevators, cooperative creameries, and other mutual institutions are analyzed. At Jordan a group of adult farmers studied cooperative marketing in a series of evening meetings last winter. The topics discussed included the Danish System, legislation affecting cooperative organizations, and the possibility of organizing additional local and state cooperative marketing agencies.

In conclusion we would say that the future of American agriculture is to be determined by the preparation which the present generation receives for the task ahead. With the proper guidance and training they will become efficient managers, capable of producing their products economically and of marketing them in a profitable and orderly manner.

Teach Farm Cooperation in the Schoolroom

THE progress of cooperative marketing depends on the type of education that we give our farm boys and girls," a business man deeply interested in farm conditions said to us recently. "I contend that they should be taught the fundamental principles of cooperation while in the schoolroom of our public schools. It is true that the technique of marketing cannot be taught in the public schools because the different localities require different principles of marketing, since they have varied climatic conditions and different racial characteristics. But regardless of the commodities marketed, regardless of the location, and regardless of the racial characteristics of the people, the fundamental principles of cooperative marketing are the same. Each farmer before he is an asset to his cooperative must learn to trust the managing head of the cooperative and must learn that cooperative strength is greater than individual efforts, and these principles can and should be taught in the public schools of our nation."—*The Progressive Farmer*.

New Evening and Part-Time Book Soon

LATE in the summer, we have just learned, The Century Co., will have on the market a new book entirely and specifically devoted to the various problems and methods connected with the organization and teaching of evening and part-time classes in vocational agriculture. The Century Co. promises teachers of vocational agriculture the best methods book ever published; and since the volume will discuss only evening and part-time instruction in vocational agriculture, it should be a valuable addition to the literature in vocational agriculture. The manuscript for this book has been prepared by authorities on evening and part-time work in the country, according to Dr. C. A. Prosser, editor of the Vocational Series of The Century Company.

Giving Experiences in Cooperative Marketing

RAY FIFE, State Supervisor, Ohio

THE attention given to our supervised practice problems in agricultural production indicates that we have not found it easy to give necessary experiences in this phase of our vocational agriculture program. I am sure that most of us will agree, however, that the above problems are simple compared to problems of setting up a supervised practice program in marketing. If our situation in Ohio is representative of conditions in all states then the emphasis on marketing instruction in this issue is well merited.

A few principles and facts can be set up very profitably to guide us in our supervised practice program in marketing:

1. The program must be based on sound economic policy. There is no magic in the word "cooperation."

2. The need for experience in marketing is as great as in agricultural production. We have had too much marketing instruction "out of a book."

3. Instruction must take into account that few students have had the background experiences which characterizes supervised practice work in agricultural production.

4. There is no definite evidence that the attitudes, skills, abilities and ideals formed in our general organization activities in vocational agriculture will transfer to cooperative marketing.

5. A local marketing survey should precede any attempt at a marketing supervised practice program.

Some progress has been made in Ohio in bringing students in actual contact with the processes of marketing. Our Annual Report for 1927-28 indicates that 65 teachers conducted 84 marketing study trips with 1,113 boys in at-

tendance. Groups of students have marketed project products cooperatively. Many groups have set up cooperative marketing organizations as a part of their class instruction.

The Ohio Livestock Cooperative Association is cooperating with us during the present year in setting up a program for giving marketing students experiences in marketing which we wish to discuss. Early in 1928, Mr. Ketner, secretary of the Ohio Livestock Cooperative Association, approached the supervisors of vocational agriculture with the proposal that their state organization would be willing to cooperate in setting up a plan whereby vocational agriculture students would be practically placed in charge of marketing activities in their counties for a week or whatever period of time seemed desirable. Furthermore, their organization would be willing to prepare and print the instructional material necessary to the consummation of the above program. Teacher trainers and supervisors cooperated with the Field Service Department of the Ohio Livestock Cooperative Association in the preparation of the "Cooperative Livestock Marketing Outline," which is being used as a basis for this instruction.

Two counties in western Ohio where livestock marketing is well organized were selected for the first trial of this plan of instruction; Darke county with five vocational agriculture departments, and Logan county with six departments. A preliminary meeting was held in each county with a supervisor or teacher trainer, a representative of the Ohio Livestock Cooperative Association, the county livestock shipping manager, and the vocational agriculture teachers pres-

ent. It was agreed that the teachers would spend a half-day with the livestock manager so that they would be familiar with the marketing processes. About ten days would then be devoted by each class in marketing to the various functions as given in the text material. The students would then be divided into groups of not more than fifteen students, each group to follow the text instruction with experience in listing, ordering cars, receiving and marketing, grading, weighing, loading, partitioning, bedding, billing and prorating.

According to the plan one boy from each department accompanies the last shipment of livestock to the terminal market. Railroad companies are cooperating by paying one-fourth of the carfare of each student. All local expenses at the terminal markets are also provided. The student from each department reports to his home class on terminal market operations. A more intensive treatment of marketing operations and services follows the practice in actual marketing operations.

To date the experience under this plan of instruction has been very favorable. Teachers and students are very much interested in the work. In our school district a local livestock buyer occupies the position of president of the board of education. Due to his opposition, the listing of livestock in this community was omitted.

In communities located near the terminal market, the entire class might well make the trip to observe the terminal marketing operations.

We contemplate an extension of this plan of marketing instruction in our state next year, to other counties and possibly to other commodities.

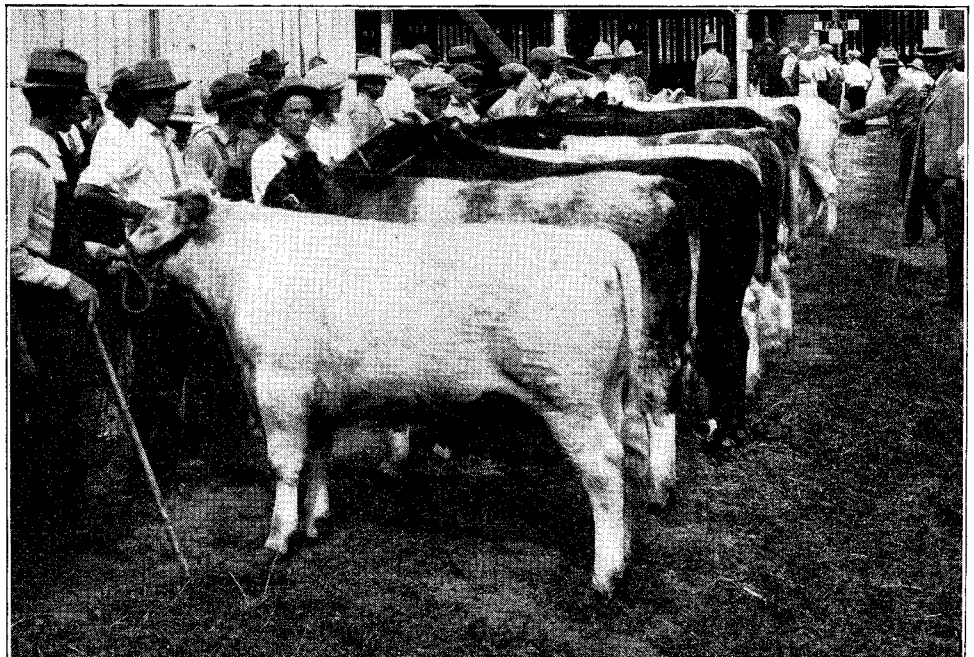
Another Kansas Class Project

IRA L. PLANK, Winfield, Kansas

THE accompanying picture shows the work of the baby beef feeding project of the livestock class in the vocational agriculture department of the Winfield, Kansas, High School. About 70 head of the baby beeves were shown in the annual round-up at Winfield. The show is put on each year by the livestock class with the assistance of the two instructors: John Lowe and myself.

Hereford and Shorthorn calves were about equally divided in the show this year. The picture shows a group of Shorthorn calves with Edgar Short, a vocational student, and his white Shorthorn calf standing at the head of the row.

The baby beef show attracts wide attention in the community and hundreds of farmers attend every year. They bring their dinners and spend the day attending the educational lectures and demonstrations



Boys and their baby beeves at Winfield, Kansas, Roundup

A Community Cotton Project

M. D. MOBLEY, Assistant State Supervisor, Georgia



A group of Reed Creek farmers with 16 of the 18 bales of cotton produced from the community patches to help pay for school equipment and to meet other school expenses

MANY schools in rural districts where vocational agriculture is being taught have had difficulty in raising funds for properly equipping the agricultural department. Most of the rural consolidated schools are faced with the problem of school transportation, which is extra expense that city schools do not have, and money for equipment is usually very scarce.

The Reed Creek Consolidated School of Hart county, Georgia, under the leadership of W. C. Britt, vocational agricultural teacher, has apparently found a plan for raising additional funds for equipment and other things without increasing the tax burden, or causing hardships on any individuals.

Last winter a group of adult farmers of the Reed Creek community were attending an evening or night class, studying the best methods to use in growing cotton, when someone, after the class was over, brought up the fact that they would need additional funds for equipment and other things the next year.

"I understand that the County Board of Education will be able to help us but very little, if any, with our equipment and truck expenses next year," said some class member, "and I'd like to know what we are going to do. We are still in debt for part of our equipment and our trucks are in bad condition."

After the problem was discussed for some time they hit upon a plan that has worked well. They decided to have seven patches of cotton of from 3 to 6 acres each, located in various sections of the school community, where every family would be in easy reach of a field in which to work. These fields were later selected and certain men, who lived near the various fields, were placed in charge to say when the cotton should be worked and how.

The land was rented for \$5 per acre in most cases, however, the use of some of the land was donated. About one-half of the fertilizers used was donated by public-spirited fertilizer dealers and other friends of the school. The remainder was bought.

Seven men, one for each of the patches of cotton, were appointed to notify the

various families when to come in to work. The people in each center responded to every call to work in sufficient numbers to complete the work in a very short time. Even tho it was an exceptionally wet year, the cotton never suffered to any great extent for lack of cultivation. In all there were more than 200 people who participated in the production of the cotton at Reed Creek.

"I haven't found a single man who took part in this project," said W. B. McMullan, a prominent citizen and farmer of the community, "who is not satisfied with the way the project was carried on, nor any who lowered his personal cash income as a result of having helped with the community cotton patches."

There was a total of 32 acres planted and cultivated, on which 18 bales were harvested, an average of a little better than half a bale per acre. This was not such a bad yield when we consider the fact that it was an exceptionally wet year, for cotton.

After deducting the cost of a part of the fertilizers, the rent of the land, and other minor expenses, Mr. Britt stated that they had more than \$1,200 net profit.

"With this money in hand and the project well under way for another year, I am confident that our financial problems for equipment and other incidental expenses, are solved," stated Mr. Britt.

Many other vocational agricultural schools of Georgia are using various methods similar to the one used at Reed Creek for raising money for agricultural equipment. In many places it is the only means of securing the equipment needed to carry on the work properly.

A Survey of Vocational Agriculture in Wisconsin

INTERESTING opinions regarding vocational agriculture as expressed by Wisconsin high school superintendents and principals are given in a survey recently conducted in that state.

A questionnaire was sent to the 68 high school departments which had operated one year or more and in which

the agricultural teacher is not the high school principal. (There were 74 high school departments in Wisconsin last year in addition to the 5 county schools of agriculture). Sixty replies have been received.

Forty said that the work of their agricultural departments was very satisfactory.

Seventeen said it was fairly satisfactory.

Two said it was rather unsatisfactory.

One said it was decidedly unsatisfactory.

Twenty-six superintendents said that the part-time and evening programs should be expanded.

Twenty-six said it should retain its present status.

Two said it should be diminished.

Thirty-one superintendents said that farm schools for young people are of more importance than those for adults.

Fifteen said that the schools for adults were more important.

Some of the principal criticisms suggest opportunities for improvement:

"Too much stress on unessentials."

"Too much stress on contests."

"Too little stress on actual farm problems."

"Projects are not of sufficient magnitude."

"Too many town boys taking agriculture who really do not intend to make any use of it."

"I feel that entirely too much importance is given the show side."

"Sometimes one feels that the work in agriculture is not on the par in difficulty and in thought-provoking power with that of other courses."

Some of the chief values of departments of vocational agriculture were given as follows:

"Places more boys back on farms."

"Makes the farmer realize the value of a high school education."

"Produces more scientific farming."

"Brings about closer relationship between school and the rural communities."

"Helps dad as well as the boy. Stimulates interest in agricultural projects in the community."

Agricultural Clubs

V. E. KIVLIN, University of Wisconsin

CLUBS, groups, societies, associations, agricultural triangles, and junior farmers' clubs are the common names given to organizations of students of vocational agriculture. Local color is usually added by attaching to the club the name of the high school, or a contraction peculiar to the community in which the club exists. By whatever name this group of boys is identified does not matter materially, but it is significant because it indicates that there is, and probably always will be, interest in organizations of some kind.

How successful these clubs have been in performing their functions is difficult to measure. Many of them have done big things for vocational agriculture in their respective communities. Opportunities have been given the boys to develop qualities which have been very helpful to them. School fairs, father and sons banquet, and other departmental activities have been carried on by the agricultural clubs in cooperation with the agricultural teachers. Entertainment has been provided for many community meetings by the boys in the agricultural clubs, as well as for the meetings of the club itself.

Not all, by any means, of our agricultural clubs have been successful. Many

of them are organizations on paper only as far as having a definite purpose for existence. Far too often we find the agricultural teacher assuming too much of the responsibility for the club's activity to an extent which leads to the disbanding of the clubs upon the transfer of the teacher to another community. The establishment of an agricultural organization of some kind for his students should be the objective of every teacher of agriculture because it will aid him in having a more successful department and will help to create a more desirable relationship between student and teacher. However, his interest should not be so great that the club will rely upon him for its program, its entertainment, its policy, and other features which go to make its existence complete.

Most of us have attended meetings of clubs composed of students of vocational agriculture where the outstanding weakness seemed to be *the lack of something definite to accomplish*. Student participation in the program was lacking or was of poorer quality than should have been accepted. The officers of the club gave the impression of not knowing what to do next, except to adjourn the meeting in favor of "eats" or games which were to follow. Again there is often too frequent "shipping in" of tal-

ent for the program with the result that the local membership gets very little experience or training in the qualities of leadership which are so badly needed in our rural communities.

However, we should not feel discouraged about the manner in which the agricultural clubs have been conducted, for they have shown that there is interest on the part of the students for them and many worthwhile objectives have been reached by such organizations.

With the adoption of the Future Farmers of America every agricultural club has something definite by which to measure its accomplishment. Every boy in the organization is challenged to go as far as he likes in achieving the standards which have been set up. Teachers of vocational agriculture also have definite instruction for the organization of such groups for vocational students which perhaps they had not received in their preparatory education.

I believe the national organization of Future Farmers of America should be a mark for every local agricultural club to aim at, without losing the purpose for which the local club was formed, and yet realizing that united with it are other clubs interested in the training of rural leaders for America.

Second Ohio Leadership Conference

W. F. STEWART, Ohio State University

FIFTY-NINE departments of vocational agriculture were represented by 92 delegates at the second Leadership Conference held at Ohio State University, February 7 and 8, 1929.

The outstanding event was the organization of the Ohio chapter of Future Farmers of America. It was decided to elect future farmers at a meeting to be held in connection with the state livestock judging contest and field day at Ohio State University in May. Suggestions helpful in developing a long-time program for the local societies were especially well received. Other events of interest on the two-day program included four-minute reports by the delegates on Our Monthly Meetings, Useful Parliamentary Procedure, Writing Interesting News for Our Local Papers, Stunts We Can Use, and an address, "A Farmer's Philosophy By a Farmer," delivered by the state director of education, J. L. Clifton.

Each session was enlivened by musical numbers and stunts. Arrangements for the conference and the development of the program were sponsored by Townshend Agricultural Education Society with the assistance of the state supervisors of vocational agricultural education.

The outstanding social event was the get-together supper and banquet program. One of the college students presided as toastmaster and toasts were given by delegates from the agricultural societies and by members of Townshend. Musical numbers were supplied by quartets by the high school societies. In the banquet program the toastmaster fea-

tured the letters F. F. A. in each subject assigned. "Failing to Furnish Autonomy" suggested the lack of identity of vocational students up to this time and suggested the hope that the F. F. A. organization may supply group identity as one of its chief contributions. "Filing Funds Away" was a cue for the discussion of thrift as an asset to a future farmer. "Foremost Farmers in Action" suggested leadership. "Flimsy Flippant Antics" called for fun and other avocational interests in future farmers. "Fervid Fact-Finders Alliance" implied that scholarship rates high in the qualifications of future farmers. "Flowering Fashionable Acquaintance" revealed the place which sociability has in the ideal future farmer and in conclusion "Future Farmers of America" offered the opportunity for an inspirational consideration of the possibilities of all future farmers.

Conference Program

February 7-8, 1929

Thursday, February 7, 9 a. m.

L. L. Mountjoy, Chairman

Registration of Delegates.

Townshend Welcomes You — H. B. Rhodes, President, Townshend Agricultural Society.

Announcements.

Music—Arranged by C. W. Eberhard.

Programs of Our Monthly Meetings—

Four Minute Reports by Delegates.

Stunts—Arranged by G. N. Converse.

1:30 p. m.

Ralph A. Howard, Chairman
Asst. State Supervisor of Agricultural Education

Organization of Ohio Chapter of Future Farmers of America—

Seating of Delegates.

Purpose of the Organization.

Election of Officers.

Business Session.

6:30 p. m.

Get-Together Supper (cafeteria service).

Banquet Program—Elmer A. Yutzi,
Toastmaster.

Friday, February 8, 9 a. m.

H. B. Rhodes, Chairman

Long-Time Program for F. F. A.—Directed by Ray Fife, State Supervisor of Agricultural Education.

Music.

Useful Parliamentary Procedure—Conducted by H. D. Wilber.

Stunts.

Address, "A Farmer's Philosophy By a Farmer"—Hon. J. L. Clifton, State Director of Education.

1:30 p. m.

C. W. Eberhard, Chairman

Interesting News for Our Local Papers
Mr. J. R. Fleming, Director of Extension Publications.

Stunts We Can Use.

Music.

New York "Young Farmers" Meeting

FIVE hundred delegates representing local chapters of the Association of Young Farmers of New York met at Ithaca February 14 and 15 in connection with the Farm and Home Week of the State College of Agriculture. The Association of Young Farmers is a statewide organization of pupils of vocational agriculture in high schools and state schools. In addition to the attendance of the delegates upon the mid-winter meeting of the State Association, the young men participated in a leadership training conference where special attention was given to parliamentary practice, organization of cooperatives and recreational activities.

"The officers of the state association are: George Press, Forestville, president; Donald Armstrong, Endicott, secretary and treasurer; and Thomas Cave, Randolph, editor of the New York *Timer*. The regional vice presidents are: Howard Hill, Albion; Bruce Mack, Dryden; Ernest Trimm, Malone; Smith Parkman, Forestville; William Brownell, Orchard Park; and William Williams, West Winfield.

"At the business meeting amendments setting four degrees of membership and achievement were adopted and special attention was given to a consideration of the affiliation of the state association with a national organization of young farmers known as The Future Farmers of America.

"The College of Agriculture tendered a banquet to the members of the Young

Farmers Association in Willard Straight Hall on the evening of February 15. More than 600 were seated at the tables. Donald Armstrong, secretary of the association, acting as toastmaster, called upon Dean A. R. Mann of the College of Agriculture; Senator Leigh Kirkland, chairman of the senate committee on agriculture; A. K. Getman, Chief of the Agricultural Education Bureau of the State Education Department; and Dr. C. H. Lane of the Federal Board for Vocational Education. The medals and awards were handed to the winning pupils in the judging contests.

"These contests included competition in the selection and placement of dairy cattle, swine, horses, apples, potatoes, plant diseases, poultry and milk. In these contests teams of young farmers from each school matched talents with groups from other schools. In the final awards the teams from Alden, Lowville and Webster ranked first, second and third, respectively, in the dairy cattle contest. George Gibbs of Forestville was high man in dairy cattle, Howard Castler of West Winfield was high man in horses and Ralph Steenberg of Malone was high judge of swine. In the potato contest the teams from Morrisville, Marathon and Trumansburg took the honors in the order named. In the apple contest the teams from Sodus, Trumansburg and Webster ranked in this order.

"In the competition in poultry and milk but one contestant was allowed from each school. Joseph Sutton, repre-

senting Skaneateles; John Thompson, representing Endicott, and Earl Saigaen, representing Westfield, earned first, second and third places, respectively, in poultry. In the competition in selecting high quality milk Warren Scott of South Dayton, Harold Walters of Newark, and Burton Payne of Canandaigua, were awarded the trophies in the order named.

"In commenting on the meeting A. K. Getman, Chief of the Agricultural Education Bureau, said:

"This movement among young farmers is one of the most progressive activities to be found among secondary school pupils. In the constitution for the state association the young men have declared their purpose of organizing to be "to provide instruction and participation in cooperative enterprises, to promote thrift, to encourage financial saving and to improve the educational, social and recreational facilities of the group." These young men are learning to cooperate by first-hand experience. The association maintains its own paper, maintains a statewide public speaking contest, conducts contests in farm skills and in judging farm commodities.

"The best school of leadership is actual participation in leading a group. These young men are learning the benefits of financial saving in buying and selling, which is such an important feature in successful farming at the present time."—*Bulletin, University of the State of New York.*

Homegrown

THE Vocational Agriculture Teachers' Association of Missouri is the first of such associations to have compiled and issued a textbook for the use of vocational classes. The title is *Job Operation Sheets and Farm Shop Work*. One hundred twenty-four farm shop job operations are described. The material follows a standard form, each sheet containing the following items: objective, tools, materials, procedure, questions, and references. Many are illustrated with line drawings. The Job-Groups covered are tool care, woodwork, drawing, concrete work, harness repair, belt work, rope work, sheet metal work, farm machinery, glazing, painting and finishing, forge work, and pipe fitting.

The material is mimeographed on a high grade bond paper and may be secured either in a bound form or as separate sheets. The association has copyrighted the work and has fixed a price of \$3 per complete set. All profits above cost of publishing and distribution are placed in the treasury of the association. These Job Operation Sheets may be secured by sending a check for \$3 to Sherman Dickinson, Columbia, Missouri.

Looking Ahead

THE Vocational Agricultural Teachers' Association of Ohio has taken out group insurance. The proposition was consummated at the time of the annual conference of vocational agriculture teachers at Wooster in July, 1928. All payments for insurance are made to the secretary of the state organization

and he remits to the life insurance company. Seventy percent of the teachers have enrolled. Policies for \$2,000 are written.

Another Kansas Class Project

(Concluded from page 7)

put on by representatives of livestock missions, agricultural colleges and by students in vocational agriculture.

This year was the eighth annual round-up. Thirty-six boys accompanied the calves to Kansas City where they were sold at public auction. The calves were sold on June 1 and brought an average price of \$13.79. Each boy showed a net profit in his project record for the year.

WHAT DO YOU THINK?

You have now seen five issues of this magazine. Would you re-subscribe for it if the matter were presented to you today? What do you consider to be its strong features? In what respects are we going wrong?

The editors would appreciate very much as many statements as can be had covering these points. We must have such verdicts if we are to carry out our firm resolve to make the paper succeed to the extent that it is considered indispensable to the teachers of vocational agriculture of the United States.

State supervisors and officers of state associations of teachers can help us by conducting questionnaire studies for us of the judgments of the teachers of their state.

All of you can serve by sitting down NOW and writing the editor your candid opinions.

A Utility Bus

By R. C. LOOK,

Farm Mechanics Instructor,

Fortuna High School, Fortuna, California

THE Fortuna Union High School has an enrollment of 370 students, 200 of whom are transported in six busses.

Feeling the need of a general utility bus which could be used for an auxiliary bus in case of a breakdown, hauling purposes for the school, transportation of athletic teams and field trips of the agriculture department, the school board gave us \$300 to purchase a one-ton used truck. After some discussion it was decided to buy a new chassis, the student body giving \$300, making a total of \$600. We then called on the local auto agencies for prices. The Chevrolet dealers agreed to sell us a new 6-cylinder 1½-ton chassis for \$600, which we purchased.

The agricultural department is financing the body which is being built by the farm mechanics classes under the supervision of the farm mechanics instructor.

The body will be 7 feet 2 inches wide by 12 feet long, with seats crosswise and a seating capacity of 30. The seats will be divided in the center, each half of the seat folding back against the side of the body, with a rear section of the back end of the body removable for general hauling purposes for the school.

We expect to have the body completed in time to attend the judging contest at Davis in April, which will be the first judging contest in which our department has participated due principally to two facts—distance to be traveled, and lack of transportation.

North Atlantic Regional Conference

A. P. WILLIAMS

Agent, Federal Board for Vocational Education, North Atlantic Region

THE twelfth annual North Atlantic Regional Conference of State Supervisors and Teacher Trainers for Agricultural Education devoted attention to, (1) A special study of programs of supervised farm practice and devices used in conducting and improving this field of work; (2) Discussion of papers presented by teacher trainers; (3) Reports of special accomplishments by the states; (4) Report of progress by the federal agent, and (5) A discussion of the use of economic information by Mr. Clyde Marquis of the United States Department of Agriculture.

The limited space here available will permit of only those features of the conference work which are deemed of special interest to vocational teachers of agriculture.

The study of supervised farm practice programs resulted in the discovery of certain trends relative to procedures and devices used in the states of the region. It is proposed to continue this study next year with reports on specific cases.

Long-Time Practice Programs

One of the most important of these trends is the formulation of long-term programs of supervised practice on the part of boys studying vocational agriculture. Probably no one idea, unless it be the supervised practice idea itself, gives promise of more fruitful results than does the idea of organizing the teaching of vocational agriculture on the basis of the needs of long-time programs of work which when completed will find the boy established in farming or well on the way thereto. This idea helps the teacher to separate functional from non-functional teaching content. He can see more clearly how to apply the criterion of use which recognizes the fact that nothing is really learned until it is *put to use* in normal life situations.

The long-term program has proven to be one of the most vital factors in course of study organization because it demands recognition of the relative importance of the enterprises in the type of farming pursued. The backbone, or continuing portion of the program must of necessity be a major enterprise vital to the business of the farm on which it is conducted. Study of this major enterprise should start with the boy's very first year of vocational instruction instead of waiting as it so often does for some later place in the course of study because of other less vital pedagogical considerations. Indeed, in this new era of vocational teaching, the boy and his program come first, and course of study and methods of instruction are gradually being adapted to this end. As a result, courses of study are becoming more flexible, the trend seeming to be toward a more or less complete cross-section of the type of farming, with increasing emphasis on the managerial phases of the work as the boy's program develops in scope and intensity.

The question may well arise as to how these individual needs can be met and the teacher maintain any semblance of organized group instruction. The diffi-

culty is more imaginary than real, for if, as is normally the case, the boy's program is sound, it will be in terms of the local type of farming, and, hence, the boys in any class will have much in common. In fact, the teacher can well base his decision as to what to teach on the prospects of what he can get across in actual practice with the majority of the class. If, as is occasionally the case, two or more types of farming are represented in the patronage area of the school, the problem of organized group instruction is more difficult, since the only feasible way to handle such situation is to divide the boys according to the types of farming studied.

Project Cost Accounting

The building up of an effective supervised practice program by the boy demands accurate cost accounting. The need for more attention to this phase of the work was emphasized by the supervisors in the majority of the states. One state-wide survey showed that project labor incomes were invariably figured too high, the reason being that many overhead and operating expenses were disregarded. Cost accounting that does not emphasize the business side of farming is worse than useless. The boy's program of work, altho not in most cases embracing farm-size enterprises, can be made an effective teaching device, providing his enterprises are made to bear their fair share of the farm overhead, and providing the efficiency factors are worked out so that the boy has a reliable basis of comparison of his work with that of the full-fledged farmer. This attention to better cost accounting, measurement of efficiency, and interpretations of the progress of the work in terms of a farm business marks one of the most encouraging trends in this field of work.

Opinions as to the desirability of using more or less uniform accounting forms varied widely, but there was more general agreement that uniformity is desirable with respect to the end products of accounting, such as summary items and lists of efficiency factors.

In connection with project planning more and more attention is being given to having the boys justify their project elections in terms of the type of farming and their working facilities. Careful estimates by the boy of costs, labor, production and income are being encouraged and such estimates are being kept as a matter of record for checking later with the boy's actual accomplishments. In fact, these estimates constitute the vital core of the project plan. No device has proven so effective in helping the boy to visualize his project work and prepare effectively for it than the making of careful estimates based on specific facts as to working conditions, available facilities and forecasts as to production and market conditions. Furthermore, the facts needed for making these estimates constitute the best possible teaching content and teachers are more and more appreciating the need for assembling such data and keeping it up-to-date and available for the use of their

pupils. Also, as more reliable project accounting is being secured, the summaries of this work contribute in no small part to this constantly enlarging fund of economic data.

Future Farmers of America

The student organization of Future Farmers of America and way and means of promoting this movement received considerable attention at the conference. Supervisors in states which had student organizations before the national association was established were generous in their expressions of appreciation of the value and significance of the national organization. Practically all of the states of the region either have affiliated state associations of Future Farmers of America or expect to establish such organizations in the near future. Much interest was evidenced in connection with the recently announced prize contest offered by the Farm Journal in which local chapters of Future Farmers of America will compete for prizes on the basis of accomplishment in, (1) Supervised practice; (2) Co-operative activities; (3) Community service; (4) Leadership activities; (5) Earnings and savings; (6) Conduct of meetings; (7) Scholarship; and (8) Recreation.

The above-mentioned activities constitute the basis of the programs of work of local chapters of Future Farmers of America. Herein lies their strength. They have something to work for. The Future Farmers of America organization gives farm boys a wonderful opportunity to exercise their initiative along these many desirable lines which are so useful in the civic-vocational development of a rural people.

Several of the states reported the offering of short-unit courses for professional improvement of teachers in service, and response to these offerings in the states which have already provided this service was reported as very gratifying. In some cases college credit is granted for this work but whether or not credit is given an effort is being made to adapt the work to the specific needs of the men on the job. This adaptation is being made in the time devoted to such courses as well as in the content which includes not only the strictly professional but also the technical content which the man cannot readily secure otherwise.

The Agricultural Outlook

Mr. Clyde Marquis of the United States Department of Agriculture discussed the agricultural outlook for 1929 and showed how teachers could present to their pupils the economic facts upon which this outlook was based. In connection with this discussion he illustrated by the use of charts the effect of cycles of over and under production as in the case of hogs, potatoes and dairy products. He suggested that teachers could have their pupils plot price curves, production curves, and the like, using data available from their local markets, then later follow these causes and effects on a

(Continued on page 14)

North Central Regional Conference

THE most satisfactory conference ever held in the Region" was the comment generally made regarding the North Central Regional Conference, held at Des Moines on March 25 to 28.

Attendance was good. The papers presented showed more than the usual amount of care in their preparation. Cooperation closely approached 100 percent and the representatives at the conference were able to do business more easily and effectively than ever before. Several profitable new lines of thought were injected into the meeting which promise much for the future.

The program was in the hands of a general program committee headed by J. H. Pearson of Nebraska. The units in the program were represented by sub-committees on research, teacher training, ultimate objectives, farm shop, rural economics, student organizations, regional problems, essentials of the successful agricultural teacher, and helping farmers to secure more for their products.

Goals for the coming year, selected by a committee of state supervisors with J. E. Hill of Illinois as chairman, and approved by the conference, are as follows:

1. Fifty percent of the department in the Region with part-time or evening work.
2. Ninety percent completion of directed practice in day schools.
3. Ten percent increase in enrollment in all types of schools.
4. Twenty-five percent of the students beyond the first year of work conducting long-time directed practice programs.
5. Fifty percent or more of the students in the region with organized supplementary farm practice programs.
6. A chapter of the Future Farmers of America in every state.

The conference also voted its unanimous support to *Agricultural Education*, pledged to attempt to secure 100 percent of the teachers of the Region as its subscribers, and recommended that the present contract with the Meredith Company for its publication be extended at its expiration.

Ultimate Objectives Stated

A major task of the conference was an attempt to state the ultimate purposes of our work in the Region. A committee under the leadership of Professor W. H. Lancelot of Iowa State College, presented statements of objectives under the following heads:

1. The general aim or objective.
2. Our objective with respect to developing economic efficiency.
 - a. Our objective with respect to developing skill in production.
 - b. Our objective with respect to developing manipulative skills.
 - c. Our objective as to development of managerial skill.
 - d. Our objective as to development of skill in marketing.
 - e. Our objective with respect to helping boys to gain a financial start.
3. Our objective with respect to development of interest and morale.
4. Our objective with respect to development of spirit of cooperation, or teamwork.
5. Our objective with respect to developing leadership.
6. Our objective as to improvement of living standards on the farm.
7. Our objective with respect to the attainment of general education values.

The definite statements under these heads were criticized in detail by the members of the conference and will be revised. The final statement promises to be the most inclusive and the best balanced statement of objectives yet formulated.

Professor H. E. Bradford's commit-

tee on Rural Economics secured an attentive hearing. There was especial interest in the discussion of cooperative marketing. Discussion as to the possibility of teaching marketing thru specially organized courses, as well as thru participation in marketing practices, brought out the consensus of the conference that both procedures are desirable.

"Future Farmer" Sentiment Strong

The importance of organizations for students in vocational agriculture, first seriously considered at last year's conference, was even more strongly emphasized this year. It was revealed that most of the states in the Region already have arrangements under way for organizing state chapters of the Future Farmers of America, if they have not already done so. The annual banquet brought out the "Song of the Future Farmers" written by Professor E. M. Tiffany of the University of Wisconsin, and sung by a quartet from the Region. Arrangements were begun for preparing the scores for band and orchestra, Professor H. M. Byram of Iowa State College taking the responsibility for this task.

Mr. W. A. Cochel, editor of the weekly Kansas City Star, was present and announced the contest his publication has set up among the Future Farmers of the country. One thousand dollars is to be awarded the outstanding Future Farmer of the United States each year. Eleven hundred dollars additional will be distributed among the outstanding boys in the territory served by the Star.

Dr. C. H. Lane also announced the intention of the Farm Journal of Philadelphia to award \$500 annually to the leading Future Farmer chapter in the United States, with additional prizes of \$300 and \$200 to the second and third chapters. A score card to be used as the basis for this award was discussed by the conference.

Extension of Contests Opposed

Considerable apprehension was expressed, both on the floor of the conference and in the lobby sessions, lest too many contests and prizes be set up and too many and too close alignments with private interests be effected. Regional Agent J. A. Linke warned against introducing too many features of this sort which tend to distract from our regular program. One conference attendant remarked that the state supervisor is fast becoming a "checker of contests." The danger involved in accepting money from private concerns for the support of our program were frequently referred to. In spite of these fears, the conference voted approval of a National Oratorical Contest, with prizes to be privately furnished, the general sentiment appearing to be that such a contest is much more worthy than some now under way.

Strong "Farm Shop" Program

There was especial interest in the discussion of engineering and mechanical training in the vocational agriculture program. State Supervisor L. E. Pollum of Kansas had charge of this program.

Professor M. A. Sharp of Iowa State College presented a strong statement of the part machinery is to play in the farming of the future, which this magazine hopes to present in the near future. Mr. G. C. Cook, assistant state supervisor for North Dakota, stated the problems involved in the teaching of Farm Mechanics from a teacher's standpoint and offered a number of practical solutions.

Interest in Research

The first half-day of the conference was given over to a discussion of research in agricultural education. Outstanding researches completed during the year in the Region were reported, including the study by Dr. C. R. Wiseman of South Dakota State College of the reasons why departments of vocational agriculture fail; studies of records for local departments by L. F. Hall of Kansas State Agricultural College and Paul I. Barker of Iowa State College; studies of the occupational distribution of persons trained for the teaching of vocational agriculture by Professors S. S. Cromer of Purdue University and H. E. Bradford of the University of Nebraska; surveys of part-time students and measurement of the results of instruction by Professor W. F. Stewart of Ohio State University; and a study of the judgments of 173 Master Farmers regarding the curriculum in vocational agriculture, made by Professor H. M. Byram of Iowa State College.

Professor H. M. Hamlin, committee chairman, discussed ways of improving our research in the Region and Professor V. E. Kivlin reported a study of Professor J. A. James of the University of Wisconsin regarding the current needs for research in the Region.

Plans for Next Year's Conference

The meeting for 1930 will be held at Chicago. Professor H. E. Bradford is chairman of the committee which is building the program for this meeting. Topics slated for major attention are the teacher training curriculum (particularly the curriculum in agriculture), the characteristics of the successful teacher of agriculture, measurement of the results of instruction and research.

Conference Attendants

Professional people in attendance at the conference were as follows:

- Federal Board for Vocational Education: C. M. Henry, C. H. Lane, J. A. Linke.
 Illinois: J. E. Hill, B. C. Lawson.
 Indiana: Z. M. Smith, S. S. Cromer, R. W. Gregory, W. R. Smith.
 Iowa: Miss Agnes Samuelson, A. L. Uriek, H. M. Hamlin, J. A. Starrak, T. E. Sexauer, F. E. Moore, G. F. Ekstrom, W. H. Lancelot, M. A. Sharp, H. B. Swanson, Paul I. Barker, H. M. Byram, A. H. Housrath, A. A. Sather, H. T. Hall, C. T. Cheney.
 Kansas: L. E. Pollum, L. F. Hall.
 Kentucky: F. G. Burd, Mr. Edens.
 Michigan: B. A. Walpole, Robert Linton.
 Minnesota: A. V. Storm, Paul Calrow, E. B. Clough.
 Missouri: Guy E. James, C. L. Angerer, G. J. Dippold.
 Nebraska: C. A. Fulmer, H. E. Bradford, J. H. Pearson, C. C. Minteer.
 North Dakota: E. H. Jones, G. C. Cook.
 Ohio: W. F. Stewart, Ray Fife.
 South Dakota: C. R. Wiseman, W. P. Beard.
 Wisconsin: E. M. Tiffany, V. E. Kivlin.

In addition, there were representatives from many private concerns, farmers' organizations and publications, and others in attendance.

The Amateur Writer

PAUL W. CHAPMAN

LAST night I read the story of the life of Thomas Sheehan—the man who is president of the Durham-Duplex Safety Razor Company.

This is what Mr. Sheehan had to say about his education:

"In addition to my early schooling—which was obtained under great difficulty—I took five years of night school. Three years were spent at Pratt Institute in Brooklyn. Then I took two years of English and one of mechanics. *If I had the five years to spend over again I would take four and one-half years of English and six months of mechanics.* When you understand words, you have no trouble whatever understanding what the other fellow talks or writes about."

You would hardly expect an industrial man to make such a statement, would you?

If it is advisable for readers to understand words, how much more important it is for them to be understood by writers.

I recently visited the office of the Curtis Publishing Company in Philadelphia. While there I talked with one of the outstanding writers in the field of rural life. As I entered his office he was writing an article. The thing which impressed me most, as I looked over his equipment, was that he had an unabridged dictionary on a stand right at his elbow. How unfortunate that amateur writers, so often, fail to appreciate the necessity of studying words. No writer can succeed who does not know many of them.

In my attempt to learn all I could about writing I have written to many distinguished men and women who have taken their valuable time to tell me things that they thought would be helpful.

One of these "friends" wrote me a letter from which I quote the following paragraph:

"There are two main things to be considered in writing for the farm papers: The first is to have something to say; the second is to say it in the vocabulary of those to whom you are writing, and in the case of farmers 95 percent of their vocabulary is Anglo-Saxon. Shakespeare and the bible are written in almost pure Anglo-Saxon, for which reason it pays the young writer to study them, not for their literary style, but for their vocabulary. Abraham Lincoln's writings are the purest specimens of Anglo-Saxon in recent literature. He spoke the language of the American farmer. It would pay you to read his speeches just to get his vocabulary."

Simple words are best, not because those for whom we write can comprehend no others, but because the simplest word that will convey the meaning intended is always in good taste, and at the same time usually the most forceful and expressive. If technical terms *must* be used they should be explained parenthetically.

In a hotel, I once saw a sign—Educators are people who use six-cylinder words to express one-cylinder ideas. (Unfortunate, if true!)

If the amateur writer would attempt to tell his story in writing just like he would tell it to a friend in a casual conversation nine times out of ten he would have a better chance of meeting the requirements of the editor and the general public.

North Atlantic Regional Conference

(Continued from page 12)

country-wide scale and learn how to interpret all the various factors in a given production or marketing situation. Mr. Marquis presented the supervisors with mimeographed copies of a number of these charts and regretted that the supply was not sufficient to furnish agricultural teachers with this material. He indicated, however, that these charts had been placed on a projector film, copies of which could be secured at a nominal price. In connection with a study of the outlook bulletin recently prepared, teachers of agriculture should find these charts very helpful in their teaching.

The inspirational peak of the conference was reached with the presentation by Professor Harold F. Cotterman of "Some Intangible Elements in Teacher Training." While this paper was directed toward teacher trainers and their problems, we feel that the teacher on the job will thoroughly appreciate the following statement of ideals and attitudes, which every teacher of vocational agriculture should possess:

1. The realization that teaching in a high school or elsewhere is a man-sized, socially significant, patriotic, worthwhile job, occupation or vocation holding possibilities of a professional level of development if the necessary improvement programs are laid out and followed by the individual engaged in the work. In other words, that teaching is a fine art, calls for vision, real statesmanship, and for all of the highly prized qualities of life.

2. The realization that teaching is not a blind alley vocation or profession; that in its highest levels of attainment it offers values intrinsic within itself for those temperamentally fit, and is the optimum occupation for certain types of mind; that teaching can be and is a way to security either in advancement in the field of educational administration, or in the high levels of its own possibilities of attainment, or in the case of agricultural education, as a way to such allied positions of leadership as farmer, county agent, rural organizer, politician, and the like.

3. The realization that farming may be and is a very satisfactory mode of life, a form of rural leadership, offering fine opportunities for the "good life," if there is the necessary vision, education, temperament and financial background to carry it forward in a truly approved way; that it offers in its higher levels values intrinsic within itself; and that the farm and farm home afford to those capable of approaching its higher levels, opportunities and advantages equaled by but few other vocations.

4. The realization that farming presents the way to many forms of community service and rural leadership; that more and more it presents an opportunity to political leadership or

influence, and that in the present development of farm organizations and rural cooperative movements, actually holds forth exceptional, high-salaried positions to those who develop the capacities for the type of service and trust required.

5. A vital appreciation that the ability to do, or proficiency in a vocation, is one of the outstanding tests of all vocational education; that the success of any vocational teacher must be measured by the extent to which his students or pupils are able to carry on in the vocation and perform the work which is expected of them, but, that this objective pushed to the extreme may frequently bend back upon itself and lead to an inefficiency born of narrowness and poverty of vision.

6. A vital appreciation that the ability to know the world thru one's vocation and to some extent to be able to interpret the world thru this vocation is an outstanding test of real vocational education; that until vocational pupils or students can do this to some extent, a program of vocational instruction at its best is ineffective, and that this objective pushed to the extreme may readily lead to the futility of people who know but are unable to do.

7. A desire on the part of trainees to be somebody, to get somewhere, to the extent that enthusiasm is developed in an amount sufficient to carry over into the trainee's first work as a teacher, in other words, to motivate the prospective teacher to the degree that he can draw on it in the motivation of his own pupils until his work as a teacher develops to the point where it can furnish some of the necessary sources of inspiration.

8. A vital appreciation that schooling in its fullest sense, is merely experience in modes of attack in the solving of one kind or another of the problems of life by means of organizing one's own experience thru helps that are recorded or reported by other people; that books, bulletins, radios and the like, are merely helps in the solution of such problems or in any form of creative living.

9. A vital appreciation that education should be approached thru environmental materials; that education is always leading out from the known to the unknown, from the more or less commonplace into a larger world of affairs; and, that no one's world is any larger than the extent to which he has touched it.

10. The suppression of undesirable personality traits and the coaxing out and development of desirable personality traits, an individual proposition depending upon the nature of the personality in question, but nevertheless a very delicate task which must be done with each individual with the utmost of care.

11. An appreciation of the necessity for congeniality, or of the fallacy of a "high-hat" policy either as applied to individuals or to "Main Street"; and of the social power generated thru wholesome personal contacts.

12. A vital appreciation of the sacredness of the individual or in other words, of the necessity for democracy in individual approach, for tolerance of stupidity, for directing attention at the margin of the community in one's given field, and the necessity for acting in agreement with the dictum of an Immanuel Kant that "no individual should be treated as a means to an end, but as an end in himself."

13. An appreciation that an imperative objective of all teaching is the development of the individual pupil toward the fullest possible realization of his capacities and powers, in other words, a realization that the most important crop to be considered in instruction in vocational agriculture or in any other productive effort, is the boys and girls who are the recipients of the instruction.

14. To give the student preparing for teaching some notion of the sources of inspiration in life and the necessity every now and then of getting into temples of beauty and vision.

OUR FUTURE IS ASSURED

The continuance of AGRICULTURAL EDUCATION until January 1, 1931, has been assured by recent action of the editorial board and the publishers. It is the belief of those most familiar with the magazine's status that it is now permanently established. This belief has been strengthened by the extremely favorable actions of the North Atlantic, the North Central and the Southern Regional Conferences.

Subscriptions are now being received which continue into the second year of publication. It has been arranged that they may terminate either on July 1 or January 1. It is urged that one list be sent in from each state, thru the state supervisor's office, to cover all subscriptions, or as many as it is practical to collect at one time. This will save a tremendous amount of the time of the Secretary-Treasurer who is unpaid for this work. We owe it to him to make his task as easy as it can be made. All subscriptions should be sent to Z. M. Smith, 202 Sylvia Street, West Lafayette, Indiana.

Our next issue will provide further information regarding the present status and future policies of the magazine.

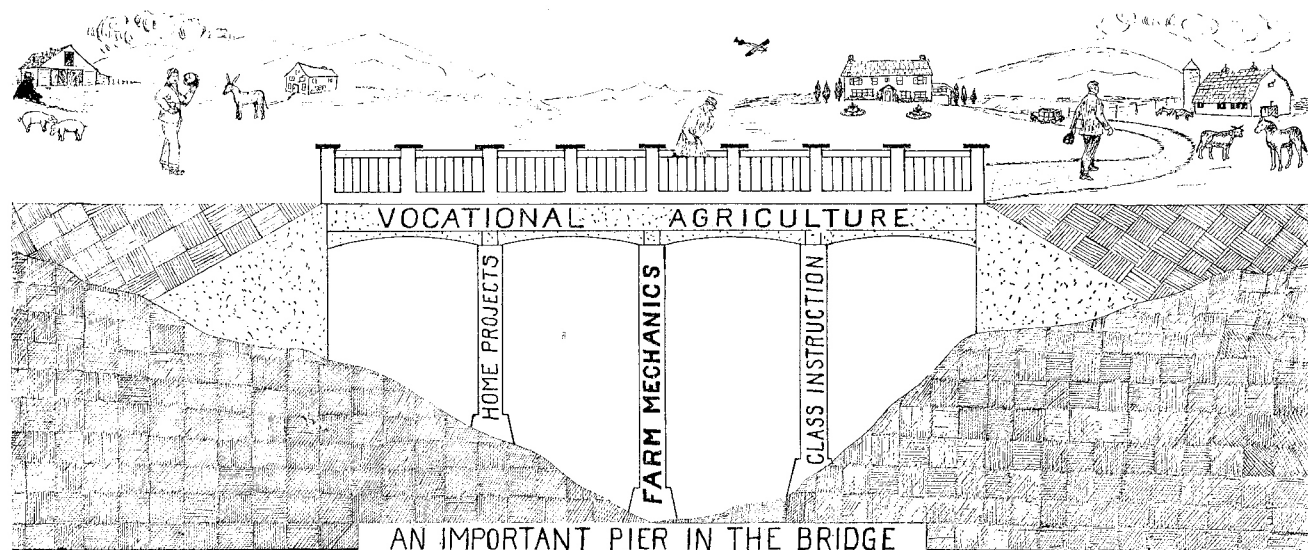
Boy Addresses Farm Bureau

DAVID TRUNDLE of Poolesville, Maryland, addressed 350 members of the Farm Bureau at the annual banquet held recently in Baltimore on "Agriculture as a Vocation." Young Trundle was chosen because of his having been selected as the winner in the state-wide public speaking contest for vocational boys held at the University of Maryland. Representatives from the different agricultural departments entered the contest.

The National Dairy Show will be held this year at St. Louis on October 12 to 15. There are many attractive premiums for students in vocational agriculture. Prizes are offered for state exhibits as well as for individual students exhibits.

Sixty-seven California teachers have already indicated their intention to attend the special summer session at Davis.

FARM MECHANICS DEPARTMENT



A Productive Farm Shop Program

By VILAS J. MORFORD,
Vocational Agriculture Instructor,
Laurel, Nebraska

THE modern successful farmer has to meet many problems of engineering and mechanics. Farm buildings at the present time are costly structures and require careful attention in order to keep them in good repair. Crops are planted, cultivated and harvested by modern labor-saving machinery. The efficient care and operation of this machinery requires no small amount of mechanical skill. The designing and construction of new buildings and devices and repairing of the farm buildings and modern farm machinery require a well-equipped tool shop and a skillful workman to handle the tools.

The vocational agriculture teacher is endeavoring to better equip the coming generation of farmers so that they can master the ever-increasing mechanical problems.

Shop projects are selected to develop skills which are required by successful farmers in their work. Unless the teacher, however, takes advantage of the possibility of supplementing the school projects with similar work on the boy's farm, one of the greatest values of the shop instruction is overlooked. If the boy uses the shop skills at home he will recognize the practical value of the shop practices and therefore take a keener interest in the course.

All are aware of the fact that skills only partially mastered are soon lost. In the short time the boy spends in the school shop it is not possible for him to completely master all of the work covered in the course. This brings before us the problem of the boy continuing his shop work at home. The possibility of this is far-reaching but it offers many difficulties.

Many of the farms from which our students come are without shops and their supply of tools is often very limited. Without a workshop and a set of necessary tools but little can be accomplished. In many cases the main problem is to arouse the father's appreciation of the value of the farm shop.

This brings to my mind an experience I had not long ago. While visiting my projects I stopped to see one of my

What Farm Mechanics Includes

NO DOUBT, there is a question in the minds of some people as to just what is meant by the term "Farm Mechanics" as applied to vocational agriculture. This is due to the fact that until recently the various forms of mechanical instruction provided in our high schools for farm boys had no common name. In most instances the work has been termed "Farm Shop" while in other cases it carried various names, such as "Farm Repair and Construction," "Agricultural Mechanics," or "Agricultural Engineering."

The average farmer or rancher is in reality also an unspecialized mechanic performing these duties both outside and inside of a farm shop. To designate all of this work as "Farm Shop" does not carry the right impression. The same general criticism is true of many other names used. Leaders in the farm mechanical field have cast about for a suitable general term which might be used to designate all such mechanical activities until the title "Farm Mechanics" has now become generally accepted.

The term "Farm Mechanics" seems most accurately to describe this type of instruction in vocational agriculture. The curriculum may involve several special phases or distinct units of work, such as farm machinery, farm motors, tractor repairing and agricultural engineering. However, if the term farm mechanics, is used, it includes these and other similar units of a vocational agriculture training program. It is all-inclusive of every unspecialized mechanical activity of the farm and ranch.—W.A.R.

former students who has completed his agricultural course and is farming a rented farm in partnership with his father. The boy was not home but his father proudly showed me the shop his son had constructed during his spare time. He had salvaged an old granary that had about served its time for the storage of grain. His equipment was not extensive but it was adequate to meet the needs of the average farm. The neatness and the orderliness displayed in the care and arrangement of the tools demonstrated that some of the practices insisted upon in the school shop were being carried out.

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Do a Good Job

IF THERE ever was a slogan which should be kept constantly before teachers and students in farm mechanics, it is this: "Do a good job!" One of the most severe criticisms on our farm mechanics work at present comes from a comparison of farm mechanics products with the products of other school shops. To be sure, cabinet or machine shop work should not be compared directly with rough construction or farm repair, but there is no need of any rough work being "too rough." Let us think thru briefly the main points in doing a good job in any farm mechanics undertaking. What do we mean when we say, "Do a good job?"

First of all, farm mechanics jobs and projects should be well selected. They should be worthwhile—score up favorably on a shop score card. In short, to do a good job we must first have something real of the right type to start with.

Second, all farm mechanics jobs and projects should be carefully planned and checked so as to make sure they will meet the needs for which they are designed.

Third, suitable material should always be used whether the job or project is repair or construction work.

Fourth, all farm mechanics jobs and projects should be done in a workmanlike manner, completed in a reasonable time, and give evidence of good workmanship in the completed product.

Fifth, all farm mechanics jobs and projects should be finished in a way fitting to their purpose and use.

Much of the emphasis in farm mechanics work has been placed on the selection and planning of jobs and projects. Such emphasis has been well placed, but it is evident that more emphasis must be placed on the kind of product which is being turned from our farm mechanics shops.

On the matter of the selection of proper material for a job or project, much could be said. Most of the responsibility here rests upon the teacher. Unless they have had considerable experience, boys cannot be expected to always make a wise selection. Then, too, the proper material may not always be at hand when needed for a job. However, good judgment enters in here, and

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Farm Shop Work in Adrian, Missouri, High School

By L. E. MORRIS, Instructor

SHOPWORK has proved to be the most attractive part of the course in vocational agriculture. High school students who are not at all interested in agriculture, often come into the shop during work periods to watch the boys at work, and often express themselves as wishing they could take that part of the vocational agriculture course. Most parents who visit our department try to come on shop days. They enjoy watching the boys at work.

I think there are some very good reasons for this. In the first place our shop presents a "business-like" activity. The work is organized on what is known as a "point" basis. Each job is assigned a given number of points based upon the quality of work done. The activities are so evaluated that a boy who does average work may earn one point for each hour he spends in the shop. Each vocational agriculture boy in Missouri is required to spend four hours weekly in the shop. This means that for a semester he will spend 72 hours in the shop. So, if he earns 72 points for that time his shop grade is *M*. But if he is able to earn 80 points, his grade is *S*. For a grade of 88 points, a grade of *E* is given. Should he earn only 64 points, his grade is an *I*. Following will illustrate how this is done. For making a cold chisel, points are given as follows: for a grade of *E*, 5 points; *S*, 4 points; *M*, 3 points, and for a *I*, 1½ points. It will be seen that both quantity and quality enter in.

Each boy is required to offer a given number of points in the major farm shop operations each year. I also have a required and an elective list of farm shop jobs. To date, I have about 125 shop articles evaluated, mounted on beaverboard and filed systematically.

All the teacher has to do is to grade each job. The student then consults his job sheet to see how many points he is entitled to. Each boy keeps his own record in a book provided for this purpose. If a boy "loafs" in the shop, he does so on his own time and his credits suffer.

I make an effort to keep in my list of articles the ones which most farmers in the community have need of. When I wish to stress some particular shop article, I first make one myself. I try to do a good job so that I can say "Do it this way, boys." The plan works. Boys who seemed to have no use for a given article become interested and begin the construction of one for themselves. I am thoroly convinced that the best way to get a student to do a good piece of work is for the teacher to be able to not only tell him how but when necessary to actually do the work himself.

I have found that a good way to keep the boys interested is to have a variety of jobs always ready. When once a job is undertaken the quicker it is completed and another undertaken the better the interest. Delay means poor work and little interest.

Teachers of shop work know that regardless of how well a student plans his work he is apt to find himself with a few minutes to spare and does not care to begin a new job due to a lack of material or for some other reason. I have arranged quite a large number of

shop exercises that require no material. They are what might be called "book" exercises. This takes care of any spare time that a student may have.

A Productive Farm Shop Program

(Continued from page 15)

When this boy completed his school shop work he showed just average ability. Thru his continued practice in his own shop he has developed new skills and completely mastered those started in the school shop, while the boys that did not continue their shop work have lost many of the skills that were fairly well mastered at the time of leaving school. The boys not only failed to keep in practice but also lost confidence in their ability. They then call upon someone else to do their shop work for them.

The planning and equipping of a farm shop is a challenge to the boy's initiative. When successfully done it is a permanent laboratory in which he may test his ability, develop confidence in his own workmanship and do those shop jobs which present themselves on most farms.

Do a Good Job

(Continued from page 15)

a resourceful teacher can nearly always find, or assist the boy to find, suitable material of the proper kind, size and shape.

The quality of workmanship accepted in some of our farm mechanics courses has drawn considerable criticism. Much of it has been unjust, because it has usually involved the comparison of two entirely different types of shop work, but some of the criticism has been deserved. Quality of workmanship involves several factors, important among which are the ability of the boy, experience of the boy, time, and cost of materials. Weeks and months spent by boys in attempting to imitate the perfection of craftsmen who have spent years on this single line of work are, of course, misdirected energy. However, just because farm mechanics deals with considerable, rough, coarse material, this is no justification for indifferent use of tools, careless workmanship, gaping joints and improperly finished products. Have the boys do a good job on what they undertake.

As far as this article is concerned, the fifth point is perhaps the most important of all. Most farm mechanics work lacks "finish." By that, it is not intimated that a factory finish must be put on everything which is turned out, but there is no reason why jobs and projects should be left "rough" and unfinished. Repair jobs should be smoothed up, and construction jobs should have the final touches of completion. Paint, oil finish, etc., should not be omitted in the proper places. No amount of paint, putty, or "dutchmen" will cover up poor workmanship, however. Don't let a poor job go out of the school farm shop; don't let a "raw," unfinished job go out. Do a good job as a teacher, teach the boys how to do a good job, and require a good job. It pays!—W. A. R.

Up to March 25, California had 24 fully organized chapters of Future Farmers.

The "Future Farmer Outlook" is an attractive mimeographed publication put out by the Oklahoma State Chapter.

Handy Hints on Doing Various Farm Mechanics Jobs

By A. M. BLISS,
Instructor in Agriculture, Peoria, Arizona

TO overcome the handicap of lack of tools for special kinds of farm mechanical work, it is necessary that the Farm Mechanic teacher be alert at all times to help the student in devising news ways of, and new tools for doing various farm shop jobs.

In the farm shop the hand-made wooden miter box and the bevel take the place of the miter saw, glued boards are doweled rather than tongue and grooved, and, instead of having a dowel-pin cutter, a hole of the required size is drilled thru a ⅜-inch flat iron and a whittled pin driven thru this to give it its round shape.

To shape picture frames and moldings a combination plane is not necessary. A small piece of sheet steel—an old scraper blade, or a piece of saw blade, is notched with chisel and file to the required shape of the molding. Two pieces of ½-inch hardwood board notched to the same width but about ¼ inch deeper and held together with screws completes the tool. The metal blade is clamped in the hardwood frame and the whole is used as a scraper, after the board to be worked on has been roughly shaped with a plane.

In sheet metal work short bends are made in a flat-faced vise, while for longer bends two planed hardwood boards clamped to the metal from opposite sides made a good base against which the bend may be made.

It is usually easier to join corners and edges by a lock or grooved seam. The right angle bends are made with the vise or wood clamp. Ordinary pliers complete the bend. A hand groover may be made from a 6-inch length of iron bar one end of which is first ground smooth and is then grooved with a file to a depth and width which will fit the seam.

For dado work a hand router is a good tool to have in the shop. However if not available one can be made readily. The blade can be made from ⅜-inch octagonal tool steel by drawing to a rather long taper chisel point then bending about ¾ inch of the point back about 60 degrees so it makes a 120-degree angle with the shank. Next take a 2x4-inch hardwood piece 8 inches long, drill a ¼-inch hole thru at the middle of the 2x8-inch face, then slip a ¼x5-inch eyebolt over the shank of the blade and with the cutting edge of the blade pointing away from the wood tighten the eyebolt thru the hole until the shank is held tight. It may be necessary to square the shank so the blade will hold better.

Special zinc is not necessary in making flux for soldering as scraps of galvanized iron placed in the acid until the zinc is eaten will do just as well.

Likewise the instructor may in the course of instruction in forge work have the students devise and make many other tools which will be of use around the farm shop.

Oklahoma is terming its outstanding vocational agriculture boys "Junior Master Farmers."

The National Congress of the Future Farmers of America will be held in connection with the American Royal Livestock Show at Kansas City beginning November 16.