Year 1938

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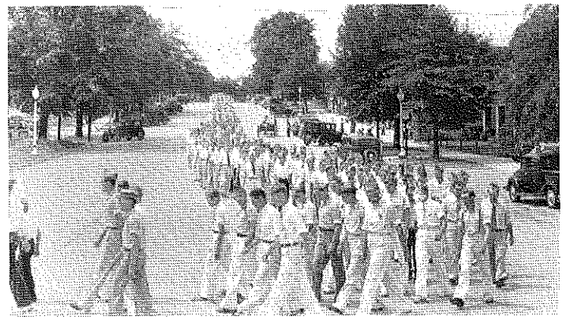
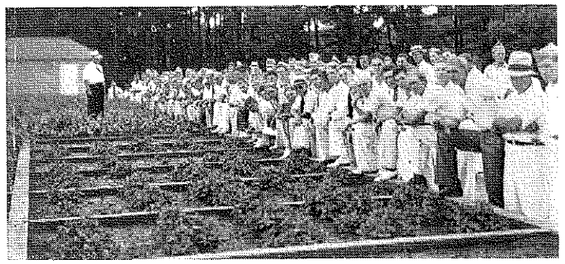
VOL. 10 JULY, 1937 NO. 1

THE AGRICULTURAL EDUCATION MAGAZINE





Alabama Future Farmers of America Parade and Visit Vegetable Plots While at State Convention at Auburn, Alabama

Knowledge which comes from books comes indirectly, by reflection, and by echo

The Agricultural Education Magazine

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

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Editorial Comment

Changes in the Magazine

THE editor of "The Agricultural Education Magazine" has asked me to prepare an article on the proposed changes in the magazine. I believe that there has been continued improvement of our periodical from the standpoint of its physical setup and appearance; its organization and scientific planning; and its professional usefulness.

In the past certain changes and additions have improved the magazine. The second volume was improved, over the first volume, by such additions as the Professional and Methods sections. All sections were designated clearly by the rectangular or blocked headings which have been of great help in classifying articles for the readers of the magazine. Later, in Volume VIII, articles written regarding Part-time and Evening Classes appeared under the one heading—Farmer Classes. Studies and Investigations have rated a distinct heading since the publication of Volume VIII. Two series of articles have appeared under the Professional section of the magazine. The first series, under the editorship of Dr. Hammonds, entitled, "Contributions of Ten Leading Americans to Education," has been published and distributed in bulletin form for our use. It is hoped that the second series appearing under the title of "Whither Agricultural Education" may likewise be bound in bulletin form and distributed for use. At least, the North Atlantic Region has gone on record as favoring the preservation of this part of the writings of some of our present-day leaders in the field of agricultural education.

Several new or proposed changes for the magazine were made at the meeting of the American Vocational Association; at the regional meetings; and by our editor and other individuals. I shall attempt to summarize some of the suggestions that have been brought to my attention.

1. *The Name of the Magazine.* It seems that "The Agricultural Education Magazine" is much more appropriate than "Agricultural Education." The old name is a broad term which might designate the whole field of education in agriculture while the new name designates a periodical rather than a course or department in education.

2. *The Covers.* The designs for the old covers have been attractive, and the contrasting black and white tones have been effective but the materials for the covers have been light in weight and it has been necessary to utilize the last page for printing content in order to keep the total publication down to the original sixteen pages. At the business meeting of the Board at San Antonio, Texas, the following order was passed: "Moved by E. R. Alexander, and duly seconded, that changes in cover, stock, and type be in charge of a committee of five of the Editing-Managing Board, Olney and Stewart (W. F.) and three other members to be selected. Carried."

The additional members of the committee appointed were M. D. Mobley, L. R. Humphreys, and E. R. Hoskins.

Mr. Olney has acted upon the above motion and presented specifications to the committee secured after he had sample materials and prices for more secure covers that will retain the same first page design; leave the back page blank; provide space on the inside of the front cover for the mast head and a table of contents; and space on the inside of the back cover for listing of the names of our leaders in the Office of Education and in supervisory and teacher-education positions. An attractive halftone in buff will appear on the covers of the magazine as a result of the selection of new cover stock. In my judgment, the new covers will constitute a very desirable change in the magazine.

3. *The Organization of the Magazine.* A suggestion has come from the publishers that the section headings should start on the left-hand page. It is planned to have the name of the special editor appear below each section head. The last suggestion is in keeping with the editor's plan for holding each special editor responsible for a series of twelve topics for his section. It is suggested that the material for the topics should be supplied to a large extent by teachers in the field. It is also suggested that articles should be published in relation to each of the eight main sections of the magazine in each and every section.

4. *Other Suggestions.* In reviewing briefly the organization of and the content in the first nine volumes of our magazine, I have been impressed by certain features in the early issues that might well be continued from time to time as editorials or under the sections and writings of special editors. I would like to see more articles entitled, "What Others Think of Us." What do others think of our supervised practice? What do others think of our part-time and evening classes? What do other educators think of us as a professional group?

In preparing our articles for the magazine it seems to me that many of our writers should keep in mind the background, or development, of our movement. I am especially desirous that our younger teachers and trainees (and I make full use of the magazine in my undergraduate courses) realize that we are completing two decades of Smith-Hughes work since the passage of the act; that the first decade was largely "teacher-centered" and that our thinking during the past decade has been more "student-centered" due to the organization and development of the F. F. A. This transition, I believe, has changed our entire point of view, and the background for the change might well appear in many of our writings.

AGAIN, may I say that I would like to see more use of the statistics that show the growth and development of our movement and measure the effectiveness of our programs for the many groups that we serve. I believe that such statistics that are available to supervisors and teacher-educators are seldom considered by the men in the field, who should be informed regarding the growth and development of the organization of which they are a part. Such figures might well be used as the background for many articles that are published under the several sectional headings.

The publication of the annual program for the agricultural section of the American Vocational Association gives the reader a clear conception of the changing points of interest and emphasis. I believe that a summary of the several regional meetings would be of decided advantage also to the readers of the Professional Section of the magazine.

Subject-matter specialists and other agricultural workers have sometimes criticized our teachers for not being well informed in their subject matter. It would seem that there is a wonderful opportunity in the field of Studies and Investigations to keep our teachers better informed thru the only news organ that they may read pertaining to the field of their chosen vocation. Current literature and book reviews might well be distributed under the several sectional headings. I believe that timely and unusual subject-matter bulletins have their place for review also in the several sections of the magazine. Scientific findings should have a direct relationship to the usual results, or experiences, in the field, and many teachers might well show this relationship in their writings. More pictures and other illustrative material can be used to advantage thruout the entire magazine.

I believe that we all should avail ourselves of the binders, each of which is adequate for three volumes of the magazine, and that a continuation of the good work in indexing and cross-indexing is very desirable in order that we may preserve and use some of the writings of our colleagues in this, our greatest text book, in the field of agricultural education.—E. R. Hoskins, New York

The New Directory

ON THE inside of the back cover will be found the directory of the leaders of the administration staffs for vocational agriculture. The Editor asks the co-operation of each state in checking this for proper listings and to keep the magazine informed as changes in personnel occur.

The Binder

THIS is a good time to purchase one of the binders for the magazine. It is attractive and will keep the issues of the new

A. K. GETMAN **Professional** R. W. GREGORY

Which Way Vocational Agriculture?

J. A. LENKE, Chief, Agricultural Education Service,
Office of Education, Washington, D. C.

THE story is told in an old novel entitled *Quo Vadis* how Peter, while working in Rome, became discouraged and started to leave the city. As he was passing out of the gates he was met by Jesus coming into the city. Peter saluted his Master with these words, "Quo vadis, Domine?" which when interpreted means, "Whither goeth thou, Lord?" The story represents Christ as saying to Peter, "I am going to Rome to die again for the great cause if you are leaving." The story states that Peter turned back into Rome and there met his death in the cause of his Master.

This story may be applied to the cause of vocational agriculture. Teachers may become discouraged in their work and need to be turned back with renewed interest. Also, the boys studying vocational agriculture who are going back on the farms to take the places of those farm boys who have become discouraged and left the farm, not only need encouragement but the kind of training necessary to make a success of farm life in the country.

We now stand at the crossroads in vocational agriculture. As we look back over the way we have come we see many problems we have solved. Many changes and improvements have been made in the program, such as improvements in objectives, methods of instruction, courses of study, supervised practice, supervision, teacher-training, and research. As we take a look into the future we see many problems ahead of us, many difficulties to be overcome, and we may rightly ask the question, "Which way vocational agriculture?" Which road shall we take? Shall we turn to the right or left, to other jobs? Shall we turn back and lapse into an easier life on the job we already hold, or shall we take a new lease on life, go straight down the road ahead and make plans to render a larger service to the farm people in our states and communities?

The answer to this question, "Which way vocational agriculture?" is largely in the hands of supervisors, teacher-trainers, and teachers of agriculture. The programs which we build and execute will be the answer, whether good or bad.

"Training for proficiency in farming" is the motto which should be kept constantly in mind in setting up future programs in agricultural education. It is very important to have a real program with definite objectives and ways and means for reaching these objectives. In other words, you should know where you are going and set your stakes to arrive. If you do not set your stakes carefully you will not reach your goal.—(Bulletin 153)

The new appropriations under the George-Deen Act should enable us to establish the teaching of agriculture in a high percentage of the 15,000 rural high schools where it is possible to locate departments. This should be encouraging in our future outlook because we can make our plans well in advance from year to year without the uncertainty of funds, as in the past.

In setting up state programs, supervisors and teacher-trainers should organize long-term programs, keeping in mind the main objective of training for "proficiency in farming." All activities such as individual, district, and state conferences; resident, itinerant, and practice teacher-training should be so planned as to point toward this goal. The teacher in planning his long-term program should set his stakes to reach the same goal. Some of the stakes to be set up are as follows:

Surveys

Each teacher of agriculture should make a complete farm survey of his community to determine the needs of the farmers in improving their methods of farming and managerial responsibilities. A study should also be made of markets and market demands in order not only to determine what enterprise to emphasize but also what potential enterprises might be established in the community. A teacher cannot hope to do his best work without careful surveys in order to adjust his program to the needs of farm people.

Program of Work

After the farm surveys are completed, the teacher should make a careful analysis of these surveys in order to set up his long-time program, built on the needs of the farmers which this analysis shows. His plan should include a carefully organized supervised farming program. An analysis should be made of each enterprise, and his yearly plans of instruction should be based on the problems which arise in the supervised practice of his students.

Reaching the Largest Possible Number of Farm People

When the teacher has set up his program of instruction, including his supervised farming and teaching plans, he should make every effort to include as many farm people as possible in this program. The more people he reaches the more service he will be rendering to those who are enrolled in their high school classes, while other teachers are organizing part-time and evening classes for out-of-school farm boys and adult farmers. In this way they are reaching some 100 to 150 farm people thru systematic instruction in agriculture. These teachers are the ones who are putting vocational agriculture on the map and getting the support of school authorities and the farm people. This also is securing the best kind of publicity for the work.

Continuation Education in Agriculture

We do not have the farm boy in high school long enough to give him sufficient training for successful farming. Therefore it is necessary to continue his training thru a series of years in part-time and evening classes after he leaves high school. If we could carry on a program of training with students of vocational agriculture for ten or more years, then we can hope to reach our goal for training for "proficiency in farming." If we make this our goal, then it is necessary to organize a continuation education program for boys after they leave high school for the farm. These boys should be coming back to school in part-time classes in further preparation for farming. This is the period when they can be devoting their entire time to building up their farming activities in preparation for becoming established in farming on a permanent basis.

Placement

One of our responsibilities in the training program is to help those we have trained to get placed in farming for themselves. Too many of us think our responsibility with the boy ends when he leaves high school. If we train a boy for a vocation, then we should make every effort to help him get placed on the job for which he is prepared. The Farm Credit Administration and the Federal Land Banks have expressed a willingness to help well-trained boys in the purchase of farms. Teachers should make a careful survey of farms in their communities for sale or rent. Sale prices and the conditions on which farms can be purchased or rented should be determined in order that the teacher can assist in getting worthy boys placed on these farms. Placement is one of our most important jobs. We cannot expect to improve farming conditions in our patronage areas unless we can get those we have trained placed on farms in the community. One of the great problems in agriculture is to get the

Evening Classes

We might think that our obligation to the vocational student ends when he gets placed on the job, but here is one of the most crucial periods of his career and his success or failure may depend on his ability to solve the many problems facing him at this particular time. There should be a careful follow-up of former students thru a continuation education program in evening classes where adult farmers can discuss their farm problems and devise ways and means of improving their farming programs. This does not mean that the enrollment in evening classes should be limited to former vocational students. These classes (both part-time and evening) should be open to all interested farmers.

Follow-Up Records

A follow-up record should be kept of all former vocational agriculture students for a period of from 15 to 20 years to determine whether the training program has really functioned in improved farming as compared with the average farmer in the neighborhood. This is the final test of your work as a teacher of agriculture. If the record shows no improvement then something is wrong with your program and it will need to be changed. If it shows improvements then you will know that your program is getting good results. You will also know whether you are worthy of your hire and that vocational funds are being well spent for education in agriculture.

If the above stakes are well set and your program is so organized as to reach each of these stakes as you progress toward the goal, then I would say that you are on the right track to "catch the fox."

New Department Head

H. S. Brunner

DURING April, 1937, Mr. Henry S. Brunner became associate professor of agricultural education and head of the department of Rural Education at Pennsylvania State College. Professor Brunner, a native of Berks County, Pennsylvania, received his high school training at Reading High School. He completed his undergraduate work at Pennsylvania State College in 1920 after serving one year, 1917-1918, in the United States Army as second lieutenant in the infantry. After graduation he farmed 100 acres near Reading for nine years, during which time he was active in teaching and conducting musical organizations in the city of Reading. He was a graduate student in agricultural education during the year 1929. Following this he served four years as teacher of agriculture in the Oley Township School in Berks County. In 1934 he became instructor in agricultural education at Pennsylvania State College and completed his master's degree in 1935.

Our annual dues are $5 per year and we set aside one dollar of the five for *Agricultural Education* magazine. We think a lot of this publication in Missouri and wish for its continued growth and success.—Glenn E. Karls, Former President, Missouri Teachers.

A Program of Security for Teachers of Vocational Agriculture

R. B. SMITH, State Supervisor, Little Rock, Arkansas

THE history of security of economic groups in America is one of co-operative action to secure favorable legislation for special groups. Postal clerks have co-operated and even unionized to secure the passage of legislation for retirement benefits. Trade and company unions have, thru co-operative effort, secured pension plans in many of our great corporations. In many instances these plans have become great assets to the stock and bond holders of these corporations. Employees of our great universities, various Federal departments and bureaus, have plans designed for their security after retirement from service. As yet, only a few states have pension plans for teachers. Arkansas is one of the latest states to adopt such a plan. Teachers of vocational agriculture in the southern region who are supposed to be teaching rural people how to co-operate are not co-operating for their own security purposes. They seem content to shoulder much greater taxes to guarantee social security to a great proportion of our industrial groups thru legislation. It is groups like teachers of vocational

injustice.[1]

While teachers of vocational agriculture are exempt from paying direct taxes because they are employees of the state or political subdivisions, they will receive no benefits from the proposed types of legislation but will be severely penalized because of the increased cost of living. The tax on employers of millions of industrial workers must either be added to the price of industrial goods produced or it must be taken out of the employees' wages. The latter will not take place because, as a rule, they are pretty well organized. Obviously, it will not matter in so far as teachers are concerned. A higher cost of living will reduce their standard of living just as effectively as a reduction in salary. But to make it still worse, farmers also do not benefit. Their relative living standard and purchasing power will be greatly reduced and as a consequence funds for paying salaries of rural school teachers and vocational agricultural teachers are going to be relatively scarcer than ever. It is the opinion of some economists that these proposed types of legislation are so unfair to some

move in the right direction, for as Walter Lippmann says, "Sure, it is clear that we have moved into an age when conscious, deliberate direction of human affairs is necessary and unavoidable."

Regardless of governmental assistance, teachers of vocational agriculture must plan for their future security, and co-operative planning and action must play a major part in those plans.

The teacher of vocational agriculture must not only hedge against the lack of democratic justice in social security plans and their resulting lower income for farmers and rural people in general, but he should attempt to hedge against the possibilities of a breakdown of the social security plans. We must not forget that Germany had a most magnificent social security plan working on a national scale but in spite of her boasted highly intelligent leadership the plan was a complete wreck and loss to her people in the inflation period that followed the war. Dr. Larine Pruett has given some very sound advice to parents when she said, "Children should be trained for insecurity." "War threats, industrial unrest, political uncertainties, and economic instabilities" have always paved the way to insecurity, regardless of great plans and brilliant leadership. Our teachers must likewise prepare themselves for insecurity, and it should be done thru intelligent planning.

Less than a year ago, the writer listened to Dr. Roger Babson tell a college graduation class that his advice to them was to stay in the smaller towns and rural areas. The reason given was that they would live to see an economic depression with much greater tragedy to urban centers than the one from which we are just recovering. No one knows just when it will come, but when it arrives those who have their occupations and families closest to the soil will have greater security and the best chance to survive. Coming from one who, in the face of a ridiculing public, has foretold recent events with almost uncanny accuracy and substantiated them by recent past economic history, we must give consideration to the thought. Teachers of vocational agriculture should, however, feel fortunate indeed that they live in an environment and belong to an occupation that offers great opportunities to render a highly desirable social and economic service, while at the same time, they can hedge against the ever threatening Damoclean sword of insecurity which even our great national security legislation cannot remove.

Now, when optimism is supreme and a new business cycle is definitely rising to greater heights, is the time for all thinking persons to plan for the inevitable day when the psychology of the masses will reverse and sweep us into the depth of a new depression with its tragedies and insecurity.

We must not forget that great social disasters such as the French Revolution are gradually generated out of financial troubles. The French Government had defaulted on obligations 56 times during the 200 years preceding, and in spite of much historic experience her people were unable to avoid the evil day.[2]

Today the French are still struggling with the same serious problem, and the ghost of insecurity stalks over their

A. M. FIELD

Methods

Teaching Landscape Gardening

L. F. LEE, Instructor,
Newark, New Jersey

WITH the return of normal business conditions and the attendant increase in the building cycle, particularly as it pertains to homes, there is likely to be an increased interest in the subject of landscaping. In adapting the high school curriculum to meet changing conditions, a landscaping course offers one possibility. In many schools, the agricultural department will be the logical place to establish such a course. The desirability of establishing this work will be dependent somewhat upon local conditions.

Community Resources

Here, in Newark, we are particularly fortunate in having local conditions nearly ideal for the work. We are located in one of the leading nursery centers of the United States. There are over 5,000 acres of nursery stock growing in the vicinity. We have four greenhouses, two of which are devoted to the propagation of ornamental stock. We have six agencies promoting the sale of ornamental stock and fruit. There are many well-landscaped homes in the area which may be used in studying the principles of correct landscaping. The sales organizations, nurserymen, landscape architects, and greenhouse owners are vitally interested in the success of the course. They give excellent co-operation in technical aid, student placement, and in the use of their properties by classes.

Vocational Opportunities

In deciding to establish a course, we were influenced to a large extent by the results of a study of the opportunities available in related fields. One of these is offered in the fields of production. There are local openings for fieldworkers, foremen, and propagators. The second field is that afforded on the retail sales force of local agencies. Their help has been recruited formerly by advertising and by correspondence training. The sales offices offer openings for a few workers each year. There is a growing field for landscape gardeners in planting work and in the maintenance of plantings previously made. Several local boys have been placed in this field recently. We feel, however, that the course has an appeal to many who do not expect to enter the field in any vocational capacity but who will use it as an avocation.

Educational Values

In establishing such a course, it is well to consider the educational values which may be expected to be developed. To us, it seems there are several in its

In many instances, we feel that these values are seldom applied in a practical manner. Secondly, it leads to an appreciation of the principles of art in a way not usually brought out in other high school courses. It creates an appreciation of beauty and helps to promote a liking for outdoor work. Another value derived is the knowledge of how to landscape the student's own home. The appreciation of the value of parks, community landscaping, etc. is enhanced. In addition, it is a constructive pathway to the profitable use of leisure time, the value of which is being emphasized so much at present. Finally, it has a definite value in the field of vocational guidance or exploratory work. A student completing the course has a fair idea as to whether it appeals to him as a life work.

Methods of Instruction

During the early part of the course, a study of landscape design is made. This is emphasized by the sketching of well-landscaped properties. It is necessary to know something of the use of drawing instruments, lettering, conventions used in design, etc. Visits are made to local properties having desirable features. Some time is devoted to a discussion of pruning, planting, and plant materials. The identification of the more common plant materials is made. We usually have a few lectures by local specialists. Field trips are taken for demonstration and practice in planting, disease and insect identification, pruning, propagation, etc. Slides and motion pictures supplement the other methods. Two individual assignments are made during the course. Each student draws a plan for properly landscaping his own home or the grounds of a typical local home. The more capable students usually make a tracing and a blueprint. Each student is also required to make a study of some special phase of the work and make a written report of his investigation. Actual planting of home properties is encouraged.

Organization

Under our local setup, the work is given as a one-semester course. A year would be preferable. The course is open to both boys and girls. We have also used landscaping as a unit course in short course or adult education groups. It was given to farm women while the men were receiving instruction in farm topics. It may also be used as supplementary practice in senior project work.

For those expecting to follow landscaping as a vocation, we urge them to come to a decision early in the high school career. We are working on a plan whereby we hope to obtain the co-operation of local nurseries in giving summer employment to the pupils taking the course. Practical experience will be gained by employment on the sales force, the landscape gardening crews, or

can best be given as a short unit course in connection with agricultural work. In others, a one- or two-year course may seem desirable for those entering the vocation. We have one high school in the state which has a four-year course established. Another one will start in the near future. These are in city high schools, and the trade is co-operating actively in the training and placement of students. It requires long preparation for success as it is a lifetime study. We can only hope to make a slight contribution in one semester.

We feel, however, that this work has possibilities which will warrant its consideration in many high schools.

Increasing the Size of Our Vocational Agriculture Department

PHAENE W. HIBBS, Teacher,
Anthon, Iowa

IN COMPARISON to the size of the school and the age of the department, the Anthon Vocational Agriculture department has made a rapid growth. Our first year, 1935–36, when the total high school enrollment was 124, the department enrolled 31 boys; in 1936–1937, when the total enrollment reached 139, our department enrollment was 52—a jump from 25 percent to 37.4 percent of the total enrollment in high school.

We are interested in enlarging our department because the advantages of a larger vocational agriculture department make it possible to:

1. Provide greater chances for outstanding activities
2. Provide for more worth-while projects
3. Give greater chance for co-operative projects
4. Organize larger F. F. A. organization
5. Have more farm families become interested in vocational agriculture and in the school
6. Bring more tuition to the school.

The more rural students we enroll in vocational agriculture, the more rural people we interest in our school and town. This in turn increases local business, for business tends to follow the school.

Are the advantages of a larger vocational agriculture department as important to the department itself, to the school, or to the community as they are important to the boy? The smaller department is unable to offer certain opportunities which a larger enrollment makes possible. Among these advantages we list:

1. More friends: more chance to develop socially
2. More opportunities to develop leadership and co-operation
3. Larger scope of activities

5. Better instructor
6. A more enriched curriculum.

How has increased enrollment enabled us to offer our boys more opportunities? This year we have been able to:

1. Buy extra books and magazines
2. Increase shop equipment
3. Increase classroom equipment
4. Take part in more agriculture contests
5. Conduct more co-operative projects
6. Sponsor more programs.

How do we increase our rural enrollment?

1. Carry on a good, extensive project program
2. Try to interest younger students in project work
3. Hold a rural school visitation
4. Send out newsletters
5. Hold a picnic for rural pupils
6. Visit all prospective pupils at least once before school opens
7. Have F. F. A. boys interview prospective pupils
8. Keep rural teachers in touch with our school
9. Maintain a friendly, helpful attitude when giving rural eighth grade examinations.

We believe a good project program, a good adult program, and a live F. F. A. organization are the more important factors in letting people know the type and quality of work done in our department. Results can clearly be seen in the field, and the neighbor boys can see what their friends have accomplished with their projects.

Each spring we hold a rural school visitation. The schools having eighth grade pupils are the ones we visit. A diversified program, which represents all the departments of our high school, is presented in about an hour's time.

A school letter is sent out in August to all these prospective pupils explaining the schedules, courses, method of enrolling, and a general description of our school system.

We find that personal acquaintance with the pupils and parents aids materially in interesting them in our school. Nearly all the new pupils in our community are visited two or three times during the summer months. Advanced students who are doing good school work can be pressed into service to help encourage these new rural boys.

During the past two years our new rural pupil enrollment has been as follows:

	1935	1936
1. Total possible new rural students	47	70
2. Total new rural students enrolled	18	40
3. Percentage of new rural enrolled	38%	57%
4. Possible number of boys to enroll	22	47
5. Number of boys enrolled	6	28
6. Percentage of boys enrolled	27%	60%
7. Possible number of girls to enroll	25	23
8. Number of girls enrolled	12	12
9. Percentage of girls enrolled	48%	52%

By possible students, we mean any contacted eighth grade graduate of

percentage of rural pupils have failed to continue their education past the one-room school.

The number of pupils enrolled in any one year is going to vary because of a number of different factors. There is a greater crop of boys and girls available some years than others, as we had 70 in 1936 and only 47 in 1935. Economic conditions influence the number who will enroll. Working conditions make considerable difference; for instance, in 1936, five boys who had been out of school re-entered. These things all tend to influence the number of rural students enrolled.

How can one plan to keep the department enrollment at its peak? The more students one has to work with, the more good he is going to do in his community. The courses to be included in the curriculum should be planned in advance. Classes are sectioned according to the number of boys enrolled in the various grades. We usually try to divide our classes both on a grade and mental basis.

Each boy should have his projects planned for his entire high school years. Take for example a freshman boy who enrolled in the fall of 1936:

Projects

1936	Purebred Hampshire gilt
1937	2 purebred Hampshires
	5 acres corn
1938	2 purebred Hampshires
	10 acres corn
	1 baby beef
1939	3 purebred Hampshires
	10 acres corn
	1 baby beef
	1 beef heifer

This boy also has his improvement projects, which include the legumes and soil erosion problems on his father's farm.

It is also very important to arrange for your adult classes in advance. Our part-time school has its program for the next year completely outlined, with the expected subjects and plans drawn up for the following years.

The facts which have been presented merely point out some of the important considerations. A well-planned, long-time program will be of greater benefit than any other single thing.

After considering the advantage of a larger department, resulting in an increased interest in vocational agriculture as well as greater economic gains to the school, we do realize the opportunities of a larger enrollment.

Parent Contacts

LLOYD HAISCH, Instructor,
Melbank, South Dakota

STARTING August first, it was my job to start a new department of agriculture in a South Dakota high school. A great deal of my time was spent in making contacts with the parents of prospective agricultural students. In making these contacts, I have had several experiences that may be very helpful to others.

I first plan my trip for the day as early as I can and then, if possible, try to find out something about each family I am to visit. Their personal interests are the main thing to discover. If one does not know this beforehand, however, they choose to discuss. Talking of these things puts one on the ground floor, and one is soon in a position to discuss freely the boy that might be interested in the agricultural course.

I have found that in the majority of cases it is very desirable to visit with the mother. She often is the one to decide whether the boy is to attend high school and what subjects he is to choose. If possible, of course, it is most desirable that one see both parents.

My experience has been that one wants to take plenty of time. If one does not take time to gain the confidence of the father and mother before getting to the point of discussing the future of the son, the time is all wasted. If the parents are busy at the time, one should arrange for a visit later when they will not be busy and then explain your mission fully. In several instances I have sat out in the barn with the boy's father for a couple of hours in the evening and "converted" him. Parents have a right to demand a thoro explanation of any course that their son might choose to take in school.

I can imagine a community in which all of the farmers feel that the agricultural course is the proper subject for their son to take. However, in the communities in which I have taught I find that there are a number that have to be "converted." This is especially true if the department is new and somewhat distant from any other department or near an inferior department.

In most cases the trouble is due to misunderstanding and lack of information. Therefore, a clear explanation of the course should be given to the parents during the first visit. For most boys, it is a mistake to coax them to take any subject. This is because they are apt to take advantage of you later on. Coaxing may have to be resorted to the first year, however, especially where the rainfall has been very limited and the farmer has had to suffer considerably. In localities where this is true a farmer is often very anxious in many instances to have his son take up some other occupation.

The information which should be presented to the parents is the nature of the subject in every detail and possibly a little about its cost to the local district. You cannot explain the course and the setup too thoroly. I did not realize what queer notions some people had of an agricultural course until I heard the following statement, which was made by a very good farmer who had a boy in high school. When he heard that they were going to put the course into the school, he told a friend that authorities were doing this just to keep the farm boys on the farm and let the town boys get all of the good jobs in the cities. (I wish that I could keep all of the good boys on the farm.) This indicated to me that a good deal of explaining must be done, and many peoples' minds changed in regard to our work.

It is a good plan to make use of every opportunity that you have to make contacts with the parents of your students. If one does no more than pass the time of the day with them it is very helpful. Some of the parents have an idea that teachers think that they are a little better than the average person,

Supervised Practice

H. H. GIBSON

Some Principles for Consideration in Organizing Home Practice Work[1]

G. F. EKSTROM, State Supervisor, Des Moines, Iowa

G. F. Ekstrom

IT IS generally agreed that the home practice work of vocational agriculture pupils has for its major purpose the participation in farm experiences which will assist the students in their development as successful rural citizens. There are no doubt many criteria which might be set up as contributing to the realization of this objective.

In Iowa certain fundamental principles are now quite generally accepted by persons responsible for the training of agriculture pupils which if fully realized would make for a more meaningful home practice program.

1. *There should be a definite correlation between directed practice and classroom instruction.*

It has been suggested that one of the bases for determining what should be taught students is the possibility of having the subject matter function in their lives. This would infer that our vocational agriculture instruction is not practical unless it has a relative value, and that it is not necessarily successful unless it motivates results on the part of the pupils.

This statement would not imply that the major projects must be directly related to the subject matter taught at a given time. As pointed out later, the home practices of the students involve not only the management of certain production enterprises but participation in group activities and the initiation of new or improved practices of an individual nature. Thus, altho a student might have his major interest in livestock work, he should, for example, become interested, if the instruction is effective, in studying problems in plant production, to try out new varieties of seed crops, to initiate improved practices in fruit growing or the production of truck crops.

Too often the home practices of students are confined to activities in which they have had successful previous experience or in a field of activity which represents a special type of training on the part of the instructor. The result of this has been that the projects have offered no new experiences tho they may have presented some opportunities for financial gain.

2. *The home practice program should be planned in terms of the needs of the individual, the home, and the community.*

The organization of the home practice program should be preceded by a survey involving the different factors to which the home practices will have some relationship. If the student has been working with hogs or baby beeves perhaps his experiences should be extended so as to have him do some work with other classes of livestock or with problems pertaining to the production of crops.

In addition to the charge of providing experiences for the student which fit him for farming, we are informed that the instruction is most effective if the participant extends his influence to others. In the case of the home farm the vocational pupil has an opportunity to assist with the general improvement of the farming program. A boy who had started some legume crops, including soybeans and alfalfa, for his father, expected to take over the management of the swine enterprise another year and to inaugurate a system of swine sanitation which would free the herd from various infections with which it was contaminated.

While there has been a tendency to place less emphasis on the matter of financial return from projects, the monetary feature is important and should not be overlooked. Some measure of financial independence is desired by all people. Students are not immune to this interest. Most of them appreciate an opportunity to pay for at least some of their personal expenses, as well as to make further investments in farming resulting from the increase in livestock inventories or the actual return from their products. Many students have been able to finance college training from the income of their projects.

After familiarizing himself with the needs and interests of the pupil, the instructor is in a position to assist the parent and the pupil in determining the types of practices which might be advantageously established on the home farm. This may take the form of building up the dairy herd or of substituting legumes for non-leguminous crops. The community situation is a factor which also merits some consideration in the organization of a supervised practice program. Perhaps surveys may have indicated that there is no particular outlet for certain classes of animals in the community with the result that the production of a given breed of hogs should be discouraged, or maybe the percentage of land planted to legumes is so low that a campaign to increase the amount of land seeded to soil improvement crops should be encouraged. Again the accessibility to a specialized market is a factor which

3. *Home practice plans should be selected so as to make for continuation and expansion activities thruout the entire vocational experience of the pupils.*

Records of supervised practice work in the Iowa vocational agriculture departments would indicate a general lack of long-time planning. This is a feature of the home work in which a change in the point of emphasis should make for considerable improvement. While the projects of the beginning student might not be so large, such as a gilt, a dairy or beef heifer, a hundred chicks or an acre of alfalfa, at least some of them should offer opportunities for expansion. As the student gains experience other projects should be added.

The home practice program of Marlin J. Brackley, Lake Mills, an "Iowa Farmer" of 1933 is an example of continuation and expansion programs.

Enterprises 1929-1933	Scope of Supervised Practice by Years				
	9th Grade	10th Grade	11th Grade	12th Grade	
Dairy cows	1	2	4	6	7
Dairy heifers	2	2	3	3	3
Purebred hogs	sow-litter	sow-litter			4 sow-litters
Market pigs		5	10		
Poultry	50 chicks	100 hens	125 hens		250 hens
Potatoes	½ acre	1 acre		2 acres	4 acres
Sweet corn					15 "
Soybeans					8 "
Popcorn				½ acre	1½ "
Tomatoes			1 acre	2 acres	

4. *The students should look to the management of certain enterprises or a partnership plan as a step toward farming.*

If the philosophy of a long-time expanding program is sound from the standpoint of providing new experiences and a type of homework commensurate with the growing ability of the student were to be made effective, a situation might easily arise wherein the pupil would usurp some of the responsibilities reserved for parents and other members of the family. Thus there is some merit in the suggestion that the student should as his home practice progresses look forward to the management of certain enterprises on the farm or to a partnership which would again serve as another step toward farming. While complete ownership of the original units is desirable where this can be feasibly arranged, it is not adjusted to the home situation as the projects are expanded.

Again the eventual management of an enterprise on the home farm makes for a desirable relationship with other members of the family. Perhaps the pupil's training and experience are such as to make possible marked improvements in the management of the livestock or cropping program. Other than improving the efficiency of the farming operations the co-operative arrangement has some advantages from the human side. For example, the plan by which several Clarinda pupils, who are mem-

parents and are registering their pedigreed stock, as the property of fathers and sons makes for a bond which will endure as long as the parents and pupils are privileged to work together.

While it may be desirable to segregate and keep separate accounts on a litter of hogs or a couple baby beeves, or 10 acres of corn, the plan of managing the entire enterprise when the student is ready to do so and keeping accounts on the whole transaction, altho but a small percentage of the returns might be available to him, is more practical from the standpoint of the use of fields and farm equipment as well as the consideration heretofore mentioned.

5. *A supplementary practice program involving various phases of farming should be developed.*

The items previously discussed might imply that a desirable practice program is limited to one or more major enterprises with which the student may be working. Were this the case there could not be application to all teaching and neither would the student receive a balanced type of training to meet the problems which would be encountered when he becomes a farm operator.

While encouragement has been given to the initiation of supplementary practices projected parallel with the major enterprises in which students are interested, we as supervisors and teachers have sometimes failed to stress the importance of related activities which may be as important as the major production enterprises with which the student is working. The surveys of the experience needs of the pupils and the practices of their home farms, which could stand improvement, will indicate a number of activities which might well be initiated, that may or may not have a direct relationship with the major projects.

The improved practices for which Forest Killius, of Iowa Falls, was responsible is a good illustration of the supplementary activities which students can properly carry out. Some of the practices were: grading seed corn, adjusting corn planter to plant graded seed corn, securing and introducing improved high yielding seed, conducting variety tests on home farm, conducting variety tests of small grains, cleaning seed with fanning mill, substituting barley for oats, making new seedings of alfalfa, inoculating seed, landscaping and making plantings for the home lawn, planting and making rock gardens, and testing cows for production in cow test association.

6. *Experience in co-operative relationships should be provided thru class projects and group activities.*

One of the recognized objectives for vocational agriculture involves training for co-operation. This can best be realized thru actual participation in co-operative activities, an excellent opportunity of which is had in the supervised practice field. Some states have emphasized class projects quite extensively in which carloads of livestock are fed in yards convenient to the school, or where the class may rent sizable fields or even entire farms for production of various crops. Obviously this procedure has several advantages and perhaps certain disadvantages.

7. *A practical system of project accounting*

ers are agreed that records are essential to the farming business and to the supervised practice work of the vocational agriculture students. If the project records are to be made attractive and valuable to the students rather than considered as an obligation with which they must be bothered, they must be concise and practical. Records are usable only if readily accessible and in complete form so far as basic data are concerned.

A desirable set of records for vocational students should contain a budget based on a study of local situations, results of projects of former students, reference data—average group yields for the community and the county, and summaries of the cost accounting route reports of the extension service. Additional features of desirable records, aside from the usual inventories and tabulation of receipt and disbursement items, involve: a business-like agreement, analysis of results obtained upon which decisions for future plans may be based, and a record of improved farm practices used.

1. Mr. Ekstrom has been on leave of absence this year doing advanced work at Ohio State University.

Pupil Capitalizes Agricultural Instruction

H. C. PAGE, Instructor of Agriculture, Gloucester, Virginia

WALLACE FLETCHER, a graduate of the 1933 class of the Botetourt High School, is making good use of instruction he received in the agriculture department here.

With the assistance of his parents he started out with 300 baby chicks and raised 94 percent. From the total number raised he housed 118 good pullets. From October 15, 1933 to April 28, 1934 this flock of 118 birds netted him a profit of $92.25.

This spring Wallace is adding 600 baby chicks to increase his laying birds to 350. In the course of four years he hopes to have 1,200 laying birds.

One-third of an acre of strawberries was the beginning of another cash enterprise in 1933. He plans to increase this to three acres by 1936.

Seeing the possibilities of a good local market for raspberries, he put out 200 plants in 1933 planning to increase this to 2 acres within four years.

Twenty-eight turkeys raised from 3 hens which netted a total of $63.50 was the beginning of another cash enterprise in 1933. From the same number of hens in 1934 he raised 50 turkeys which netted $53.00. The turkey enterprise is to be increased to 10 hens within four years.

Before 1936 Wallace plans to own a 75 acre farm twenty-five acres of which he is living on. The following enterprises are planned for his farm:

1,200 laying hens, 10 turkey hens, 2 brood sows, 3 acres strawberries, 2 acres raspberries, 2 acres flowers, 5 acres wheat, 15 acres corn, 10 acres soy-beans for seed and hay, and one-fourth acre garden.

Since graduation Wallace has been one of the leading part-time students at Botetourt. This year he is president of

My Potato-Seed Improvement Project

RUSSELL SMITH, Pupil, Waupaca, Wisconsin

I STARTED my project in 1932 when a freshman. The purpose of the project was potato seed improvement. Mr. Helwig, my agriculture instructor, explained that the idea of the seed improvement work here at Waupaca is based on the supposition that in a bushel of potatoes there must be many different degrees of quality of seed rated on ability to produce high yield, breed true to type, and produce potatoes of suitable size. These degrees of productivity cannot be determined by outward appearance of the potato and can only be determined by planting and observing the offspring. Consequently, the potatoes were planted each by themselves, and records kept of the yield and other desirable features.

I bought my seed the first year from a local grower and planted an eighth of an acre. I cut the potato in pieces about three to seven pieces from each potato. The planting record read something like this:

Row I: 3-3-5-6-4-2-7
Row II: 6-4-3-6-4-2-5

This meant that in row I, the first potato was cut in three pieces and planted next to each other, the next potato likewise was cut in three pieces and planted adjacent, the next potato in 5 pieces, and planted in that order.

I kept a record of each hill when I harvested them. A peculiar trait of one hill was followed by the other hills in the same family. In some instances all were weak or failed to grow; some families (all hills from the same potato) showed each hill a high yielder, six or more number one potatoes per hill; some showed two large potatoes each for each hill in the family; some showed an average of 20 number two potatoes per hill for the family with no number ones. (If one family died from yellow dwarf, the hills around them sometimes caught the disease. This proved that yellow dwarf spreads and has to be killed to be controlled.)

I saved and planted for seed the second year only those families showing superior yielding ability, disease resistance, and proper shape and quality. I planted one family to each row. The families that showed the best the first year were the best the second year. Again the yield per hill was checked and poor yielders were eliminated.

The third year only the best were planted. I found about seven families planted an acre. A few families proved to be high producers all three years. They had shown their ability to outyield their companions in the same field and under similar conditions. By contrast with other fields these potatoes show up as more healthy, larger, truer to type, and much better yielders than adjacent and neighborhood fields of unimproved seed. Now that high yielding strains have been isolated, my problem is to plant for multiplication. From the eight highest yielding potatoes the first year, the third year I had 135 bushels.

Other boys are taking up this project

V. G. MARTIN

Farmer Classes

J. B. McCLELLAND

Developing A Poultry Evening School

J. R. FORMBY, Teacher,
Deatsville, Alabama

EIGHT years ago when I came to the Holtville community I found a fine group of co-operative minded farmers interested largely in growing cotton and corn. With few exceptions cotton was their only source of income since corn was used as feed for their livestock.

J. R. Formby

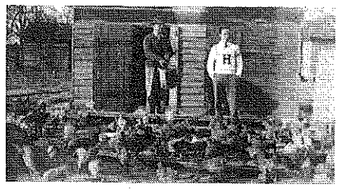
After making a careful survey of the community and surrounding markets, I found a splendid market for poultry, poultry products, and truck crops. The survey revealed that there were large quantities of poultry and eggs shipped into our local markets from the Middle West and other sections. I was deeply impressed because I could see wonderful possibilities along these lines for the farmers. I went out full of pep and enthusiasm like a small boy making ready for a big hunt or fishing trip. I was making ready to bring about some fundamental changes in the farming program of the Holtville community.

I made out a ten-year program for the community based on the surveys I had previously made and mapped out some fundamental changes in the existing program I deemed advisable with what data I had at hand. Included in this program was a well-planned poultry program.

After making a close study of the community and completing the long-time program, I began contacting farmers and discussing some of the enterprises which I had included in the program to get their reactions. I found the farmers entrenched behind cotton, corn, mongrel chickens, one or two scrub milk cows, and one or two meat hogs per farm. This was the same program, with few exceptions, that had been handed down to them by their fathers and grandfathers, and they were doing very little or nothing to improve it. When I began to talk about the possibilities with such enterprises as poultry and truck crops they would shake their heads and say, "I have seen those things tried in this community and fail and I am convinced I cannot make money out of anything except cotton." I soon realized that with that attitude more or less general among the farmers it would be impossible to make any progress until that attitude was changed. It was my job to change it. I felt that if the farmers saw the practical wisdom of giving more attention to such enterprises as poultry and truck crops they would be glad to give them a trial. They convinced me that before they would have to see the things I was discussing tried out in the community in a successful manner. I was put on the spot in so far as getting someone interested to the point of putting on a good poultry project, and after failing to arouse sufficient interest among the farmers I turned to my all-day boys.

I selected poultry as the first enterprise to put on in the community. The survey revealed that there was not a single standard bred flock of poultry in the entire community. Every farm has a small flock of mongrel hens ranging in age from a few months to as high as six to eight year. The houses consisted of crudely constructed buildings with latticed up sides and poor tops, since it was the common belief that if the house leaked it would aid in the control of mites and other parasites. Many flocks were roosting in trees, on fences, or in the barns. There was no way provided to keep what houses they had clean and sanitary and as a result they were cleaned only once or twice each year. The home flocks under those conditions had proved to be liabilities instead of assets to the farms, and most farmers agreed among themselves that poultry was a necessary evil around the house and barn, often destroying more than it was worth.

There was one modern type laying house in the community, but it had been abandoned two years before I came and was a standing monument to the failure of the poultry enterprise on a commercial scale in this section. When I would mention the possibilities with poultry in this community, they would point with pride to the abandoned house and tell me a story of a man losing every thing he had trying to raise chickens. Upon investigating I found that a man without any knowledge or experience in the business had moved out from a near-by town, bought a farm and went to a lot of unnecessary expense fixing it up for poultry, and bought 500 hens, paying as high as $1.50 to $2 per hen. I found that the story was true. The man had lost everything he had, including his farm, but I also found that his failure was due to inexperience, mismanagement, diseases, insects, and "get rich quick" attitude.



First Brooder House

Faced with these difficulties I turned to my all-day boys and in mapping out the course I set up poultry as the major enterprise. I realized that the best way to change the attitude of the farmers toward poultry would be to [illegible] carry out successful poultry projects. I knew that those projects would have to be successful so I gave them close supervision. If the projects had failed the farmers would have said, "I told you so." This would have sealed the doom of the poultry enterprise as far as my program was concerned.

After making a thoro study of the possibilities with poultry, I had seven boys sign up to carry poultry projects. They all signed for broiler projects. We built the first brooder houses and brick brooders in the community. During that year we built seven brooder houses and brooders and ordered 2,000 baby chicks for broilers. The projects were well scattered over the community and since this was a new way of raising chicks, it naturally created interest among the farmers who were eying the projects with suspicion. They did not believe that we could successfully raise baby chicks without the mother hen. The farmer neighbors would visit the brooder houses at every opportunity and were amazed at how fast the chicks grew and how few died. When the chicks were sold and the profits figured, practically every boy had made a good profit. After the projects were closed and the results known I noticed a changed attitude toward poultry on the part of some of the farmers who had been observing the projects. A few farmers were quick to realize that there was money in broilers and that it furnished a small income for the farm during a peroid when they would otherwise be idle. The boys went right ahead with their projects, disinfected their houses, and bought white leghorn chicks from which to save pullets. The pullets were placed in good laying houses in the fall and soon began laying. An accurate record was kept on each flock during the entire year, and it revealed that there was more money in producing eggs than in producing broilers. When the farmers saw those flocks maintain an average of well over 50 percent production during

Tentative Topics for Part-Time Articles for the Farmer Classes Section

J. B. McCLELLAND, Special Editor,
Columbus, Ohio

1. (August)—Objectives of Part-Time Instruction in Vocational Agriculture.
2. (September)—Enrolling Part-Time Students.
3. (October)—Methods of Instruction in Part-Time Classes.
4. (November)—Providing a Social and Recreational Program for Young Farmer Groups.
5. (December)—Placement of Part-Time Students in Farming.
6. (January)—The Supervised Farming Program of Part-Time Students.
7. (February)—Co-operative Activities for Young Farmers.
8. (March)—Young Farmers Aid in Community Programs.
9. (April)—Trips and Tours for Part-Time Groups.

Editor's note:—These suggested topics will be helpful to teachers and others in deciding what to tell of their experiences in this important phase of our program.

the possibility of getting a small flock to help out with the family bills. A few started out on a small scale and were successful, thus interesting others. They began to hunger for information about raising baby chicks and in producing eggs for the market. I saw the opportunity I had been working toward fast approaching and that was enough interest to organize an evening school on poultry.

Altho it was necessary to use my all-day class to create an interest in poultry among the farmers, I finally achieved my objective, to get a poultry program started.

Following up the interest that had been created, I organized an evening school on poultry in September, 1933. Only those interested in carrying poultry projects were enrolled, but others were invited to come. The interest was good from the very beginning due to the fact that each member saw an opportunity to increase the family income. We had a mixed audience and had about as many women as men. Each member carried a baby chick project from which he saved the pullets for layers. Each member was delighted with his success.

In the fall of 1934 when we met we had several new members wanting to start a small poultry project. I organized my second evening school on poultry and it was more successful than the first one due to the fact that I had more members and was reaching more homes. The interest in poultry has been increasing and the program has gradually expanded. At the close of the second evening school, we organized a poultry association. The association meets at regular intervals whenever there is anything of importance to be discussed. Each meeting is seasonable and made to apply to some particular problem that needs attention at that particular time. We average meeting once each month and more often when the need arises. The chicks are purchased co-operatively thru the association, thereby affecting a saving. The interest in poultry in this community is still growing, revealed in the fact that we had several new members join our group this year.

In conducting the courses, I made the teaching as seasonable as possible. We made a practice of discussing those problems that were causing some concern among the members at the particular time. The interest of the group was easily held as there was so much money tied up in the projects and the farmers realized that the more successful the projects were the more profit it meant to them. I attempted to make the teaching apply to the individual needs of the group in such a manner that each member could get what information he needed when he needed it and in such a form that he could carry it back home and use it with the least confusion and misunderstanding possible. After creating the interest, I used the evening school to magnify that interest and make it crystallize around the farm program.

Following the evening schools on poultry the fathers and mothers have taken over the poultry industry in this community, and I have fewer boys carrying poultry than I had at the beginning.

The members of our poultry associa- poultry and poultry products and as a result are planning to put in a feed mill and mixer this summer. This will enable us to take our home-grown feeds and properly grind and mix them. We have conservatively figured that this undertaking will cut our feed cost one-third and at the same time afford a market for some of our surplus raw materials. We have members buying mashes, which are around 50 percent corn meal and paying $1.25 and $1.50 per bushel for that meal, and at the same time selling their surplus corn for $.50 and $.75 per bushel. We hope to improve this situation with the feed mill and mixer.

First Evening School

1. Determining the possibilities of poultry in this community relative to markets and transportation.
2. Determining the possibilities of producing poultry feeds on the home farm.
3. Determining the size flock that will best fit into a farm program on a cotton farm.
4. Selecting the breed best suited for broiler production.
5. Selecting the breed for egg production.
6. Determining the cost of producing a two-pound broiler.
7. Determining the returns on a two-pound broiler on the local market
8. Determining the cost of producing a mature pullet ready to lay.
9. Determining the returns from a pullet for twelve months.
10. Determining the cost of a good brooder and brooder house.
11. Determining the cost of a good laying house.
12. Factors to consider in buying chicks.
13. Brooding chicks with the brick brooder.
14. Feeding baby chicks.
15. The cause and prevention of common diarrhea.
16. The importance of sanitation in the brooder house.

Second Evening School

1. Vaccinating pullets against fowl pox.
2. Worming out pullets.
3. Culling pullets before placing them in the laying house.
4. Bringing pullets into production.
5. Treating pullets for lice.
6. Controlling mites.
7. Feeding for egg production.
8. The cause of molts.
9. Producing green feed for the flocks.
10. Importance of sanitation in the laying house.
11. Culling the laying flock.
12. Keeping records on a flock.
13. The use of lights in stimulating egg production.
14. Determining the possibilities of producing hatching eggs.
15. Importance of producing nonfertile eggs for the market.
16. Determining the outlook for broiler market.

Evening School Work in Colorado

ELMER, J. JOHNSON,
Fort Morgan, Colorado

WE CONSIDER evening school work

error. Our fathers in the past spent many evenings in the crossroads general store and, while gathered about the stove swapping yarns and dexterously hitting the sawdust beneath the stove with tobacco quids, they exchanged ideas. No doubt this exchange of ideas proved beneficial, in general, even tho the information passed about was not 100 percent sound.

For 10 years I have conducted evening schools in many phases of the broad field of agriculture. To me it seems that some of the happiest and most profitable hours of work in the classroom are those I have spent doing this kind of instruction. The problems brought up for consideration are not pseudo, being vital problems demanding immediate attention. When such problems are squarely met and answered, one goes home with the satisfaction one gets when he knows his efforts have aided some one to solve a baffling question.

An evening school instructor must be more than a conference leader. He must have had a lot of practical experience and a storehouse of knowledge on most community problems pertaining to the jobs taught. Passing the "buck" does not go well with adults because they want facts without too much group discussion. I do not mean to say that conference procedure should not be resorted to, because information drawn from the crowd is always a desirable means of keeping the group active and interested. One should never "overload" the group with his ideas alone as that will destroy interest and attendance as quickly as faith is lost in a conference leader who is wholly lacking in information.

What should be considered in evening schools is a vital question to both the instructor and the community he serves. The new instructor in a community is at a distinct handicap here, but if he is mechanically inclined there is seldom any trouble to get classes in this field. Young America likes to work with motors and do general shopwork. This shopwork should be preceded by a short classroom study of the work to be done. Here is a good place to find other jobs that ought to be taught, because these short discussions will reveal many other needs. The all-day class should be a source of discovering other needs in the community. The instructor may be particularly capable in some definite field and here he can acquire the faith and support of his community, especially after his ideas have been tried and proved sound. These persons will later do most of the advertising needed to keep up attendance. The above have all been used by myself but the main one is general observation of needs as I go about the community doing supervision work. This is the best and easiest way for the instructor to determine jobs needing study.

To get and keep up interest in the problem to be discussed depends somewhat on the versatile ability of the instructor, and he may have to start off the discussion, but beware and do not rob the show. The instructor who has been in the community for some time is acquainted with the group which enables him to give some leading questions that will arouse group interest. This starts some talking and immediately they are

Farm Mechanics

L. B. POLLUM

Large Projects for Shop Instruction

H. E. ROBINSON, Teacher,
Harlowton, Montana

IN ORDER to reach any degree of success in shop instruction, a teacher must have a building large enough to allow the boys to work without getting in each other's way. Here at Harlowton, we have sufficient space, having a two-floor shop, 30 by 80 feet. On the upper floor we have a 30 by 30 foot classroom, a tool room, and the wood work room. The basement is used for motor repair, iron and pipe work. Each floor has large eight-foot square doors making it easy to handle almost any size project.

The first year students are not allowed to work on large projects but are given small ones and exercises in soldering, rope work, glazing, forge welding, gluing, tool sharpening, etc., thus teaching them the importance of detail and good quality in workmanship.

A rule in our shop is that if a certain job is planned and begun, it must be completed before the student receives a grade. Careful inspection of work is insisted upon before any projects are dismissed from the shop.

Since the second-year students develop most of the major projects, the first-year boys are always looking forward to bigger things.

Our shop is not a factory. My aim is to teach the boys that quality rather than quantity is our first requisite. However, I do believe in the fact that plenty of work is a big challenge to boys and one that they are ready to meet.

The boys got their opportunity to do large projects last year, due to the fact that they did many small construction and repair jobs extra well. Most of this work consisted of repairing of school equipment and farm machinery.

Altho there are 38 shop students at Harlowton, we have never had to go out looking for shopwork. The fact is that we turn away about as much work as we are able to do.

Last fall the advanced group of boys constructed a four-wheel trailer-house at a cost of $210. The trailer had not yet been completed when we started making plans for a sheep wagon for a local sheep man. At present, the boys are working on their second sheep wagon for this year. They use blueprints and do all the wood and iron work themselves.

The boys change around and do different jobs on each of the projects. This is to help the student become familiar with all operations necessary in construction and repair rather than just one phase of the work.

Here are some of the larger projects accomplished so far this year: six tables braced and refinished with stain and varnish, nine lockers built for the gymnasium, one four-wheel trailer and one sheep wagon constructed, another sheep wagon partly completed, four auto engines overhauled, two small gas engines transferred from one truck to another, fifteen windows repaired, one chicken house completely repaired, one two-wheel trailer constructed, one box constructed for a four-wheel trailer, and one tandem disk overhauled.

On the waiting list are: two trailer-houses, one sheep wagon, one binder to be repaired, and numerous small items.

What Do You Teach in Farm Shop?

FRANK COLLING, Teacher,
Prattsburg, New York

SHOPWORK in Agriculture is designed to teach boys how to perform the common repair and construction jobs around the farm. As teachers we are concentrating upon the development of skill in the boy in the use of tools and materials in doing the job.

How many of the boys have we taught to intelligently answer such questions as, "What roofing material shall I use on the barn?" or "What type of siding shall I put on the new garage?" In other words, are we neglecting many of the real practical problems which farmers are running up against while concentrating upon the development of skills in shopwork? There are any number of topics about which questions might be asked when the boys face the problems in their work. Many manufacturers have booklets about their products and sample material, which they are glad to send free of charge, which will aid in teaching.

The following are a few suggested topics: plans for the farm shop, equipment of the farm shop, insulation material, stable ventilation, paints, farm machinery construction, electric wiring for the farm, electric motors, milk coolers, plumbing plans for the farm home, heating systems, and concrete mixtures.

Such teaching will make your shopwork more practical and more effective.

A Good Farm Shop on My Home Farm

The following plan for a home farm shop was submitted by Ralph Canada, a student in the Filley High School, Nebraska, (from "Helpful Suggestions").

I. Selection of space
- A. I selected our old washhouse as a suitable place for a home farm shop. This building is 16x20 and is handy to bring machinery up close in order to make necessary repairs.
- B. This building has two double doors which would allow average pieces of machinery to be taken into the shop.
- C. We need a place which can be used for general shop repair.
- D. Our tools are not organized for convenient use.

II. Inventory of shop equipment on hand

Tools on hand	Shop equipment and tools to make in farm shop class	Needed tools (to purchase new or second hand)
2 claw hammers	2 chisels	bolt cutters
1 forge	2 punches	jack plane
3 monkey wrenches	1 horse hoof cleaner	hack saw
1 alligator wrench	staple puller	post drill
workbench		Trimo wrench
1 ripsaw	wrecking bars—(large and small)	anvil
1 cross cut saw	1 hardy	1 blowtorch
1 keyhole saw	1 center punch	set of taps and dyes
1 soldering iron	1 drawknife from old file or buggy spring	1 hot chisel
10" crescent wrench		tin snips
2 pipe wrenches	1 pinch bar	3 wood chisels
1 machinist hammer	anvil stand	¼" tongs
	screw drivers	
	saw jointer	

A Burned and Oiled Wood Finish

MILTON O. SLOULIN, Shop Instructor,
Maddock, North Dakota

WHEN we speak of burning wood we usually think of destroying it or cutting short its period of usefulness. With the correct amount and distribution of burning we can preserve instead of destroy the usefulness of articles constructed of wood.

The use of a blowtorch for finishing wood has not been generally used, yet this procedure has many advantages. The farmer who burns the ends of his fence posts to preserve them is aware that wood thus treated will better withstand weathering and decay. Burning and applying oil to take the place of the liberated moisture in the wood gives a finish that will stand much weathering.

In our farm shop we have found that this particular finish is a very suitable one and gives a lasting satisfaction to the exacting farmer for such projects as trucks and wagon boxes, feed and hay racks, troughs and even for indoor finishes where beauty is of primary importance.

For this method as in other finishes, an acquaintance with the varieties of wood to be used and a knowledge of their relationship to a burned oil finish is essential. Different effects are obtained when the same treatment of burning is applied to the different kinds of wood, because of the varying chemical composition, the structure, density, and grain of the different woods.

A wood such as maple, that is comparatively dense and has a uniformly colored grain, is not the best for this particular treatment. Fir, for example, is more porous and has a more varied colored grain. The darker and lighter colors are brought out and the natural beauty of the wood accentuated. In general, a wood with an outstanding grain will have a good appearance if

To burn the wood use an ordinary blowtorch set at its highest degree of temperature. Burn the wood to the color of dark golden oak (or to the shade desired). Before attempting to use the torch on a project, practice on a few scrap pieces of lumber. Hold the torch about five inches from the wood at an angle of about 60 degrees pointing with the grain and in the direction the torch is being moved. If the flame is held perpendicular to the wood the heat is concentrated in a smaller area and the finish becomes spotted.

Immediately after burning and while the wood is still warm, apply as much heated, boiled linseed oil as the wood will absorb. Because of the minimum of moisture content in the wood due to burning, the wood will "take" considerable oil, which is very desirable. As in other oil finishes do not be content with two or three applications of oil. For each coat apply and rub in well only as much oil as the wood will absorb.

If oil is left to dry on the surface it will be difficult for the next application to penetrate the excess dried oil that has remained from the previous application. When sufficient applications have been applied the surface will have a firm velvet-like softness.

The number of oil applications suggested here may sound prohibitive to the average person, but it should be remembered that the first several coats can be applied in less time than it takes for the applying and drying of one coat of any paint. For best results apply oil as soon as the wood will absorb it. The later applications will take considerably longer, because the wood is approaching the saturation point.

Linseed oil tends to harden when exposed to the air. As the burned and oiled surface ages this hardening leaves a durable, protective finish.

Repairing and Painting Tools

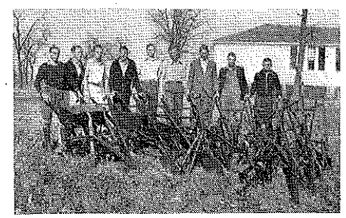
J. A. VINES, Teacher,
Opelika, Alabama

THE Beauregard F. F. A. Chapter, Lee County, Alabama, is promoting a program of repairing and painting farm tools and equipment. The chapter decided to set up a goal of repairing and painting all farm equipment for every F. F. A. member after a class discussion last fall.

Money to buy the necessary materials for repair work and paint was raised by a turkey shoot, and a small amount was voted from the chapter treasury; $25 was raised by inviting the Opelika Kiwanis Club to visit the chapter and serving them their regular luncheon.

A survey revealed that there were wagons, distributors, planters, steel beams, singletrees, doubletrees, and numerous other tools totaling over 150 in number needing repairing and painting. Frequently a boy would bring his wagon and all tools at one time and leave them at school until all had been repaired and painted.

Part of a discarded cotton gin was bought and bolts and pieces of iron were secured for many of the repairs. In



Repaired Tools

put into a good state of repair before painting. Some of the tools were painted with a commercial implement paint. Crank case oil with oxide of iron added for color was used to paint rough surface material such as wooden handles and wagon bodies.

A vat was constructed from a large oil drum for treating wooden plow beams, singletrees, and wagon wheels. Motor oil was used in the treatment.

About 100 of the tools in the group have been treated and repaired. Over 50 are to be brought in yet. Fathers are especially pleased with the interest shown by their sons and the money saved. Neighbors are asking F. F. A. members about the cost of repairing and painting, and it is hoped that a plan can be worked out for the entire community to participate next winter.

A Program of Security

(Continued from page 5)

If our teachers will demonstrate that they as teachers can co-operate, be thrifty, self-reliant, and build sound security plans, their students, the Future Farmers of America, by the thousands can do likewise. It is the teacher's opportunity and responsibility to lead the way and assist his students in plans for their progress toward industry, thrift, and future security.

What Are Some of the Definite Things That a Teacher of Vocational Agriculture Can Have in His Program of Security.

1. There should be a carefully planned budget designed for his particular income and family needs. This budget must provide for a reasonable amount of savings for future security purposes. It should be a regulator to safeguard against the advancing costs of living and a protection of his financial independence. Without a plan it is going to be difficult for a teacher to save during the next few years, but save he must if he is to have any security and happiness in the future.

2. After having a suitable budget perhaps the next step in any teacher's plan for security should be to set aside some time and savings for professional improvement. Any man who has the hope of living a few years longer is indeed foolish if he does not give a part of his time and savings to improve himself in his chosen field for serving society and earning a livelihood. A reasonable amount of time and savings spent for professional growth is usually one of the most valuable factors in any program of security, and the teacher of vocational I will not attempt to enumerate here.

3. A teacher of vocational agriculture should have a bank account with all its advantages for contacts, establishing credit, and building up a liquid reserve fund for projecting future steps in his social security plans. On account of Federal deposit insurance, it is likely that reasonably sized bank deposits of the future will be just as secure as any federal obligations, and there are many advantages to a modern bank account that cannot be considered anything but essential to the average citizen.

4. While a teacher of vocational agriculture should carry some insurance it should be largely for immediate protection only. This again will vary largely with the individual. There is much evidence, however, that many inflationary factors are gradually taking root that eventually will make the future payments on a dollar basis very doubtful in purchasing power. One of the most economical and best types of insurance, which should be a part of every teacher's security and insurance plans, is that of co-operative group insurance. Every state organization of vocational agriculture teachers can have this insurance by practicing the same type of co-operation they are attempting to teach to present and future farmers. The teachers of at least three states in the southern region are already taking advantage of this type of insurance. Older teachers should not by any means interpret what I have said about insurance as meaning that they should discontinue or cash in at this time on any insurance they may have which includes savings and annuity payments, but investments of savings in more economical insurance for protection, homes, and family sized farms can logically come first in the security plans of younger teachers whose incomes may not now justify more extensive diversification.

5. Since teachers of vocational agriculture know more about farming occupations than practically anything else, it is only logical that they should invest at least a part of their savings in a good family sized farm—a farm upon which they would not object to living in the more or less distant future. If this farm be in reach of their managerial abilities, it should be a demonstration of good sound diversified farming and make a major contribution to the family budget, gradually releasing cash income for accelerating constructive parts of the teacher's program of social security. The writer believes that in purchasing a farm, a long time mortgage should be avoided for if there is any lesson taught by the history of farm loans it is that depressing jar when many long time borrowers lose their farm homes and cause them to lose their life time savings. It is better to have a small family sized farm in your security plans and own it than to have a large one and lose it when the next depression arrives as it will as surely as night follows the day. Regardless of what the investments are, the indications are many that excessive debts are going to be very dangerous liabilities in the future.

When times are good and farming is reasonably profitable there is a tendency for those interested in farming to buy more land. Teachers of vocational agri-

Studies and Investigations

E. C. MAGILL E. R. ALEXANDER

Teaching Success—Some Questions Often Asked

EDMUND C. MAGILL, Teacher-Training, Blacksburg, Virginia

THE college student who earns his way thru college is surer of success. This is a popular assumption. Some teacher-trainers believe there is considerable value in this fact in prognosticating success as to teaching agriculture. While not ample, these figures may be of interest. They are based upon the records of over a hundred past students, undergraduate and graduate, who have received their college education at the Virginia Polytechnic Institute and who later taught agriculture in Virginia.

E. C. Magill

Costs of College Education to the Group

Apparently, the cost of a college education reached its peak after the war and has since been downward, most of this being the result of personal economics of the student rather than due to any reduction in institutional charges.

The average expense for postgraduate work was $550.40 for 22 cases reporting the degree of Master of Science as being secured. There were no college fees or tuition involved in the expenses of graduate students.

Table I
The Average Expense for Undergraduate College Education.

Year of Graduation	Number of Cases	Average Expense
Previous to 1920	7	$1,750
1920–24	23	2,410
1925–29	30	2,386
1930–34	45	2,182
Total and average	105	$2,261

Table II
The Relationship Between the *Total Expense* of Undergraduate College Education and *Success* as a Teacher of Agriculture.

The Total Expenditure for College Education	Number of Cases	Average Expense	Average Score of Teacher's Department
$1,000 to $1,499	3	$1,320	83.7 percent
1,500 to 1,999	10	1,695	86.2 "
2,000 to 2,499	27	2,154	81.8 "
2,500 to 2,999	15	2,569	81.8 "
3,000 upwards	7	3,228	79.7 "

Table III
Method of Financing Their College Education.

	Undergraduate Education	Graduate Education
Funds furnished by others	23.2 percent	1.6 percent
Funds earned	45.7 "	93.5 "
Funds borrowed	31.1 "	4.9 "

Table IV
The Relationship Between the Percent of One's College Education *Earned or Borrowed* and *Success* as a Teacher of Agriculture.

Percent of College Education "Earned"	Number of Cases	Average Percent "Earned"	Average Score of Teacher's Department
Less than 25 percent	10	14 percent	79.6 percent
26 to 50 "	10	41 "	77.9 "
51 to 75 "	4	60 "	77.4 "
76 to 100 "	38	99 "	84.4 "

Table V
The Relationship Between Postgraduate Work and Success in Teaching Agriculture.

Amount of Postgraduate Work	Number of Cases	Average Score of Department
No postgraduate work	20	77.6 percent

Is Thriftiness in College Expenses Any Indication of Success in Teaching Agriculture?

There is a frequently expressed or implied idea that the student who is very thrifty in college expenditures is apt to be more successful occupationally. The answer in this little study, given under Table II, indicates that the assumption is of little value altho there is a semblance of truth in it. He who is moderate in his expenditures may be a little the safer bet—but not much.

In Virginia there has been in use for eleven years a scoring procedure used in ranking departments of vocational agriculture. While recognized that the ability and performance of a teacher is only one factor in the resultant score given a department, yet other studies conducted to show that the teacher himself is more important than all other influences combined. Whenever a teacher leaves a high scoring department for a low scoring department, the score for the new department rises very materially and immediately. And the opposite is just as true. It is the teacher that counts—it's the result of his ability which is evidently being measured. If this did not seem to be true, then the question raised in the foregoing paragraph could not be answered with any degree of accurateness in Table II.

Is the Student Who Pays His Own Way Apt to Make a Better Teacher of Agriculture?

Nearly every student of the past in this group which was training for teaching agriculture, either earned or borrowed some of the funds necessary for his undergraduate college education. Graduate students paid for their own passage to the Master's degree. See Table III.

Is the student who is paying for his own, apt to be a more successful teacher of agriculture? The author really thought there would be a significant difference. Evidently the fact is not very important in prognosticating success in teaching agriculture. The number of cases are small—yet the scores hold rather constant. Table IV.

Does Graduate Work or the Tendency to Do Graduate Work Have Any Relationship to Success in Teaching Agriculture?

An attempt to answer this question with factual data is to be found in Table V. Either graduate work or the tendency to take graduate work does seem to have some relationship to success in teaching agriculture. It is well to bear this fact in mind—many of the

Character Traits Developed in All-Day School Pupils Thru Vocational Agriculture

E. V. BEARER, Teacher-Training,
Rutgers University, New Jersey

ACCEPTING the viewpoint that character education is not an additional subject in the curriculum, not an extra-curricular activity but rather the goal toward which all education is directed[1]; what has been the role of vocational education in agriculture in developing positive character traits in all-day school pupils?

A partial answer to this question was given by teachers of agriculture and American and State Farmers in New Jersey in response to circulars sent them early in January, 1935.

The circular addressed to the teachers requested case reports of character traits developed in individuals or in groups thru vocational agriculture. Attached to the circular was a second sheet entitled "Illustrations of Character Traits in Vocational Agriculture." This list, given as a guide for reporting the cases, was as follows:

1. Dependability. Being a member of a local co-operative poultry association, a boy delivers, twice a week, to the selling agent, four dozen eggs (firsts) laid within 96 hours of delivery.

2. Industry. As a project in poultry, a pupil rears 100 hens, feeds, waters, cleans and disinfects the pens, and collects the eggs regularly, according to sound poultry management.

3. Loyalty. As a member of a co-operative poultry association, a boy refuses to sell his eggs to a local buyer who offers a higher price than does the co-operative.

4. Invention. Carries thru a plan for the economical reorganization of the poultry plant on his home farm.

5. Open-mindedness. Selects the best pen in a show in which breeds other than his own are exhibited.

[1]Tenth Yearbook of the Department of Superintendence of the N. E. A.

6. Sense of justice. Attempts to settle fairly a dispute over eggs that he has sold.

7. Truthfulness. Labels his roadside apple varieties with the true variety name.

8. Honesty. Gives correct measure in selling his products. "The honest pack."

9. Self-control. Keeps from "boiling over" when a fellow pupil challenges an argument about some practice in agriculture.

10. Personal self-sacrifice. Accepts a majority vote in a class project, even if he does not agree.

11. Scientific attitude. Always willing to accept the facts in matters that apply to the production and disposal of agricultural products.

12. Unselfishness. Shares his experience and material gains with those who are less fortunate.

13. Beauty. Appreciates the crops and animals with which he works.

14. Optimism. Sees the bright side of agriculture.

16. Humaneness. Is kind to animals and employees.

17. Law-abiding. Stays by his tomato contract.

18. Foresight. Plans his project.

19. Understanding. Learns not only lime, but the meaning of lime.

20. Discrimination of consequences. Does not expect to get double the yield by doubling the fertilizer.

21. Self-reliance. Believes that he can produce at a profit.

A similar circular asked American and State Farmers to give examples of "how the high school work in vocational agriculture helped you to develop one or more character traits that carried over into your present day life or business." Replies from 16 teachers gave 43 individual cases with 29 different traits and 19 group cases with 23 different traits. Returns from 19 American and State Farmers gave 26 different traits. In analyzing these 35 replies containing 81 cases and 78 traits, the frequency of each trait for the individuals, the groups, and the American and State Farmers was noted. A study was also made of the teaching practices (classroom, laboratory, farm shop, field trip, supervised practice, Future Farmers of America, contests, and exhibits), which best developed each trait and also of the most desirable agriculture content, such as poultry, dairy, and the like.

The eight traits reported most frequently were:

Individual Cases	Group Cases	American and State Farmers
1. Industry	1. Loyalty	1. Confidence
2. Recognition of worth	2. Dependability	2. Responsibility
3. Responsibility	3. Honesty	3. Scientific attitude
4. Dependability	4. Sense of justice	4. Leadership
5. Manliness	5. Co-operation	5. Co-operation
6. Co-operation	6. Sustained attention	6. Self-reliance
7. Honesty	7. Sustained application	7. Friendship
8. Open-mindedness	8. Self-control	8. Interest
		9. Optimism

The teaching procedure which best developed the traits appeared to be for:

Individual Cases	Group Cases	American and State Farmers
1. Supervised practice	1. Supervised practice	1. Supervised practice
2. Judging contests	2. Judging contests	2. Judging contests
3. Future Farmers of America	3. Classroom discussion	3. Future Farmers of America

The most desirable agriculture content for developing the traits was poultry, which was preferred by: Individual cases, 29 times out of 46; Group cases, 8 times out of 8; American and State Farmers, 29 times out of 32.

A few excerpts from the case reports of the teachers and American and State Farmers will be of interest:

"A. H. delivered to a customer two to four dozen eggs each week for four years. Eggs were always well graded and of good quality. There was never a complaint."

tract between the two parties. At intervals, when broilers were sold, payments were made on the loan until the debt was discharged."

"H. S. is always busy in floriculture. He is an unusual pupil, being very much open-minded and especially unselfish in helping his classmates with their work."

"In farm shop, where groups of pupils were overhauling a gas engine owned by one of the boys, they gave marked evidence of sustained attention and application until the job was completed."

"To emphasize the importance of breeds of poultry and their adaptabilities, I offered picture prizes to such boys as could identify 60 breed pictures correctly. For a whole week, boys have remained voluntarily after school for an hour or more to study the pictures in hopes that they may receive the awards."

"I have developed more sand and nerve because of my projects than all the pep talks and pretty speeches could do in a lifetime. Had my money invested in a poultry project and lost practically all of it thru an epidemic of bronchitis. This happened during my first year in agriculture. The following three years were successful, due very largely to the lesson learned the first year."

"P. A. not only made a success of his poultry projects, but also helped his parents develop a paying poultry business on his home vegetable farm. He exhibited birds at county fairs, and was usually first to congratulate the other fellow who beat him out. He is enthusiastic, open to persuasion, and optimistic about agriculture."

"Vocational agriculture opened my eyes to the possibilities in agriculture; developed confidence that I could do something and look out for myself; taught me the value of a dollar; started me off on a rather successful poultry career, which I have continued thru my college course; and created a desire for a poultry farm of my own—a farm on which there will be high grade breeding stock."

"Agriculture in high school increased my interest and respect for the science of agriculture and has caused me to adopt many improved practices on my fruit and poultry farm. It has also developed self-reliance, initiative, balanced judgment, confidence, a sense of responsibility, and the faith to go ahead. Briefly, it has made a better citizen of me."

"I have been away from school for two years and have not had much success in securing a desirable position, other than to work for a farmer. This has in no way affected my optimism, since the F. F. A. has taught me that quitting a job will not get one anything."

A few comments from the teachers of agriculture also seem to be in order:

"I am convinced that the work of the F. F. A. chapter has, for many boys, been a factor in developing self-control, justice, and open-mindedness."

"It has always appeared to me that if we, as teachers, could only see that the pupil makes a success of his project, the problem of developing positive character traits is more than half solved."

"I believe projects have done more to develop responsibility, dependability, initiative, co-operation, and other desirable character traits, than any other

Future Farmers of America

L. R. HUMPHREYS

Point of Order

DOTTIE C. EDWARDS,
Ontario, Oregon

Editor's Note: The parliamentary contest described in the following article was in its third year, having been originated three year before by a group of vocational agricultural instructors in Eastern Oregon: Edward Axtell, Enterprise; Roland Schaad, Halfway; Walter Emrick, Imbler; O. D. Dearborn, Ontario; George W. Dewey, Pendleton; Carl L. Griggs, Union; and C. A. Thompson, Wallowa. At the time of the contest mentioned the same schools were still participating, and Oregon adopted it as a state event for the first time in 1936. The article below was taken from the September, 1936, issue of the *Country Home Magazine*.
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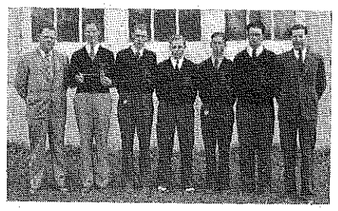
PARLIAMENTARY procedure. Could anything sound more dull? That is what you think. But wait until I tell you about fifty farm boys from high schools of eastern Oregon, engaged in the first state contest in parliamentary procedure held in the United States. I will wager you will sit up and wonder, too; wonder if perhaps that club to which you belong might not move with less friction if all of you knew more about how to conduct it; wonder if the members of the school board could avoid



The Winning Team

arguments if the chairman were like that fellow; wonder if—but listen.

There were the boys, half a hundred of them, gathered in the gymnasium of the Ontario High School, the pick of eight Oregon schools where vocational agriculture is being taught. Future Farmers of America, awaiting the rap of the gavel to send them into a test of wits which would require quicker reasoning than a debate, a more precise choice of words than a Florida oratorical contest, and a drama of spontaneous statement more exciting than declamations.

When the gavel fell, the first team took the chair to preside over the keyed-up assembly. Heads high, straight as soldiers, the boys from Union, wearing red coats with white lettering, took their places—five of them and the adviser.

The Union president looked the crowd over, smiled, his eyes sparkling. Stage fright? Not a bit of it. His voice was pleasing, clear, and commanding. After a ritual which led the meeting to the point of new business, the fun began.

There was not a second of wasted time. From the floor a well-dressed lad had risen to his feet and [illegible] first motion. Motion followed motion. They were on subjects Future Farmers were actually considering: the place of next year's meeting; the arrangements at such a meeting; a farm co-operative for buying and selling; a recreational camp; a field meet.

On each motion the opposition was constant and instantaneous, for the members who constituted the legislative body on the floor were also members of the opposing teams who would later have their eight minutes in the chair. While they formed the assembly, it was their idea to see that the opposing presiding officer had no easy time.

Debates waxed hot, with the "gentleman from Enterprise" disputing the status or the knowledge or the right of the "gentleman from Union." Roberts' *Rules of Order* were freely quoted to sustain positions. There could be no rehearsal for a program like this. Everything was extemporaneous and "may the best man win."

In the midst of the confusion of motions, amendments, discussions, voting and revoting, questioning of right of privilege and point of order, a member of the floor would rise and request the chair to state the question again to clear away his bewilderment. Fortunate the chairman who could do so without recourse to his secretary, and how red his face when he had to ask!

Team after team took the chair and retired again to join the assembly and put questions to their successors. Chairman Justice of Enterprise, Oregon, had been active as a member of the assembly. When it came his turn to lead his team on the platform, the assembly tried to entrap him. They questioned his financial report and the reading of the minutes. They offered amendments, and amendments to the amendments. They asked for recount on votes and the privilege of changing their votes. In short, they questioned everything he did in rapidfire order. He put all issues in their place. They could not confuse him, this tall, blue-eyed boy with the clear, ringing voice.

Chairman Justice of Enterprise and his team won the honors for Eastern Oregon and the right to represent that section at the state contest, the first contest Future Farmers of America ever held in parliamentary procedure.

As the boys talked I thought, "Why here"—the conviction came suddenly to me—"here are the leaders of tomorrow in the making. That boy would make an officer for his Grange, even a state master; this boy a county official; that one a member of his fair board or his county commission; school boards, leaders in civic and rural enterprise, representatives to the state legislature. Farm boys all—boys who feed pigs and milk cows and have chores to do, and know the way to lead their problems thru the mazes of legislative organiza-

Another Dirt Farmer Degree

RUFUS W. STIMSON, State Supervisor,
Boston, Massachusetts

PERMISSION was given me again this year to nominate a candidate from among those who had had one year or more of our vocational agricultural education, to be awarded, if approved, a certificate for "*Creditable Accomplishment*" by the Massachusetts Department of Agriculture, at the banquet to be held in connection with the Eighteenth Union Agricultural Meeting in Worcester in January.

My recommendation was accepted and the honor was awarded. Another Dirt Farmer Degree, as I have styled this type of recognition, is now on public record.

Following is a condensed statement of the farming accomplishments of the successful candidate for this honor. It was prepared by Director F. A. Smith and Mr. G. E. Gifford of the school which has trained him for this, and in this, career.

"HAROLD Rogers of Haverhill, Massachusetts, graduated from Essex County Agricultural School in November, 1928. When he entered in September, 1925, he had the ambition to build up a small farm bordering the banks of the Merrimac River which his father had purchased a few years before. Now some years later, at the age of twenty-seven, Rogers operates a farm business which commands the attention of leading farmers in this section of the State.

"Specializing in market gardening, fruit growing, and dairying, he makes daily market trips to Haverhill stores and three trips a week to the Boston Regional Market. The original farm of twenty cultivated acres has been increased by purchase, leases, and rentals to approximately sixty acres under plow. His most recent purchase was a two and one-half acre tract bordering the main highway, upon which he has a roadside stand. This property includes a two-tenement house, the rental from which pays the taxes on the farm.

"While enlarging the farm to care for increased business, he has not overlooked needed improvements. These include renovating the farm buildings, building a milk room, constructing a garage and vegetable storage, remodeling the interior of the farm house, and erecting a silo of seventy tons capacity.

"Some of his agricultural accomplishments include: building up an accredited dairy herd, setting out an orchard of

For several years he has made a specialty of raising eight to ten tons of Blue Hubbard Squash, selecting the best specimens for seed, and selling this seed in large quantities to a nationally known seed house.

"Thirty-five acres are devoted to the principal vegetable crops, and the remainder is in orchard, small fruits, grass and clover. From all these enterprises he has realized substantial returns.

"Rogers has affiliated himself with several farm organizations. He is a member of the Vegetable Growers of America and takes time off to attend the State and National meetings. He has membership in the Boston Market Gardeners' Association and is a shareholder in the Boston Regional Produce Market and the Essex County Co-operative Farming Association.

"It would be difficult to find a more energetic young farmer, and he is still working hard and long to keep ahead of his constantly growing farm business."

Co-operation

C. O. EYER, Instructor,
Middlebury, Indiana

ONE of the chief enterprises which is being undertaken by the vocational agriculture department is the organization of the Middlebury F. F. A. Spraying Service. The chapter just purchased a new Hardie duplex power sprayer, and we plan to carry on this work as part of our community service program.

We have contracted the orchards of 10 farmers to spray on a commercial basis. The spraying will be done for four cents per gallon, and we furnish the spray material. Otherwise the spraying is done for one and one-half cents per gallon.

The chapter has also been given an orchard of 100 eight-year old trees to supervise for half of the crop. It is in this orchard that we plan to carry out several spray material experiments. This will be a great service to our local small orchard owners.

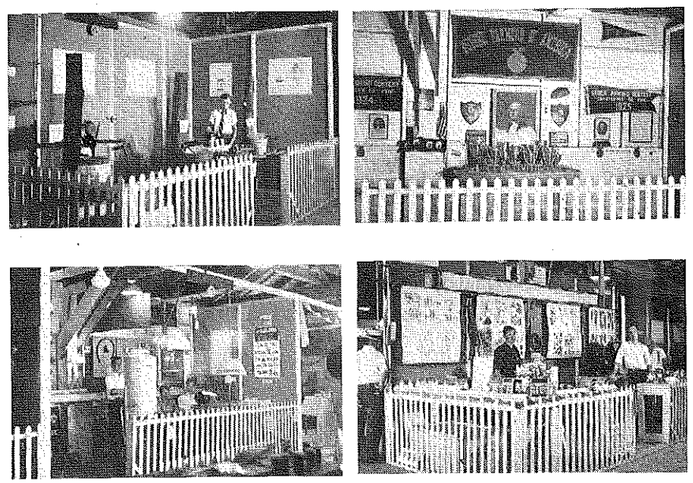
In co-operation with the soil conservation program each boy in the department has made an accurate map of his home farm, showing each field with the correct acreage. The soil from each field was than tested and a fertility and acidity chart was made. This chart shows the kind and amount of fertilizer, as well as the lime or marl needed to neutralize the soil.

Each month every F. F. A. member saves ten cents. This money is put on deposit and allowed to accumulate. It is used to aid poorer boys in project work. At the time the boy leaves school he withdraws all he put in plus interest. (Thrift program.)

Evening Class

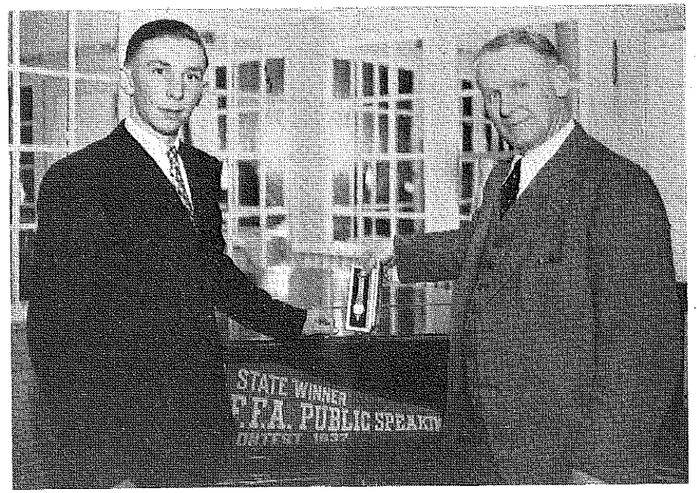
R. S. BUNDY, Instructor,
Rensselaer, Indiana

ONE of the accomplishments of our vocational agriculture department this year is the promotion of our fifth annual evening class in vocational agriculture dealing with the problems in growing clovers, alfalfa, soybeans, lim-



Future Farmer Chapter Booths at the Chautauqua, New York, County Fair—C. V. Flagg, Teacher, Westfield, New York. Upper left—Sinclairville Chapter—History of Maple Products Industry. Upper right—Forestville Chapter—F. F. A. Activities. Lower left—Chautauqua Chapter—Rural Electrification and Plumbing. Lower right—Westfield—Plant Insect and Disease Control

Oregon Public Speaker



Don Schmidt, Halfway, Oregon, winner of the state finals being awarded the 21-jewel watch by Morton Tomkins, chairman of the Grange agricultural committee. Don spoke on the subject, "Conserving Our Forests."

Eight hundred and fifty-one Future Farmer boys took part in Oregon public speaking contests this year. This is the largest number ever to compete in speaking in the state. Much credit for the success of these contests is due the State Bankers' Association and the Oregon State Grange, who have generously supported the speaking program.

Thirty-eight local banks contributed approximately $300 in cash for local chapter eliminations, while the Grange awarded $75 in cash to winners of the five district contests and a 21-jewel gold wrist watch to the winner of the state contest.—Earl R. Cooley.

ject was chosen because of its close relation to the 1937 U. S. Soil Conservation Program. Five meetings have already been held since, with an average attendance of 50 men or young men all

farms on some phase of this course. It seems to meet a real need. These men will be followed up on their home farms during the coming year by the vocational teacher, and a special evening class

Evening School Work

(Continued from page 11)

especially of a technical nature, a wise procedure is to secure the aid of an assistant who is a master in his field and yet can talk the language of a farmer. Diesel engine study may be an example of this since we will likely find our tractors to be of this type very shortly. Reports on certain work by individual farmers who are especially successful with some kind of work seems to satisfy their ego urge to show off and yet it amply serves the purpose of imparting the information desired. Slides and moving pictures always attract but at the same time are second to none as a teaching device especially for adults, many of whom do not hear keenly.

How are we to know what jobs to teach under a given enterprise? Possibly the first night it is best for the instructor to select a job he has found to be one of general interest. While in the midst of this discussion break off a few minutes, and as they are now in a talkative mood they will soon reveal the things they desire to discuss. Place these jobs on the board and they will anxiously await that night for a particular study and not break up your study by untoward questions. The instructor now should be ready each evening with all the information he thinks necessary. With a brief but unexposed outline at hand he can often insert a vital question that may have been missed. This may be done when slightly rewording a question given by a student as he repeats it and passes it back to the crowd. At last it may further induce interest by giving out some new and vital information on the subject which may be given verbally or mimeographed material might be handed out and then discussed.

Just how the instructor is to follow up this work becomes an immediate problem, but most of it can be done when supervising projects of the all-day boys. The group usually appreciate meetings the following year and here a chance to check up results is easily available; also this opens the way for further study and more evening class work. If problems arise that the instructor cannot properly supervise in his follow-up work, he should not feel it below his dignity or that it will lower his standing to call in a specialist. Your group will think all the more of you for having secured this specialist whom they probably did not know or could not have secured, than for you to have blindly and improperly handled the problem yourself.

The evening school instructor is forever on the "spot" and must be able to produce the goods. Adults will not long stand for fads, fancies, blind discussion, suppositions, dictation, and uninformed leaders. They want facts without too much ballyhooing or else you will be the entire attendance.

Teaching Success

(Continued from page 14)

work for their Master's degree or have nearly done so tend to move into positions of advancement and higher pay not only in agricultural education, but in other fields of education and agri-

ment is a fixed policy of the state, some of those who have completed programs have done so because of the time they have been in the service rather than because of any personal desire to pay the price in hard work and money to be more efficient. Returning for graduate work rather than the completion of the advanced degree is of importance in teaching agriculture.

A Program of Security

(Continued from page 13)

many reasons for believing that "plantation days" are over. Large landed estates and farm tenancy in America are already near the critical stage. Those who are thrifty enough to reach the first goals of their security programs should diversify. While necessary physical property having an earning power is a good hedge against inflation, history shows that too much land under a tenancy system is not an asset in times of depression.

6. As a teacher grows in income and experience there are certain equity investments and bonds in essential industries that have weathered most all depressions, which should be added to his special plans as a hedge and means of diversifying. Before such investments are considered, a careful study of fundamental principles should be made. It is surprising how many things can happen to stocks and bonds to make them worthless in times of the "rainy day" for which they have been accumulated. Investment trusts, stocks, insurance stocks, bank stocks, building and loan and real estate bonds have become scraps of paper and seriously depleted the savings of many teachers and professional people during the last depression, yet there are many stocks and bonds that paid thruout the entire time. While many others were greatly depressed in market value they served their purpose as income sources and splendid investments for the "rainy day." They are not sold to you by bankers and agents but are selected by careful students of investment science. For that reason, few professional people have the time to do the necessary studying for making their own investment decisions and they feel they cannot afford the cost of the best and most reliable investment service agencies.

7. All teachers should use their united efforts to have the state and federal government include them in the state and national social security plans. It should be a definite goal of their social security plans to be active in this direction. Of all groups who are entitled to such benefits, teachers should by every reason known to the philosophy of democracy come first. Only by united action can justice prevail. Firemen, policemen, railroad employees, postal and federal employees have long been provided with retirement plans, while the teachers still remain out in the cold. This should be a challenge to practice a little co-operation that they know is the very soul of social and economic democracy. As rapidly as state teacher retirement plans are set up they should become a part of the teachers' social security plans. Older teachers will co-operate and take advantage of the plans even tho the benefits may be light compared to those of younger teachers.

In closing, allow me to emphasize the necessity for all teachers to give some serious thought to their own social security plans. The importance of such plans can well be emphasized by the following quotation:

"In few cases will the saving of money from income alone enable one to reach that desirable state of independence. However, savings accumulate rapidly when allowed to increase thru interest compounding, and they grow even faster thru a properly handled investment program. With the aid of compound interest and well-planned investments, the ladder to financial freedom becomes a real escalator. Otherwise, this ladder is but a greased pole."[3]

1. "What Will Social Security Mean to You"—Francis & Furguson—American Institute for Economic Research—Cambridge, Massachusetts.
2. Woodard & Rose—"A Primer of Money."—p. 137.
3. "Investment Fundamentals"—p. 1, Roger Babson; Harper & Bros., New York.

Book Review

The Social History of American Agriculture, by Joseph Schafer, Macmillan Company, 1936, pp. 302, illustrated, price $2.50. The several chapters, written originally as successive offerings in a lecture course for University College, University of London, are so organized in subject and in matter as to tell the story implied by the general theme in a connected manner. The work is a non-statistical history of American agriculture as a domestic institution, with particular emphasis upon its progressive development. Chapter I describes the various ways in which land was taken up and their effect upon land holding and distribution. Chapter II, on "Primitive Subsistence Farming," is devoted largely to New England. Chapter III, "Big Business Farming," deals with the plantation system of the early South, the bonanza wheat farms of the West, and the story of cattle ranching. The author then reviews the progress of improved farming methods, the rise of agricultural societies and journals, scientific agriculture, and the work of agricultural colleges, experiment stations, and selected research scientists. Under the head of "Social Trends in Rural Life," he discusses the development and characteristics of the planter aristocracy and the working farmer, the reasons for the absence of a wheat growers' aristocracy, the characteristics of ranches and farms cultivated by their owners, and the effects of foreign immigration upon farm labor and population. Chapter VII reviews the history of agriculture as a political issue. Chapter VIII deals with the problem of the share-croppers, the influence of good roads and motorization, and the policies of the McNary-Haugen bill, the Federal Farm Board, and the Agricultural Adjustment Act. This work is a popular but well-documented treatment of American agricultural history, free from technical material.—A. P. D.

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