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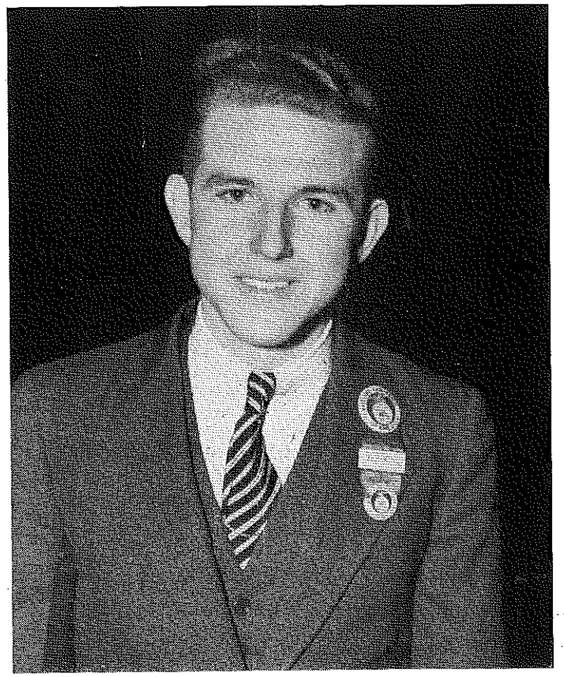
THE AGRICULTURAL EDUCATION MAGAZINE



LESTER POUCHER, Largo, Florida
Newly Elected F. F. A. President
(See Page 118)

"Good teaching looks to the future of the child; while poor teaching is content with today and takes no note of tomorrow."—Henry Sabin.

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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CONTENTS

Editorial Comment

Increased Service Thru the Magazine in the Field of Evening School Instruction

THE *Agricultural Education Magazine* has become a very useful instrument in the development of the program of agricultural education during the comparatively brief period of its existence. A review of the content of any recent volume of issues or a perusal of the recently published index furnishes convincing evidence of the professional assistance rendered.

No small part of the progress made in the program of agricultural education is found in the clarifying of issues and harmonizing of points of view into what may be termed our working principles and guiding philosophy. It is here that the magazine has played a significant part. Thru making possible a ready exchange of ideas, reports of achievement, description of successful experiences, and a widespread dissemination of points of view, the magazine has made substantial contribution.

So long as we have problems, differences in point of view, varying experiences, and new developments, this assimilative function of the magazine needs to continue. By way of illustration, and thereby coming to the question prompting this editorial—namely, "What can the magazine do to render greater service in the field of Evening School Instruction?"—two problems come to mind as needing emphasis. The first and broader of the two is the question of meaning in the use of the term "Evening School." Who are the pupils? What characterizes the instruction? The point of greatest confusion occurs in attempting to distinguish this phase of our program from that of "Part-Time" instruction. Has a clue to the answer been found in the new departmental heading in the magazine—"Farmer Classes"? Or should all instruction for which we have major responsibility beyond that of the All-day classes be considered as "Continuing Education"? A review of articles in the magazine, statements of policy both State and Federal, and other sources of points of view and definition illustrate the lack of agreement. *The Agricultural Education Magazine* can play a part, whether thru editorial policy or seeking contributions, toward arriving at whatever clarification of this issue that seems to be desirable.

The second and more tangible problem needing emphasis is that of supervised farming activities as a part of Evening School instruction. Altho we are committed to the principle that supervised or directed practice is the core of vocational agricultural instruction, whether it be for All-day, Part-time or Evening School students, it has failed to find the same degree of application when the latter two groups are compared with the former. Is this as it should be or are we in need of stimulating exchange of opinion, recital of experience, suggestion of methods and devices, reports of achievement, and evaluation of results with regard to Evening School supervised farming activities? *The Agricultural Education Magazine* provides the medium for such emphasis and should actively encourage the kinds of contributions which experience has demonstrated are essential to progressive development.—Dr. W. A. Smith, Rural Education Department, Cornell University, Ithaca, New York.

Suggestions to Utilize the Results of Research

SUGGESTIONS relative to proposed changes in *The Agricultural Education Magazine* are being sought in order to increase the field of service of this publication to those engaged in the work of vocational education in agriculture. This implies making available to teachers, supervisors, teacher-trainers, and administrators, information of a professional nature which will be of value in planning and carrying out programs of work worthy of the cause.

Some previous suggestions regarding changes in the magazine have come from teacher-trainers. The suggestions to follow are developed from the point of view of a teacher of

new subject-matter findings, improved means of measuring progress in farm practice, developments in part-time and evening school programs and objectives, the growth and function of the F. F. A., and a host of other vital problems have been explored and studied by research workers in the field of agricultural education. By making available to the teachers in the field the results of such studies *The Agricultural Education Magazine* may contribute richly to the programs put into operation by the teachers in the farming communities of the nation.

It is expecting too much of the "Studies and Investigations" section of our magazine to have it cover this fertile field in any exhaustive way. Here is an opportunity for the latest developments and results in research to appear in the various sections of the magazine to which they pertain. Studies have recently been completed on the problems of a course of study in poultry, analysis of the professional activities of teachers of agriculture, marketing of agricultural products thru cooperatives made up of students of vocational agriculture, five-year study of a group of students of vocational agriculture, directing or supervising the farm practice programs of the pupils in vocational agriculture classes, factors involved in the establishment of boys in farming, relationship between professional advancement and graduate study, factors influencing the establishment of departments of agriculture, successful practices in conducting evening schools, and many others of a like nature.

If some arrangement could be made whereby the results of such studies would become available to *The Agricultural Education Magazine* upon their completion, the teachers would have an opportunity to evaluate the work in terms of their own situations. It seems to have possibilities as a means of providing a stimulus for constructive thinking about subjects and problems of greatest importance to vocational agriculture, and should result in the development of a more critical and analytical attitude on the part of the teachers.

The publication of the results of pertinent studies in the proper section of the magazine would also further increase the professional value of the publication to supervisors, teacher-trainers, and administrators of the program.

Another result which might well be expected, if the above suggestion could be put into effect, is an increase in the number of studies carried on by the teachers on the job. True, the teacher is over-loaded now, but the value of a program of research carried on "in the front lines" of vocational agriculture merits all the consideration it can be given. The publication of results of such studies as are carried on in the various universities and graduate schools should prove an effective stimulus for the development of local programs of research by the teachers in their various communities. Should *The Agricultural Education Magazine* furnish the necessary encouragement by providing more of this information for the teachers, its contribution to the program of vocational education in agriculture would be even greater than has been the case in the past. M. J. Peterson, Graduate Student, Department Rural Education, Cornell University, Ithaca, New York.

Appreciation – Response

THE *Agricultural Education Magazine* has always meant to me, as a teacher, what Morrison's Feeds and Feeding book means to the livestock man. Everything published in our organ seems so practical and must certainly help someone, somewhere.

The editorial in the October, 1937, issue entitled "Pioneering in Part-time Work," by Mr. Lattig, is one of the finest I have read in a great while. It is a very vivid expression of the challenge that is before us everywhere.

As an answer in part to the big and timely question which Mr. Lattig has raised, I should like to submit an article for the readers of Agricultural Education for what it may be

A. K. GETMAN

Professional

R. W. GREGORY

"Where Are We Now and Where Are We Going?"

L. B. POLLOM, State Supervisor,
Topeka, Kansas

The Past

L. B. Pollom

WHEN we compare present day attitudes and economic conditions to those of the past several years, we seem to be enjoying a bright sunshiny morning following a night of economic storm and distress. Perhaps our situation may be compared to the opening of a delightful spring following a winter of cold, hunger, and suffering. The situation should put new life, vigor, enthusiasm and determination in any individual capable of developing such emotions. In looking back over the past six years, one could hardly imagine a more difficult and thorn-ridden path than that lying before the agriculture teacher. He couldn't escape the fact that economic conditions were reflected in his work more than in the work of any other department in the school system. In most cases the parents of the boys with whom he works and to whom he looks for help and co-operation, were so engrossed in a hand to hand combat with economic forces that they could give little thought or opportunity to their boy whom the vocational teacher was trying to develop. Many farmers have said in substance to the vocational teacher, "Please don't make any more demands and requests of me; I'm putting every ounce of my thought, my resources, and my efforts into the job of saving my farm and keeping my family intact. Please do not burden me further by requiring that my boy carry a project program that will increase my risk and probably cause me additional losses."

It was not a surprising attitude for fathers and mothers to take. They were concerned with the serious business of trying to save as much as possible out of their accumulation of a lifetime. Perhaps at times their attitude may have become positively hostile toward the school and its activities. In view of the fact that over most of the state for two years there were neither crops nor livestock with which to carry on programs of farming, you teachers have done a remarkable job of steering your craft thru the storm even tho much of the cargo, which consisted chiefly of programs of farming, was thrown overboard not from choice but from sheer necessity. We still have a long way to go before our economic readjustment becomes satisfactory; but compare, if you will, the general attitude and state of mind two or three years ago. What does this mean to you as a teacher of vocational agriculture?

The Present

Thru all of this, enrollments in vocational agriculture, particularly in day schools, have remained constant or actually increased. Few discontinuances of departments has occurred. There were 17 new departments added. In the state office today are applications from more than 50 Kansas high schools, most of them urgently requesting approval for establishment of a department of vocational agriculture. Part-time or continuation work, so far as Kansas is concerned, was born during this period. The percentage of completed projects has not suffered even tho project programs were sharply curtained. Lack of development of evening courses has been a disappointment.

If we are capable of sensing public attitude and sentiment, I would say there prevails today a more wholesome attitude toward vocational education in agriculture in Kansas than has ever existed in the history of the work. There is only one place to record credit for such an attitude. That is to the vocational agriculture teachers. I congratulate you in all sincerity "you have done splendidly". The appreciation of vocational education has been more than state-wide. Within the past year Congress has approved, without a dissenting vote in one house and by an overwhelming majority in the other, the authorization of an appropriation of fourteen million dollars for the furtherance of Vocational Education. Can you conceive of a more substantial expression of approval on the part of the state and nation of the thing you are doing?

What Is Ahead?

If we are in the spring of a period of prosperity after a hard winter of depression, certainly there is work ahead to be done. Rural America is never busier, never more enthusiastic, more determined, more optimistic and more willing to work than in the springtime. Folks are buoyed up with hope. It is doubtful if a greater opportunity ever lay before vocational agriculture teachers than lays before them now. This is particularly true of the teachers of the drought-ridden western states. Certainly your ability to stand up thru the experiences of the past six or seven years has developed a new confidence in yourself and in your program. No real teacher can be sufficiently satisfied with the achievement of the past five or six years to carry on in the same old way of you to push ahead. In spite of favorable public attitude toward vocational education in agriculture, as well as in other fields, this attitude is in my opinion prompted and stimulated more by the potential possibilities of these programs than by the actual achievement of the past 18 years. The time has arrived, however, when potential possibilities must become realities. More and more communities are turning their attention not so much to what the vocational agriculture department in our high schools is doing today, but what are these boys doing now and what is their status who graduated two, four, six, eight, or ten years ago? Vocational agriculture in every Kansas community was established largely because as superintendents and school boards say, "We have 30, 40, or 50 farm boys in our high school." They justified the expenditure of money for buildings, equipment, teachers' salaries, etc. solely on the grounds that they had enrolled in their high school a certain number of farm boys, most of whom they expected to return to the farm. In the older established departments folks are saying how much better off are the boys who came thru that department than the boys who did not.

Placement a Measuring Stick

It probably will not be our privilege to choose the time and method of applying the measuring stick. Many of you in the last few years have acquired land. I congratulate you and wish you well. My hope and belief is that you have invested wisely. There are, in every county in Kansas, numerous farms possessed by absentee landowners. Frequently these landowners are seeking well-trained, responsible, industrious, intelligent young men to operate these farms on various rental bases. To you who come from long established vocational agriculture departments, I ask this question. If there were to come to you today a landowner seeking a young tenant who would put up 50 percent of the livestock and equipment and who in addition has been adequately trained in technical and practical agriculture, how many of your former day school boys could you find in position from both the standpoint of ownership of equipment and all around ability, who would be capable of taking advantage of the opportunity? Your ability to fill that demand determines to considerable extent the worth of vocational agriculture in the community. Unless we develop boys to that point, our work is open to the most severe criticism. Placements must go hand in hand with training if we are to approach our goal. Schools of law, schools of medicine, trade schools, schools of business, schools of engineering, schools of veterinary science, schools of agriculture, etc., are rated by the public not by the elaborateness of the building or the completeness of the equipment, nor the personal

terms of the success of their graduates. Vocational agriculture teachers ultimately can no more escape having their work measured in the same terms than they can escape taxes or the coming up or going down of the sun. Vocational agriculture even now is pretty largely supported because of its potential possibility, but in this era of evaluating things in terms of actual accomplishment, the day is speedily approaching when the measuring stick, which I have been attempting to describe, will be used more or less universally. There is little we can do about it, except deliver the goods. The standard of achievement of the past 18 years will not merit approval and support in the years to come. The outstanding of today must become the ordinary of tomorrow.

You realize, as do I, the goods will never be delivered by offering a course study and a project. May a kind Providence speed the day when teachers completely forget the fact that the original Federal Act requires that each boy carry a project. May the day also speedily come when boys never know they are "required" to carry a project.

Unless our day-school program with a follow-up thru part-time work finds a majority of our boys at the age of 24 to 25 years, owners of some good livestock, perhaps a good brood sow or two, some young cattle or perhaps some sheep and poultry of their own, having along with it the acquisition of managerial and financial experience incidental to its accumulation, and perhaps have assembled a few pieces of farm machinery of his own to the end that he will be ready to avail himself of the first opportunity for farming that arises, we may as well fold up our tent and concede that the circus is over, for it is in these terms *we will be measured*. Someone says something about training for citizenship and other things besides becoming successfully established in farming. A program for development of ability to farm also offers one of the best opportunities conceivable for the development of worthy citizenship. The vocational teacher bears his proportionate responsibility for this development.

It is extremely doubtful if a young man in his early twenties is adequately trained for the business of farming in his own right if he has not had the experience of building on his own responsibility a program of farming. The financial and managerial responsibility, along with the operative skills incidental to the building of such programs, seems indispensible to proper training. In other words, the fact that a boy at the age of 25 is able by some means to procure the physical equipment with which to farm isn't proof that he is ready for farming in his own right. The experience gained in building his program is probably worth several times over the $700, $800, or $1,000 worth of livestock and equipment. Programs of farming—What kind of programs? This challenges your best thought.

Can you see any place in this rather visionary picture for a program in part-time or follow-up work? Can you conceive of a boy accomplishing the most he is capable of by the time he is

school, even with a substantial start toward a program of farming, probably constitutes only a start. His real development will come between that time and the time he actually engages in farming in his own right.

A Kansas young man graduating from a department of vocational agriculture in the early 1920's, now apparently well established in breeding purebred beef cattle, recently made this statement: "I lost five years of progress when I first started out, thru the unfortunate selection of a herd bull." Had this young man been followed up in a systematic way thru part-time work, it is possible, but hardly probable, the mistake would have been made. One wonders how many cases comparable to this could be found elsewhere. Whose business is it to prevent such mistakes by our graduates? Should we wash our hands of it by saying "I gave him a three year course in vocational agriculture so he should have known better"? Just how efficiently are we going about this business? How often can we permit such things to happen and command confidence of our boys and our community?

Our responsibility in placement is as great as that in training and equipping. We may have been guilty of wasting a boy's time if we train him and do not concern ourselves with finding him a chance to farm. At the same time, it would be idle for us to assume that every boy will, or should, return to the old home farm. There is no room there for many of them. The accumulation of livestock, crops and other equipment convertible into cash should he decide to make a start in a new field, may afford a boy who does not wish to farm an opportunity to get started in a new direction. The business training he will have had in the meantime will no doubt be worth as much as the new opportunity itself.

Parent Co-operation

So far nothing has been said concerning the part which parents, particularly the fathers, will play in such a program. It is needless to say that without their co-operation we probably are not going very far. Dads range in attitudes from those who are more than enthusiastic to co-operate with the teacher for the good of their boy, to those who are indifferent and actually obstinate. The teacher must know these parents and their attitudes. First of all he must have a real thought-thru program to lay before a parent when he goes to visit him in behalf of his boy. If it requires a second, a third, a fourth, or more visits to a parent to secure his help and co-operation, it will be worth the effort. Sometimes parents offer the excuse they cannot afford to spare the feed, or the land incidental to a project program for the boy.

An acquaintance employed by an agricultural credit agency whose business it is to determine the immediate cause of financial difficulties of farmers before negotiating emergency loans, recently said, "Two very common causes of financial distress among farmers applying for emergency loans are, 'I mortgaged my farm to send my son or daughter to college' or 'I went into debt to start my boy in farming'." Are we capable of developing among our boys a farming program that will find them in their middle twenties well along to a debt-free start in farming? If we cannot do this, on what grounds can we justify our existence?

Where Honor Is Due

Editor's Note: Many readers of *The Agricultural Education Magazine* would have joined, and are happy to know, that on August 2, 1937, a life membership and a delightfully memorable citation were given to Mr. Rufus W. Stimson at the twenty-sixth annual summer conference banquet of the Massachusetts Association of Agriculture Instructors.

R. W. Stimson

The script is Old English, hand wrought, with illuminated initials. The wording of the citation follows:

"The
Massachusetts Association
of
Agriculture Instructors

In recognition of his long service in the field of education and particularly of his extraordinary contribution to vocational agricultural education in Massachusetts the above named association grants this

Certificate of Life Membership
RUFUS W. STIMSON

on the occasion of the twenty-sixth annual conference and banquet of the association, the last in which he appears with us in his official capacity of state supervisor of agricultural education.

A token of the high esteem and regard in which he has been held by all, thru the many years of his association with the membership of this organizaiton. Signed in behalf of the organization:

August 2, 1937.

A. M. FIELD

Methods

Field Trips as an Aid in Teaching Vocational Agriculture

G. C. COOK, Assistant Professor,
University Hawaii

G. C. Cook

Ends and values. Probably the most valuable aids in teaching vocational agriculture are to be found in the community surrounding the school. Many phases of agriculture can be studied most profitably out of doors on the neighboring farms; in other cases, materials from the farm can be brought into the classroom to make the teaching real and meaningful and to give opportunity for the development of certain practical skills.

Field trips and farm visits may be made profitably to near-by farms to observe special practices and methods employed, to see and study farm animals, to observe the growing of farm crops under varying conditions, and to see various types of farm machinery in operation. Visits to grain elevators, stockyards, and other industries closely related to farming may be well worth while. Farm implement houses may be visited to study farm machinery. Dealers will often send equipment to the school for inspection and study by the agricultural class. Agricultural fairs and exhibits offer opportunities for trips of educational value. The town or village farms, poultry houses, blacksmith and machine shops, butcher shops, and many other business places will also furnish valuable illustrative materials.

Field trips may be made for the purpose of collecting illustrative materials for use in the classroom. The teacher, as he goes about the community, should always be on the lookout for specimens and samples of materials that can be used to good advantage in his classroom work. Collections may be made of farm grains, both head and threshed, weeds and weed seeds, disease specimens, insect pests, soils, feeds, and many other illustrative materials which the community affords and which can be stored away and used later in classroom instruction.

When to Go on a Field Trip. Insofar as possible, field trips should be taken in seasonal sequence. Many of them (such as seed corn selection) will have to be taken at a particular time to be of much value. It is well to have a class discussion on the job and problems under consideration before going on a field trip. There are some field trips, however, which may be taken before the class discussion is

ple, there may be little gained from taking a class on an outdoor judging trip on a cold day. The road condition is another factor which must be considered if the trip is to be a success. Every trip should have a definite objective, and no field trip should be taken unless it offers educational value to the students.

Planning and Arranging Trips. All field trips need careful planning and arranging before attempting to take the class from the school building. Before time to take the class out, it is well for the instructor to go to the place where he desires to take the students and make all arrangements with the owner. This is necessary in order that everything will be in readiness before the instructor takes the students on the trip; otherwise, much time may be wasted in getting the students down to business when they arrive. The class period is so short that every minute must be used to advantage. In judging it is a good plan for the instructor to select the animals, and, when possible, to place them before taking the class out. Some owners do not like to have a high-school class brought to their farm—especially without making previous arrangements.

There are some field trips that need not be so well planned as those previously mentioned. For example, in taking a class 40 or 50 miles to visit a stockyards and packing plant, it may not be necessary for the instructor to go there first. Usually he can arrange for such trips by phoning or by letter.

Transportation for Field Trips. After the field trip is planned and the appointed time has arrived, the next duty is to provide for transportation. Usually there are a few students in the class who have cars. These students and the instructor may then provide the transportation. The car drivers, in most cases, will not want to take their cars for nothing, but they are glad to accommodate the class for a small fee. This fee may be assessed each student and the money given to the drivers. The instructor should divide the money he receives among the other drivers, since he ordinarily receives school mileage for his driving. The fee should be small; it might range from five to ten cents per student up to a dollar, depending on the distance. It may be figured at one cent per mile for each student. This would amount to five cents per mile for a five-passenger car, which would pay for the expense of driving the car, and yet not be a hardship for any student. Obviously, it is best to collect the money before leaving.

Conducting Field Trips. Such work should be considered as a part of the regular school work and should be conducted in a businesslike manner. If it is not, the ill effects may overshadow the good for which it is intended. Students should be carefully instructed at the beginning that they are out for business and not to climb telephone poles, wrestle, throw clods, run races, etc. Nothing disgusts the public more than to see a field trip conducted by this latter method. People are favorably impressed when they see order and a businesslike atmosphere on such occasions.

Many teachers have been severely criticized for the kind of field trips they have conducted. The course also may receive criticism. In reality it is not the fault of the course. All responsibility rests with the instructor. Teachers have also been criticized for permitting students to go and return as they pleased. Nothing may be said until someone is killed or severely injured. Then the question is asked, "Where was the teacher?"

It is very easy for an instructor to merely tell the class to meet at such and such a place at a certain time, but just what may happen on the way is hard to anticipate. In order to prevent auto racing and public criticism, it is well for the the instructor to carefully explain this to the class, and to have a rule on all field trips that all students go and return in a group with the instructor. It is well for the instructor to take the lead so as to set the pace, and to ask all car drivers to follow him, staying at a reasonable

FAITHFUL SERVICE IN SAME SCHOOL

distance apart. If it is necessary for one car to stop, all must stop; thus the group is kept together at all times.

When the destination is reached, everyone should conduct himself in an orderly manner. This does not mean that he cannot smile or talk, but it does mean "business." Students will soon learn to appreciate the importance and value of such field trips. Not only the students, but the public as well, will respect the instructor and his department. This will be one of the factors considered by the local superintendent and school board in the instructor's re-election and promotion.

Summarizing and Discussing the Trip. Much of the value of the trip depends upon the extent to which the different points observed are analyzed and studied and conclusions drawn. Facts observed and collected should be checked and discussed and the basic principles drawn out and fixed in the minds of the students. Ways and means of utilizing the information gathered in the trip should form a part of the teacher's plans for the field trip lesson.

Hampton Filing System

O. R. LeBeau, Teacher-Training,
Hampton, Virginia

Editor's Note—Mr. LeBeau is now Research Agent for the American Vocational Association. Mr. J. V. Ankeney has succeeded Mr. LeBeau at Hampton.

DO YOU have an orderly up-to-date file of good reference bulletins in your classroom or office? If not, now is a good time to begin. It is surprising how easy it is to file your bulletins providing you stick to some simple and definite plan.

While there are many filing systems in use, most of them are too complicated to be of optimum practical value to the busy vocational teacher. He wants a plan that is simple to install, easy to keep up to date, and convenient to use.

After experimenting with various systems for fifteen years, the writer has evolved the following plan which seems particularly well adapted to the needs of agricultural workers. For convenience it may be referred to as the Hampton plan.

Broadly, it consists of two parts, (a) a general file, and (b) a quantity file.

The general file consists of several dozen appropriately labeled bulletin boxes into which may be tossed the individual bulletins as they arrive. The quantity file contains those bulletins of which there are five or more copies. Such bulletins are generally intended as references for group instruction or kept on hand for distribution to farmers.

For both general and quantity files, erect a series of neat shelves on a convenient side of the room. These shelves should be eight inches deep, and have about eleven inches clearance. These dimensions will conveniently accommodate the standard size bulletin boxes advocated for the general bulletins, and also provide shelf space for stacking on end the quantity bulletins.

The General File

According to the Hampton plan, all the bulletins belonging in the general animal husbandry, farm management, field crops, horticulture, etc. Each of these is then subdivided into as many enterprises or topics as seems feasible, and a box set aside for each of the subdivisions. Thus, if there is a considerable number of bulletins pertaining to agricultural engineering, one box might be devoted to farm buildings, a second to farm machinery, two to farm shop, a fifth to farm utilities, and a sixth to miscellaneous topics like drainage, terracing, and surveying.

In like manner all the other agricultural references can be filed under appropriate sub-headings, the captions in each being determined by the local preference and need. If the boxes are labeled systematically, and then arranged alphabetically, no further indexing of the bulletins is necessary.

The number of boxes needed for the general file will, of course, depend upon the extensiveness of the library. Three or four dozen will serve as a modest beginning. Never overcrowd a box. Start a second, and even a third, if the number of bulletins warrants it. Neither is it economical to have a box with only three or four bulletins in it. In such cases, it is usually best to combine two or more topics, and label the box accordingly.

By all means use boxes that are uniform in size, shape, and general appearance, and keep the labels straight. An easy way to keep the labels of a uniform height is to use a long straight edge and draw a line across a whole row of boxes at once. Then write each caption in pencil just beneath the line. Later a Dennison label can be typed and pasted over the temporary legend, adjacent to the guide line.

The Quantity File

A convenient way to file the quantity bulletins is to group them, also, under the general headings of agricultural engineering, animal husbandry, farm management, field crops, horticulture, etc. They can then be stacked on shelves in alphabetic order, first according to enterprise, and secondly according to title.

If a piece of 4″x6½″ colored cardboard is inserted between each group of bulletins, it will afford a place on which to write the title of the respective bulletins, and also provide a convenient line of demarcation. Moreover, by using a different color for each major subdivision, it is easy to tell at a glance where the agricultural engineering bulletins end and the animal husbandry ones begin. The cardboard guides can be made from large sheets of cardboard obtainable from stationery stores.

A classified outline of the bulletins present on the shelves makes for greater convenience in using the file. If mounted on stiff cardboard and kept in a definite place, it will save much time in giving a quick picture of the references on hand. By triple spacing this simple index new titles may be inserted as the need arises.

As Farm Vocation Experts Meet

WHEN Governor Benson, of Min-

factory workers, and others," he might well have included that small army of wise, patient, community-building men and women known as vocational agriculture instructors.

From all over the state, these people will gather at Ames today for a three-day conference, a short course in ever better and ever more modern methods of teaching the boys and girls of rural Iowa the elementary and not so elementary facts necessary to earning one's living from the soil. The debt which farmers themselves and the urban parts of our society owe to these teachers is incalculable.

Theirs are not the rich rewards of high salaries or great fortunes. Their satisfaction comes from the knowledge that they are doing a job well, adding just a little more to that edifice of knowledge which makes life each day a little more stimulating, a little fuller, a little more worth living.

Only once a year can the state get all these "heroes of peace" into one place where they may be suitably honored. To them all, now gathered in Ames, The Register extends an enthusiastic, "THANK YOU!"

(Editorial from the Des Moines Register, of June 9, 1937, which appeared the morning the annual state teachers conference opened. H. H. Hamlin.)

Pupil Notebooks in Vocational Agriculture

W. R. TABB, Teacher,
Hawesville, Kentucky

"SHALL I have my pupils keep notebooks?" "Will notebooks make a contribution to my procedure?" "What form of notes should the pupil of vocational agriculture keep?" These are rather common teacher problems.

The writer feels that pupil notebooks can make a valuable contribution to a teaching procedure if a good method of note keeping is employed. Any method should, at least, possess the following qualities:

1. Be of future use to the pupil. Notes should be in such a form and contain information that the pupil will desire to preserve and use.
2. Be simple and easy to keep. Notes kept in class time should make efficient use of that class time.
3. Be easily and quickly checked by the instructor. Notes for future use must be accurate. Misleading notes are worse than useless.

The writer uses a printed notebook form sheet which meets the requirements outlined above. These sheets fit regular student loose-leaf notebook backs and are applicable to a problem solving procedure only.

This form sheet has seven main headings as follows:

1. Name of the enterprise
2. Subject or unit of the enterprise
3. Problem and number of the problem in the series under the subject or unit
4. Things to consider in solving the problem
5. References
6. Conclusion
7. Supporting evidence.

The pupils write in the name of the enterprise and the subject or unit under

Supervised Practice

H. H. GIBSON

Project Planning

PAUL RICKER, Teacher,
Tarkio, Missouri

A GOOD many years ago, when I first started to teach vocational agriculture, I was much surprised to find that my boys were utterly unable to formulate good project plans. I could not figure out the reason—but of one thing I was certain, it was not my fault. I knew it could not be my fault because I had worked hard in teaching them; had done it just like they had taught me to do it while in the University; and, furthermore, most of the boys had made passing grades on the examinations I gave them. I finally decided that the real reason was that the boys at Bowling Green were just dumber than average.

Being young and ambitious to have a lot of good projects to report, I finally decided that there was just one thing for me to do—that was to plan their projects for them. This I proceeded to do. I had been brought up in a feed lot, so to speak. I knew how to do it. Some of the older men will remember that the boys at Bowling Green were producing numerous ton litters 10 years ago. We had a calf show that brought out some 50 head of good ones. Our project income was well at the top of the list in this state.

You will immediately jump to the conclusion that I am boasting of my accomplishments as a teacher. On the contrary, I am not. The truth is that I am a little ashamed of it. Today, we are not producing many ton litters, nor feeding many prize calves, and I am afraid that our project records are going to show almost as much red ink today as black. With all that, I have no apology to make. There is a reason for this difference, and it is not all due to drought. The real reason is that I have seen a great light after all these years of thinking on how to train boys to be farmers. The real difference is that I have become firmly convinced that the planning of projects is the boys own responsibility, and that he should win or lose on that responsibility.

Why do I say this? Because I do not believe it is our job to turn out a lot more "rule of thumb" farmers. I believe our job is to turn out farmers who can *think for themselves*, and that this ability will be worth much more to them than the few extra dollars they may now make if the teacher does their thinking for them.

If a boy is going to feed a calf, I am mindful of that old adage that "well bought is half sold." I know that the most valuable skill a cattle feeder can have is a good judgment of feeder cattle. So I do not go out and select his calf for him. I teach him all I know about what a feeder calf looks like, about the costs of putting on gains, and everything else I know. Then he must do his recommend specific mineral mixtures, I do not write down an iron clad sanitation program to be followed in this project or that. I give the boy every chance to learn these things for himself, but I want him to decide these matters for himself. To take away from this boy the thinking and judgment skills demanded, is to reduce him to the status of a common laborer carrying water and feed under my orders.

This may seem on the surface to be a much easier way to teach vocational agriculture, but I am sure it is much harder than the old way. It means much more time spent in planning how to teach, how to get the kind of thinking we want, how to develop judgment, how to look ahead and formulate sound plans. But I believe it is worth while.

Perhaps I can give an example to illustrate what I mean.

The other day one of my boys came to me and said, "Well, I sold my hogs."

"You don't seem very happy over it," I remarked.

"Well, I'm not," he replied. "I lost $20 by not shipping them two weeks ago."

I laughed, and he very quickly said, "Why didn't you tell me to ship them sooner if you thought the market would go down."

"I did," was my reply.

"When?" he demanded.

"Why, last year when we studied marketing hogs. And that's not all, you have been told every day for the past three weeks," I said.

"Why, I don't remember you saying anything to me the past two weeks. I guess we did study that last year, I know I have a chart in my notebook. But when did you tell me during the past two weeks?"

"Look at that chart on the bulletin board," I said. "Look at this file of daily market reports. Anybody but a blind man would be able to look at this chart and see that 220 pound hogs that were fat should have gone at the earliest possible moment."

The boy laughed, "Yes, I guess you are right. The fact is that I did watch this chart and I did know I should have shipped, but the way it was, my uncle had some ready to go and he wanted me to wait and ship with him. He persuaded me to wait."

"Well, of course that is different. I trust you found it a great privilege to ship hogs with your uncle and, of course, by letting him solve your marketing problem, you did not get any headache thinking about it. So I suppose it was worth waiting for."

"Well, I guess it wasn't," the boy replied. "I have learned one thing from this deal. The next time, I will *follow my own judgment*, and not let anybody else do my thinking for me."

"That's fine," I said, "I always suspected that you had brains. I believe that at last you are waking up to the

Now I believe this boy has gotten something from this experience that is worth many times the few dollars he lost. I know that he is learning the value of thinking things thru independently and using his own judgment in arriving at decisions.

What has all this to do with project planning? Simply this: I believe that any kind of planning is extremely difficult for almost anyone. To make a plan involves looking ahead into the future, and the future is full of uncertainties. One simply has to estimate what probably will happen, and then use his best judgment in planning to meet situations that probably will happen.

I am using the word judgment over and over again. Maybe we had better stop here and ask ourselves, "What is judgment, and how can our students acquire that?"

To answer that question let us examine the teaching process. The first step in teaching, and the only one that most teachers attempt to take, is the acquiring of facts, principles, or theories by the students. This is done by reading, reciting, discussing, lecturing, and by a variety of ways. This is the point where 90 percent of all high school education ends.

But that is the difference between the responsibility of a mathematics teacher or an English teacher, and the responsibility of the vocational teacher.

The next step that needs to be taken is the development of sound judgment in the use of this knowledge that has been learned. The boy must know how to apply this information in a wide variety of situations, because one seldom finds two farm situations exactly alike. Good sense in applying knowledge calls for the quality of being able to evaluate knowledge in certain specific circumstances. This judgment must be developed and the only way I know how to develop it is thru the use of situations or problems exactly the same as he probably will meet later in life.

Only when this has been done, can you expect a boy to make a sound plan, because planning demands two things, a wide knowledge of pertinent facts, and sound judgment in the application of that knowledge in specific situations.

This is very difficult to teach. But is it not necessary? Must not these boys learn to plan? Is it not true that the day they take their feet from under their mothers' table and start to make their own living, they are compelled to make plans, and that nobody else can or will do that for them?

The project is a teaching device that we have either failed to use at all, or used poorly in many cases. It provides the opportunity for us to go beyond the traditional type of teaching and really do the sort of educating that fits boys for life.

I should perhaps answer some of the

obvious to me. First, ask yourself what skills this boy must have to be a successful farmer. Second, ask yourself what skills he already has, or will learn from his father. Third, subtract, and you get what skills he will need and does not have. The job then is to see that he gets them.

How do you secure financial aid? I do not worry about it. I find an up and coming, energetic, interested boy can get his own backing—at least in 80 percent of the cases. The others of this group, I will either loan my own money, or get some of my well-to-do friends to back them. The boys whom I cannot interest, who are lazy, shiftless or dishonest, have a hard time getting backing. I am not going to throw my money away on any such, and I am not going to ask my friends, my banker, or even Uncle Sam to do so. That boy just does not get backing from me. He takes something else the next year.

How do I determine the outlook? If I did, I would have had all the boys plant wheat instead of corn this year, and they would have raised hogs probably and left chickens alone. I do not know how and I admit it. So what I try to do is this: I try to get them to see that the main object of a project is to learn, and that what they learn is worth much more than anything they can earn. I try to interest them enough so they will try their best to do a good job, make sound plans, develop good judgment, and to take enough pride and joy in their work so that if a profit comes they can take it, and if a profit does not come, they can say as one of my boys did a few days ago, showing me his record book: "Well, I did not make any money, but I learned a lot. I am not going to quit because things went against me this year." And then he confidentially said, "You know, I believe I have learned enough about this business so that even if prices go way low, I cannot lose very much except my work. And if I could get good prices, you know I just do not see how I can help but make a lot of money."

Those were his exact words, and that is his philospohy. I am intensely proud of that boy and his project, altho his record book shows little but red ink. But turning the pages of this book over, a thought came to me and I said this to him:

"Dean, I wonder if you do not have another record book some place?" He looked much surprised. "No, this is all I have," he said. "No, I said, you have another record. The name of it is, 'Dean's Future.' If we could look into that book and read it, we might see something like this.

Credit to knowledge learned $500
Credit to good judgment earned 500
Credit to the ability to take it on the chin and still talk as you have $1,000"

This boy is 16 years old. He will probably live over a period of, at least, 40 years of active life ahead. Between 1936 and 1976, doubtless he will engage in hundreds of projects involving many thousands of dollars. In all of these he will be away from me, from his father, and, in fact, from anyone who can help him. So he is going to have to do his own learning, use his own judgment, and form his own plans. On his ability to do the opportunities to acquire these skills while he is in these training years? I do not think I will, not if I can help it.

One Type of Home Farm

C. GREGG, Teacher,
Savona, New York

SIX miles from the school building we leave the main road and start to climb—one of those gravel hill roads that fill the air with the smell of burned rubber as the rear tires fight for traction. Another mile and we will be there, at the home farm of two brothers taking agriculture in high school. These boys are proud of their farm, but when we reach it, we decide it must be just because it is their home.

The farm is perched on a steep hillside, its soil a coarse gravelly loam with plenty of genuine rocks. The fields are eroded by small gullies and are too steep for most farm machinery, as the wrecked binder behind the barn testifies. Open spaces in the oat field show where the grain drill struck flat rocks and slid sideways. Half a dozen grade or scrub cows graze among the rocks and gullies of a steep pasture. The small amount of milk from these cows goes to a cheese factory, the only market for milk not quickly cooled. Two lean horses, looking very tired of life; some hogs; and some poultry, an enterprise newly started; complete the list of livestock. The boys have great hopes for the poultry, and it seems to be the one bright spot on the farm. Crops raised include dry field beans which must be threshed by hand; enough hay for the horses and cows; some corn stover, hand planted and harvested for the cows, the corn husked from it going to the hogs; and what potatoes the farm can raise which are eaten at home. Any grain produced is fed on the farm while a dozen ancient apple trees produce a few bushels of fruit for home use. Boiling all this list of crops down we find the cash income for the farm is derived from a few bushels of dry field beans, cheese factory milk, a few hogs, a few eggs which we hope there will be more of, and in the winter some firewood and in the spring some maple sugar and sirup. There certainly is not much ready cash to spend for improvements on this farm.

Back to the boys again, how much can we expect of them in the way of projects, farm improvement programs, new enterprises and farm records? As for their projects, they can simply be parts of the regular farm enterprises, there being no money at hand to start any new ones or to spend on improvement programs. And as for the farm records, these boys carry a year's production records, expenses, and receipts around in their heads. It's a simple matter on this farm.

In class work in agriculture the boys study their home farms and plan improvements, but improvements on this home farm seem a dim possibility. What is more possible is for these boys to spend the best years of their lives working at a hopeless task. Would it not be better to teach them to forget the their own home farm? It does not seem right in accordance with the teachings of vocational agriculture but under some circumstances, it seems to be the thing to do.

Taking time to plan work should not be thought of as a wearisome addition to other duties, but as the very best help in getting one's work into manageable shape for finding time for all the other essential problems.—*Selected.*

Developing a Program of Supplementary Practice

V. J. MORFORD, Critic Teacher,
Seward, Nebraska

SUPPLEMENTARY farm practices offer a means for developing the student's ability in doing definite approved farm jobs. Doing the job not only improves the efficiency of the student but also increases his self-confidence.

The teacher has almost an ideal setup for teaching agriculture as a laboratory subject. The home farm is an ideal laboratory if it is used to an advantage. With the possible exception of the practices as they apply to the student's production project, we often fail to encourage the student to put into practice at home the improved practices taught in the classroom and shop.

Because a need was felt for encouraging the students to practice the jobs taught, the accompanying score card was developed. In order to conserve space, subheads have been omitted in some places. There are three sections, namely: A—Supplementary farm practice, B—Improvement projects, and C—Production project program. Most of the emphasis in this score card is given to the supplementary farm practices. Since the F. F. A. will make the awards it seemed desirable to have all types of farm practices considered. In assigning a small maximum score to each supplementary practice it was hoped that this method would encourage the completion of a large number.

All types of home activities are checked during the regular project visits. Parents are consulted, and every possible means is used to encourage and guide the student in his activities. This makes the project visit more than an inspection of the production project.

This score card was placed into the hands of the students May 15, 1936. The members of one class of 20 students have completed 243 supplementary farm practices and are planning to have or have carried out 37 improvement projects. This is in addition to their production project program.

The score card is not complete but it has served as a nucleus about which the activities were centered. Many improved practices not listed were accomplished.

The award is a native walnut plaque with an appropriately engraved copper head plate. A name plate will be added to this plaque each year on which will be inscribed the winner's name. The plaque was made by the F. F. A. mem-

My First Part-Time School

STANLEY A. SUNDET, Instructor,
Geddes, South Dakota

Stanley A. Sundet

In performing my duties as agricultural instructor in this community I travel thruout the entire Geddes school patronage area. The real purpose in traveling all these miles is to recruit students, project visitations, and to get better acquainted. In doing this, I noticed so many young boys who had never availed themselves of a high school education. In view of this condition I deemed it almost necessary that these boys should receive some vocational work along the line of agriculture. With the teaching load that an agriculture teacher has to carry in a small school it appeared that I would be very crowded for time but with careful planning and working overtime I finally found a place for it in my program. I found out later, however, that this was the easiest part of promoting a part-time school.

The one important consideration in this type of work is to get out the proper publicity and sell the idea to prospective students and other interested people in the community. The first thing I did was to spend an entire Saturday visiting prospective students. All the prospects were not visited but most of them, explaining the purpose, what we intended to accomplish, and suggesting the age limits of those attending. It was decided that the ages of 16 to 24 would be the range. I sent out a circular letter a few days following this tour, explaining in detail the part-time school to be held.

We decided to meet every Saturday morning and Wednesday evening for two hours at each meeting. The turnout was not perfect but eleven boys enrolled, most of them having a perfect attendance for the duration of the course. For those boys who did not attend the first two meetings I sent out another circular letter. The results of this, however, were not very gratifying.

We did not attempt to cover any specific course or unit but rather give a course which would be a cross-section of an entire agriculture course. The units included in the twelve meetings were; identification and the use of tools, rope tying and splicing, barberry eradication, seed corn selection, milk testing, emergency feeding, and a unit on placement and opportunities in agriculture. Several of these units took two or more periods to cover. The boys also did some work in woodwork and tool sharpening. Two boys made a large chicken feeder, one boy sharpened a large cross used on the farm and in the home.

After twelve successive meetings it was necessary to discontinue the course due to a change in the school schedule and the threat of severe winter weather. Some of these boys came as far as 15 miles without missing a single meeting.

This was my first attempt at a part-time school in my second year of teaching. The mistakes were many. Improvements will be made in my attempt next year. One cannot over-emphasize the publicity given to an endeavor of this kind. The next time I am going to spend more time visiting each boy and getting better acquainted with him. Many of these boys are timid and unless one can gain their confidence and become well acquainted with each one, many will not show up at the first few meetings. It is also a good idea to talk to parents and explain to them the purpose and scope of the course.

There is a real need for schools of this kind in most every community. There seems to always be some boys who have not the opportunity to attend an all day school and a part-time school can be made a real asset to these boys in giving them some information on timely agricultural topics. The agriculture teacher with his department can be of real service to the community in conducting a school of this kind.

A Part-Time School for C. C. C. Boys

EVARTS J. STEVENS, Instructor,
New England, North Dakota

Many vocational agriculture high school graduates join the C.C.C. forces. Why not solicit membership for part-time schools from these local camps?

I am now conducting a part-time school with the entire enrollment made up of boys from the local C.C.C. camp. Nineteen members are enrolled, and the average attendance at meetings held thus far has been 13. These boys come from 17 different communities all over the state of North Dakota. The age range of the group is from 17 to 30 years. All are eighth grade graduates and 75 percent are high school graduates. Only 50 percent have had school work in agriculture, but 70 percent are farm reared.

We meet twice a week, on Tuesday and Thursday evenings, for 90 minutes. The first part of the period is spent in lecture, the remainder of the time being reserved for questions, discussions, and personal contact between the boys and myself. The topic for study was chosen by the group, and they have shown their interest by their voluntary attendance. The subject of the present school is "Progress in Agriculture With Special Reference to Beef and Dairy Husbandry."

By teaching C.C.C. boys vocational agriculture you may not directly increase your contacts and influence with thing worth while to boys of neighboring farm communities who really desire more knowledge about farming and its related fields. I find that the local C.C.C. adviser will co-operate in every way to support any efforts of the agriculture teacher, and the contact with him is very pleasant.

(It would be interesting to know how the supervised farm work of such groups is handled. The Editor)

Part-Time Group Has Varied Program

W. M. DOCKENDORF, Instructor,
Pella, Iowa

For several years I have been very much interested in farm boys 17 to 25 years of age who have not been in school or connected with organizations. In most communities this group has not been provided for either by the school or other organizations. Even in schools offering vocational education the boys of this age have not felt in place in evening school classes which have been composed largely of adult farmers. The ideas and interests of these adult farmers are much too advanced for this group of boys who have not made up their minds in what they are interested. The high school which the boys attended turned them out at the age of 18 or 19 to shift for themselves without any organization or guidance program.

This group of rural young people might well be called the forgotten youth. In my brief experience with these boys, I have found them to be very much interested in organizing and conducting group activities.

In our local situation at Pella, our rural young people's organization, which is called The Junior Farmers' Forum, is an outgrowth of and has its nucleus in the part-time agricultural students. As the part-time class work came to a close, the boys asked for some type of organization that would provide meetings thruout the summer. A committee was appointed which worked out a series of programs that were very well balanced in that they provided both education and recreation.

The educational part of the programs was generally given by an outside speaker. A local man who has traveled the Dutch East Indies gave the boys a very interesting discussion on farming in the Dutch East Indies. At another meeting a highway patrol man was present with a sound picture. He presented a splendid program on safety on the highway. Another meeting was given over to the superintendent of the C.C.C. camp in which he told of the conservation measures that are now in progress. A future meeting will be given over to the duties of our county officials. At this meeting the boys will find out the duties of these different individuals who are elected to office each year. The ... are a part of the recreation program.

What is the future of this rural young people's program? The answer is yet to be found, but I believe we are going to see benefits in several ways. Other organizations similar to this are going to open up thruout the county and other communities. This will mean providing an organization for many more young people. The effect on part-time work will probably be increased interest and enrollment. The adult farm organizations will benefit in that they will receive many trained leaders in a very few years. I believe that rural young peoples' organizations will mean an increased enrollment in the agricultural departments in our high schools.

Many younger brothers and sisters of these older young people will see the benefit and the need for further education. In our local community, many of the boys never go further than the eighth grade. Already I have heard younger brothers of these boys in our local organization say that they were surely going to high school when they finished the eighth grade.

As Dr. H. M. Hamlin of the Vocational Education Department of Iowa State College stated at our conference, "We have barely scratched the surface in working out this particular group of young people."

Farmers Decide to Raise Work Stock

GEORGE I. MARTIN, Assistant Supervisor, Tifton, Georgia

The farmers of Leslie, Georgia, led by their vocational agriculture teacher, Mr. O. O. McIntosh, have been giving some serious thought to the amount of money which goes out of their community annually for work stock. These farmers concluded that there must be some plan that was better than the present one of paying $500 per pair for work animals.

Tennessee Jack

Out of this thinking and planning has come a community breeder's association. ... own 40 brood mares. These farmers have just received from Tennessee a jack, which cost the association $1,000.

The local bank of Leslie is assisting in financing this project. Each member of the breeder's association is charged a membership fee. Everyone, including the members, is charged a stud fee based on a plan which will liquidate the indebtedness of the association within four years.

The vocational agriculture teacher is to be congratulated on the fine work he is doing with this worth-while project.

Making Use of a Survey

GUY LUNO, Instructor,
Plain Dealing, Louisiana

Two groups of adult farmers are reached with evening class instruction in the Plain Dealing school area. One has an enrollment of 18 members and the other 20 members.

Classes in both communities were organized by making personal visits to each prospective member's farm, making surveys of each farm, and discussing evening class work with each farmer. After the surveys were made of each farm, the results were shown in chart form, and then a meeting was called in each community. At both meetings the survey results were studied by the group and then a meeting was called in each community. At both meetings the survey results were studied by the group and meeting dates were set for future meetings.

The most outstanding work was done on the following: curing meat, cover crops, grafting, orchard cultivation, vaccination of livestock, floating mules' teeth, pruning, terracing, and soil conservation.

The meetings show the following results: 30 members co-operated with the soil conservation program, eight members cured 3,650 pounds of pork, 20 farmers vaccinated 400 head of cattle for Black Leg, 32 farmers floated 58 head of workstock's teeth, eight farmers are planting Burr clover seed plots in order to save seed for cover crops.

Survey results revealed that no cover crops were planted in the communities and terracing was practiced on a small scale. Burr clover seed plots are now being planted in both communities. The farmers have been made to realize that this is a cheap way to grow seed for cover crop planting. Terracing meetings are set for the winter months, and each community will have a farm level at their disposal.

The success of evening work in each community is due to the fact that after survey results were closely studied, improved practices were introduced. In each case these improved practices have been both practical and economical. The evening class members are now capable of performing many operations at an actual cash saving.

The methods of notifying members of evening class meetings are thru the local newspaper, sending notices by school children, personal visits, and by setting future dates at meetings.

... out thru discussion by the members. Charts are shown which reveal experiment station results. When a meeting is held on an operative job, each member is shown how to perform the particular skill and allowed to get practice in it.

Future meetings will be held on cotton and corn varieties, fertilization, inoculation of legumes, cotton spacing, and saving legume seed from weevils.

Evening class work is one of the best ways to sell vocational agricultural education to a community and to gain the confidence of the farmers.

Establishing a One-Variety Cotton

N. S. CAUSEY, Teacher,
Mount Hermon, Louisiana

Soon after I arrived on the job, I could see the need for a one-variety cotton community. The farmers were planting any and every variety of cotton, some were not recommended by any experiment station in the cotton belt, not to mention our own community, and many were of an inferior grade and staple. The seed had been planted year after year and had been mixed in the fields and at the gin until they could hardly be called any one particular variety.

The first thing I did was to call my advisory council, consisting of farmers, merchants, gin holder, school board member, and the school principal, together and obtained their advice and reaction on this problem. Most of the members knew how this thing worked, because a community not far from here had a one-variety community that was working 95 percent. I explained my plans and asked them to give any suggestions. I had the "furnishing" merchant of the community on the council. He was also the gin owner and cotton buyer.

I started holding farmers' meetings in three sections of the school district, which was made up of six communities, five white and one colored. I started in three communities because I did not want to undertake too much in the first year. I made many enterprise surveys of cotton. These surveys showed the different varieties planted and the number of acres of each; the cultural practices used; the amount of fertilizer applied, the analysis used, when, and how applied; the yield per acre; and the amount of seed cotton necessary to gin a 500 pound bale. I made charts of these surveys showing the different varieties planted, the average yield per acre of the different varieties, the average percentage of lint, and the total number of acres of each variety.

I found 12 different varieties planted, lots of them not recommended for this community, many of them producing but very little, hardly more than enough to pay for the fertilizer used. Among the varieties being used were the D. & P. L.'s and the Dixie Triumph, these two varieties producing the best. There were only a few farmers using Dixie Triumph, and the members of the class were a little afraid to try it, and the D. & P. L.

L. B. POLLOM

Farm Mechanics

Teaching Mechanics Principles Underlying Shop Skills

LEWIS JONES, Instructor,
Fayette, Missouri

WHY teach mechanics principles underlying shop skills? I stepped into a class of advanced boys one day. In front of me was a boy sawing a board while another sat upon it attempting to hold it. Why was the second boy necessary? Why does a nail bend? Why does the saw leave the line? I picked up a piece of steel with one end badly battered. The boy called it a cold chisel. Why wasn't the bevel smooth? How are such difficulties overcome and shops skills developed? Obviously by careful, intelligent practice. This is impossible without a knowledge of the underlying principles. It would be analogous to developing a track star with no knowledge of form.

When and how shall we teach these underlying mechanics principles? To be most effective they must be the starting point. They cannot be taught in one or a few lessons but must be taught continuously and simultaneously with shop projects. As a beginning, a small, required project is probably best as it provides a uniform class situation. This beginning project should involve several tool processes and shop skills. It must be inexpensive. It must be useful, and it should require only a short time in the making. Examples of good projects are: bench hook, nail box, footscraper, and cold chisel. In the development of these projects each mechanics principle may be explained and demonstrated before being attempted by the class. (Care should always be exercised not to give too much at a time.)

The method just described serves only as a starter. Our shop boy, like our track star, must be kept conscious of farm or mechanics principles and the need for them. How shall we proceed? How you proceed depends very largely on what happens in your shop. All the local factors combined must determine your procedure.

One day in a freshman group I discovered a boy bending too many nails. He was getting discouraged, he was going down for the count. I stepped over to the boy, greeted him with a smile and asked, "Why put the little crook in them, Bill?" Bill's answer was true to his feelings, "You couldn't drive a nail in the mud with this old hammer." The hammer was a good one. This was shortly after the first demonstrations so I called all the boys to Bill's work and asked them, "Why did the nails bend?" I gave this question time to call for its answer and then explained and demonstrated carefully the principle of delivering the hammer blow in a straight angle to the nail and how it reduced the hazards of nail bending. This is one of the little incidents that arose in my own shop. Many similar situations

use them, they make teaching effective.

In addition to the regular shop books and mechanics magazines, shop instructors will find very helpful the booklets and charts put out by the various tool companies.

Farm Shop Records and Accounting

HOWARD KECK, Teacher,
Genoa, Nebraska

SOME system of recording grades, materials bought by the department, materials bought by the students from the department, accomplishments of students, etc. are necessary in every shop. The need for such a system is necessary to prevent mistakes, waste, and make the shop work more effective and businesslike.

A system where the item is entered at the time of completion or the transaction is made is best. It is at this time that the information is clearest and most accurate. It will not be forgotten or guessed at. Chances for mistakes are thus brought to a minimum.

Every public institution must be watchful to prevent waste. Spending money that is not yours often leads one to over spend or not to use the money wisely. Again it leads to waste thru improper use of materials, breakage, poor workmanship, and throwing away material that still may have value. Students allowed to use certain tools, sandpaper, paint, etc. with no check on their use or cost of it will waste a great deal. If they know the instructor has no record or one that does not give a full check, they will be apt to give little attention to such details. Perhaps one student's waste does not amount to so much but altogether it will amount to a considerable sum. In times like these it amounts to even more than in normal times.

Everyone knows that a person's life is patterned after the habits he forms. One of the things we strive to teach in our vocational agriculture courses is the value of records and how to keep them. Surely a system where the students themselves must help to keep the record will be of value in this respect. Each shop day they have contact with it until it becomes a necessary part of their shop work.

Businessmen appreciate a good system, too. Many times students require something special during the shop period. The instructor may not be able to go but with some previous arrangement the boy may go and make the purchase.

The following system has met these needs in my farm shop. There are two general types of transactions occuring in the shop. First is the buying by the shop of materials from the dealers in the town, and second, the materials bought by the students from the shop.

Before the school term opens as much as possible of the anticipated needs of the shop should be bought. This saves many needless trips after school starts, besides, there will be plenty of trips not anticipated. For the transactions after school starts, an agreement has been made with the stores that I will have one salesbook for all firms. The original will remain in my salesbook, and they will retain the carbon copy. When a student wishes to make a purchase thru the department, he must take this salesbook. He must sign his name in it at the time of purchase and return it to the instructor. If it is a larger project, he must work out the bill of material and copy it into this salesbook before going to make his purchase. At the end of the school year these salesbooks are especially valuable in checking the accounts with the stores. Many accounts may be paid without knowing whether they are correct or not. Loose receipts from the stores are often kept but they are many times mislaid or lost. A salesbook obviates all this. This salesbook should be kept some place in the shop, preferably in a cabinet that may be locked.

I find this cabinet also assists a great deal as I keep all small articles, special tools, materials, etc. which are most likely to be lost or wastefully used in it. This way I know just what is used, and only the amount necessary is given.

For the transactions between the students and the agriculture department there will need to be two books. A salesbook or record book kept by the toolkeeper and a final record book kept by the instructor in which all items are entered. The salesbook, kept in the tool room by the toolkeeper, is used to record materials bought thru the department. Such articles might be paint, sandpaper, screws, bolts, iron, etc. The items from this book are then transferred, at intervals, to the instructor's permanent record. Lumber for the larger project is figured by the student and the instructor and placed directly in the instructor's record book.

The most convenient and satisfactory record book, I find, is one 3¾ x 5¾ with a wire fastener allowing it to lie flat when open. Each student is given a page. A line down the center allows more items to a page. To make it easy to find a boy's name, the notebook may be indexed by letters cut in the bottom or side of the notebook.

One side of the notebook may be indexed for one class and the other side for the other class. Date, name of article, and cost should be entered. With this method it is easy to find at all times just what the boy owes. Also, if he wishes to pay part of his bill, the amount he pays can be deducted and the balance remains in the book.

A card index system of grading works well with the system. The cards used are 3 x 5 and are ruled as follows: Fig I.

When a boy starts a job he can enter the date in the "When Started" column. When he has finished he brings the job and the card to the instructor with it all filled in except the "Grade" and "Points" which the instructor fills in. The student then returns the card to the box where all the cards are kept alphabetically. A boy can check up, then, at any time on his grades without bothering the instructor. At the end of six weeks the shop grades are taken from the cards and averaged as follows on a sheet having the mimeographed names of the boys: Fig II.

A required number of points may be required for each six weeks. If desired, the final grade may be raised if a boy gets over the required number of points or lowered if less than the required is made. Also, the instructor may give a boy an incomplete if he does not get enough points to reasonably meet the demands of the course and instructor. In my system I give 1½ points for a job that on the average requires one shop day. The average boy at that rate should earn 16½ points each six weeks if the shop class meets every shop day or twice a week. Thus 16½ points becomes the required number. Time taken for classroom and demonstrations are deducted from it giving the final requirements, which will vary accordingly. For every two points above the required points I add 1% to the final grade. For every two points under, I deduct 1%. This rewards the industrious and penalizes the loafer. Finally those who do not get two-thirds of the required points are given incompletes and must do extra work to remove it. This prevents a student doing one small job, perhaps getting a good grade on it, from getting as high as one who got the required points but not so high a grade.

These cards also may be used to fill out a sheet containing a record of the required jobs and thus keep the boys posted on their work. Another use may be as a check for the instructor's record book on sales to the students. The jobs graded would also appear in the salesbook, thus articles made by students could not slip by without being paid.

The value of this system, I believe, is its simplicity, efficiency, and effectiveness when once it is clearly understood. A great deal of it is done by the boys themselves which is of great value to them. In preventing waste and thus cutting costs it renders a valuable service. It brings a businesslike procedure to the shop, prevents mistakes, keeps records straight, and helps in

Fig. I

Job	Date	When Started	When Finished	Grade	Points
Funnel	1/22	1/15	1/19	85	3

Fig. II

JOHN DOE	Grade—	85	90	92	82	Points	Average	Final

The Importance of Mechanical Knowledge as a Prerequisite to Operative Skill

W. M. ADAM, Instructor,
Vandalia, Missouri

FIGURATIVELY speaking, it is a common failing among boys to light the blow torch and then discover that there is no flux and that they do not know how to make it. The incident is merely another manifestation of the boyish desire to set about doing things at once without thinking ahead—the desire to set about acquiring operative skill without first acquiring the necessary mechanical knowledge.

It must be granted, of course, that mechanical knowledge is practically worthless in itself. The same can be said of a building's foundation. But as a support for the completed structure, in this case operative skill, the mechanical knowledge is indispensable.

Thus it follows that the teacher is justified in requiring the necessary amount of preliminary study on the part of the student before a new job is attempted. In fact, it is a teacher's responsibility to insist on such preliminary study. Otherwise, the student will blunder along by trial and error with the consequent inefficient use of time and effort.

The job of tempering a cold chisel may be used as an example. If the student starts work without first knowing the fundamental facts of carbon content and temperature-color relationships, he is certain to expend his efforts aimlessly. If, on the other hand, he has these facts in mind, they will serve to guide him in the acquirement of a higher and higher degree of operative skill. This holds true because the mechanical knowledge makes meaningful the factors involved in the operative skill.

In brief, a student can never fully know "how" unless he also knows "why."

Pupil Notebooks

(Continued from page 107)

arrived at, it is stated on the blackboard along with any statement of the situation out of which the problem grew, if the statement of such situation helps clarify or define the problem. Things to consider in solving the problem are drawn from the class, but are simplified, restated, and arranged before becoming a part of the notes. If the instructor gives the references, they are specific as to page or chapter and are recorded on the sheet. This, with the necessary explanations and motivation, constitutes the assignment.

Following the assignment, the pupils, thru study, come to individual conclusions on the problem. This is done in the study period and the instructor gives what individual supervision is possible. No permanent notes are recorded during the study period, altho the pupils take temporary notes to support their individual conclusions.

class to a group conclusion on the problem. This conclusion is stated on the blackboard by the instrutor to be copied into the notes.

After the conclusion has been reached, the instructor leads the class to agree on such experimental data, survey data, authoritative statements, and such as are necessary to support the conclusion. This supporting evidence is then copied into the notes.

From the above discussion, it will be noted that the pupil has in his notes the statement of the problem, the things he considered to solve the problem, the references used, the conclusion his class arrived at, and certain information and data used in coming to the conclusion.

The extra time consumed in writing in the notes averages about five minutes to the problem. The instructor can be reasonably sure each pupil is recording all the notes when given. Periodic checking of notebooks resolves itself into ascertaining whether the pupil is preserving his sheets and the neatness of the job done.

At the end of the year these sheets are bound into a simple folder to be preserved as references for further classwork, farm practice, or use at home.

One-Variety Cotton

(Continued from page 111)

many acres planted to D. & P. L.'s. So finally, after a thoro investigation of this cotton, the D. & P. L. No. 11 was selected as the cotton we would use.

I ordered four tons of D. & P. L. No. 11 seed from the breeders to be sure that we got the best seed available. The men ordering the seed had to deposit one dollar per 100 pounds of seed ordered, just as an assurance of good faith. In the event one did not come to get his seed he would not get his deposit back, as this would allow the seed to be sold at one dollar less and we would have a better chance of re-selling them. These seeds were sold to the farmers at cost, nobody making any profit.

A list of the men buying these seeds and the amount of seed bought were kept and given to the man running the gin so he would know who had this variety of cotton. Monday was the day selected to gin this cotton, and everybody who had it was instructed to come to the gin early. The truck drivers were instructed not to haul any cotton but the No. 11 that morning. Monday was selected because the gin could be cleaned good Saturday night. All seed was cleaned from the stands and the seed trough, the seed bins blown out and all old lint cleaned from the press. After all the No. 11 was ginned then they could go right on with their regular ginning. Three such days were held. During the week I would see the men and report to the ginner how many bales to expect on that Monday and after that he could tell his truck drivers when to start hauling other cotton.

There were 400 acres of this cotton planted the first year, and the seed from 75 bales was saved for planting, we hope to have some 1,200 or 1,500 acres planted. We plan to buy some new seed every year, just enough to plant for providing seed the next year. In doing

Studies and Investigations

E. C. MAGILL E. R. ALEXANDER

Factors Controlling Selection of Practice-Teaching Centers in Pennsylvania

WILLIAM F. HALL, Teacher-Training, State College, Pennsylvania

TIME was when practice centers were selected largely on a hit-and-miss basis; not because of any administrative desire, for the importance of the problem was recognized, but rather because exigencies precluded the application of a scientific method.

The criteria or standards which form the basis for a selection of schools as practice centers, as outlined below, do not, at the present time, constitute a score card. Their incorporation into such an instrument would require the weighing of each, for it is obvious that the several criteria are not of equal importance. Each member of the staff of this department does, however, keep these criteria in mind in making his own selection of desirable practice centers. These individual selections are then consolidated into a list of schools that represents the composite judgment of the staff as a whole.

1. The teacher of agriculture should be skilled in the art of instruction. Obviously the student in practice must have the opportunity to observe teaching of a high quality. And this as a rule marks the teacher with at least several years of experience. It is rare, therefore, for a student to be assigned to a school in which the teacher of agriculture is a beginner, or has had but one or two years of teaching experience.

But skill in teaching high-school pupils is only a part of this factor. It is also very important that the teacher of agriculture be a capable critic teacher.

A discussion of this factor would not be complete if it failed to include professional zeal, or spirit, or consciousness. What are its indices? Attempting to keep abreast of a changing profession by advanced study, in some form, certainly is one. Attendance at and participation in professional meetings or conventions—local, sectional, regional, or other—surely is another. And we wonder if the contribution of professional materials to the national organ, *The Agricultural Education Magazine*, and to the state organ, PAE, may not properly be another.

2. The agriculture in the patronage area of the school should be representative of the agriculture of the state. The curriculum in agricultural education provides for a broad training in technical agriculture in recognition of the dominance of general farming in the state. Accordingly, the student-teacher, to attain greatest growth, should be assigned to a school which serves primarily a general farming area. Fortun-

within this category. The satisfaction of the second criterion becomes, therefore, a relatively simple problem.

3. The physical resources of the school should be appropriate and adequate. By this there is implied, first of all, a building which provides comfortably for every pupil's need, curricular and extracurricular. Probably for Pennsylvania this should mean, also, all facilities under one roof. Housing a school district's complete educational program in a single plant creates in the public a sense of unity or integration in the program. It tends to weaken the dualistic conception of education, a boon perhaps some decades ago, but now definitely inimical to the broad function of secondary education. Providing a complete program in one plant facilitates, also, the discharge of such functions as control and supervision.

Appropriate physical resources mean, also, something in direct contrast with the bleak and barren building that is so frequently found in rural school districts no further back than in 1937.

Appropriate and adequate physical resources refer also, of course, to the materials used in instruction. In the farm mechanics shop, for example, these imply a sufficient working space; a full complement of tools appropriate to the farm and adequate in number, and raw materials for repair and construction in each of the 15-odd enterprises in farm mechanics.

4. The department of agriculture should have the dynamic support of the school administrator. Since the frailties of humans are in no sense peculiar only to vocations other than teaching, occasional enmities between the teacher of agriculture and his principal come to light. Practice should not be had under such influence. It may even be argued with reason that a student-teacher should not be assigned to a school in which there is not the fullest of harmony among all teachers, regardless of responsibilities. And certainly practice should not be undertaken in a school administered by an officer whose judgment was overruled when a department of agriculture was established by his board of education, or who, thru lack of understanding or otherwise, is unfriendly to vocational education.

5. The practice center should afford ample opportunity for observation of teaching. The practice-teaching experience of the student involves, besides actual practice in teaching, considerable observation of other teachers at work. It is desirable that he observe, besides teachers of agriculture, teachers of other subjects. Best opportunity for this may be had in the high schools with large teaching staffs. But since he is being prepared to teach agriculture, the larger part of his observation should be in the field of his major interest. To that end the practice center ordinarily is chosen

number. And in keeping with criterion number 1, the quality of instruction in the proximate centers becomes a factor also.

6. Practice centers should be chosen with a view to facility of supervision. The controlling factor in this criterion is economy. Supervision requires travel and travel requires finance. Accordingly, a reasonable concentration of practice centers is not only desirable but practically imperative.

The average student-teacher requires a full day's supervision per visit. This demands that travel between centers be accomplished either before or after school hours.

Other factors affecting in a lesser way facility of supervision are, of course, accessibility of the centers from teacher-training department and the character of the roads to be used.

In addition to these six major factors, two others that occasionally condition the choice of practice centers, but much less positively, should be mentioned. The first of these is the desire of the student to practice in a particular center. His choice may be a center near his parental home; or the teacher of agriculture there may be a fraternity brother; or he may wish to learn more about the agriculture in that section of the state.

Finally, an occasional teacher of agriculture requests that he be assigned a practice-teacher so that he may be freed to devote more time to evening class instruction. The granting of such request depends not alone upon the satisfaction of the six major criteria. A student's assuming a full teaching load, without opportunity for normal adjustment, has many implications. His faculty adviser must, therefore, have a reasonably strong conviction that it may be done with success before granting the request.

Distribution of Types of Classes in Vocational Agriculture

HERE are some facts which should be interesting to teachers of agriculture. They are gleaned from an examination of a statistical release Misc. 1936, U. S. Office of Education. The facts are for the school session 1935-36.

The average teacher of vocational agriculture in the United States taught 4.11 different classes of students, this number ranging from 3.63 classes in the North Atlantic Region to 5.13 in the Negro schools.

The average teacher of vocational agriculture in the United States conducted 2.36 all-day classes; .24 part-time classes; .68 evening classes; .10 day unit classes (classes of high school

teacher's time is prorated).

Agricultural teachers of the North Atlantic Region averaged highest in the number of all-day classes (2.6); the teachers of the Southern Region averaged highest in the number of evening classes (1.26); and teachers in Negro schools averaged highest in the number of part-time classes (.53).

The day unit class has almost disappeared, being found only in the South. In the North Central and Pacific Coast regions, the average teacher has at least one non-vocational class. The evening class appears popular only in the Southern region. The North Atlantic region made decidedly the best showing in part-time class work for whites.—E. C. Magill, Virginia.

Book Reviews

Pig Projects and Profits, by W. E. Carroll and H. J. Rucker, 188 pp., illustrated, paper back, published by Interstate Printing Company, Danville, Illinois, price $1.25. The discussion is organized around four projects: the barrow project, the gilt project, the sow-and-litter project, and the herd project. Questions that are common to all projects are presented in separate chapters, and questions dealing with specific projects are treated in the chapter devoted to the kind of project under consideration. The final chapter presents a new method of scoring swine projects which gives prominence to (1) what has actually been accomplished in the project; (2) the effort the student has put forth; and (3) the quality of judgment that the project member has used. This little booklet of coat-pocket size, intended primarily for students of vocational agriculture interested in swine projects, should prove helpful not only to such students, but to teachers of vocational agriculture and others interested in swine production. APD

Corn & Corn Growing, Wallace and Bressman, revised, 4th edition, 436 pp. illustrated, published by John Wiley & Sons, Inc., New York, N. Y., price $2.75 net. In this new edition the book has been brought strictly up to date. Many corrections and adjustments have been made thruout, but the greatest emphasis has been placed on those sections dealing with the economics and with the genetics of corn. The skills and technical information needed in successful production and marketing of corn, the biology, classification, varietal studies, breeding, judging and testing, competing regions, and history are subjects well set forth in the first nineteen chapters. Cost of production, economic factors affecting production and prices, and the interrelationship between corn and hogs are points for chapter discussion in chapters twenty to twenty-three inclusive. Chapters twenty-four to twenty-six treat the subjects of temperature and rainfall and their relation to corn growing, commercial products of corn, and problems and community studies relating to corn production and market-

and others interested in this major cereal crop. APD

Crop Management and Soil Conservation, Joseph F. Cox and Lyman E. Jackson, 610 pages, 199 illustrations, published by John Wiley & Sons, Inc., 440—4th Ave., New York, price $2.75. Presents in a simple manner the major operations that will enable the grower to raise and market his crops successfully. Part I deals with general facts and principles. Chapter one sets forth in an interesting manner the importance to the nation of efficient soil conservation and crop management. Chapter II develops an understanding of the part played by crop management and the soil conservation in the total farming program. Fundamental facts and principles relating particularly to the various phases of the subject are set forth in chapters III to XVII. Sixteen chapters comprising Part II, deal specifically with the different farm crops. The book provides a thoroly integrated course enabling the student to visualize not only individual local problems but the national aspect. Field and classroom projects which are fitted in with the discussion in the book add materially to the value of the text particularly when considered from the standpoint of the teacher of vocational agriculture. APD

Workbook in Farm Management, by H. C. M. Case, R. C. Ross, and J. W. Green, published by the Interstate Printing Company, Danville, Illinois, price $1.00. Three exercises in Section I deal with introductory problems. Section II presents nine exercises dealing with the organization and operation of the individual farm. Farm accounting forms the basis for seven exercises in Section III. Section IV includes seven exercises dealing with credit, insurance, tenancy, taxation, co-operation, marketing, and the farmer's legal relationships. APD

Livestock Judging Handbook, by Julius E. Nordby and W. Malcolm Beeson, 288 pp. illustrated, published by Interstate Printing Company, Danville, Illinois, price $2.60. An excellent treatise on the subject of livestock judging, written in a practical, brief, and direct manner. The photographs used thruout the text are exceptionally fine, carefully and wisely chosen, are modern and up to date, and illustrate well the lessons which they are supposed to teach. An extensive list of descriptive terms is included for each kind of livestock. These terms are valuable if properly used, but teachers should realize the potential dangers involved. At the end of each of the four parts in the text is found a placable class of four animals. The placing of each class is discussed in a practical manner which serves as a model after which the student may pattern in developing his method of giving reasons. This book should prove valuable in teaching students in vocational agriculture to know and be able to select good animals and to understand values. APD

Supplementary Practice

(Continued from page 109)

Seward Vocational Agriculture Project Program

Score Card for F. F. A. Plaque Award

Section A—Supplementary Farm Practice

ACTIVITIES	Maximum Points	Score
I. Dairy Enterprise		
1. Prevent horn development by use of caustic potash	10	
2. Test production of all cows in herd. (Keep records.)	10	
3. Test skimming ability of the separator	10	......
4. Install stanchions and gutter in dairy barn	10	......
5. Install milk cooling equipment	10	......
6. Select purebred bull for herd	10	......
7. Fit and show dairy animal at fair	10	......
8. Other improved practices at value		......
II. Beef Enterprise		
1. Castration of bull calves before reaching 4 mo. of age	10	......
2. Vaccinate for black leg	10	......
3. Select or help select purebred bull for herd	10	......
4. Fit and show beef animal at fair	10	......
5. Other improved practices at value		......
III. Swine Production		
IV. Poultry Production		
V. Sheep Enterprise		
VI. Horse Enterprise		
I. Corn Production		
1. Select seed for the home farm before frost	10	......
2. Grow hybrid corn	10	......
3. Test all seed corn planted	10	......
4. Construct and maintain chinch bug barriers if necessary	10	......
5. Other improved practices at value	10	......
II. Spring Small Grain Production		
III. Wheat Production		
IV. Potato Production		
Farm Shop		
1. Rebuild gas engine	10	......
2. Construction of larger shop projects at home as hog feeder, brooder house, etc.	10	......
3. Other home shop activities at value		

Section B—Improvement Project

	Maximum Points	Score
1. Establish a neat, well organized and equipped farm shop	30	......
2. Landscape the home yard	30	......
3. Renovate the home orchard	30	......
4. Control erosion. (Brush dams, contour farming, terraces, etc.)	30	......
5. Establish a farmstead windbreak and wood lot	30	......
6. Establish a home orchard	30	......

SECTION C PRODUCTION PROJECT PROGRAM	100	

There is something that is much more

Future Farmers of America

L. R. HUMPHERYS

Training Advisers

J. B. RUTLAND, State Adviser,
Austin, Texas

MORE than 100,000 active members of our national organization of Future Farmers of America reveal the results of effective training by resourceful, efficient, intelligent, and successful teachers. The teachers of vocational agriculture are to be congratulated on their vision and ability in training boys. Any person who can lead a group of high school boys to organize in such a way as to provide a self-training device is a real teacher and leader. He is rendering outstanding service to humanity and to his country.

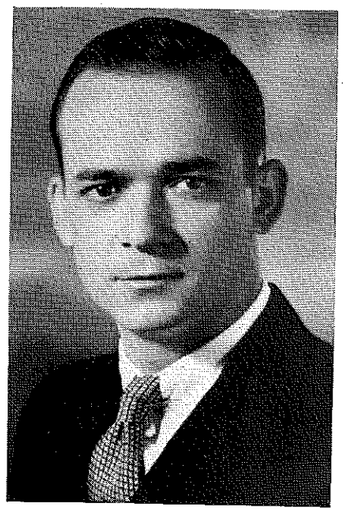
The soil conservationalists say when we save the soil, we save the most important natural resource. It may be said that when we save a boy by fitting him to meet the demands of society more adequately and to render service to humanity more efficiently, we not only save the soil but we save our country. Saving the boy is the work of the F. F. A. Our leaders of vocational education in agriculture in Washington, D. C., and in the states are to be congratulated on the way they are providing inspiration, vision, and training for advisers of local F. F. A. chapters.

The most vital factor in this training program for boys is the local teacher of vocational agriculture, the adviser. We of the F. F. A. believe in being prepared and in the advancement of the individual on the basis of his achievement. We realize that, if we are to continue to have an outstanding program for training boys enrolled in vocational agriculture, we must train progressive and efficient teachers. For this we depend largely on our teacher-training institutions. We all appreciate the good work our teacher-trainers have done and congratulate them on the most excellent service they are rendering to humanity and to their country. We must have better teachers for we need better-trained boys to handle the business of our nation. We are giving better preparation to teachers for their jobs as trainers and leaders of students. One of the factors in this better teacher-training program is the collegiate F. F. A. chapter sponsored by the national organization. Progress in the organization of collegiate F. F. A. chapters is revealed by a recent survey by the state adviser of the Texas Association of F. F. A. It was found that 16 states have organized collegiate chapters. Three of these are newly organized and four other states are planning to organize collegiate chapters. This means that we should have 20 states with active collegiate chapters for the year 1937-38.

complete records of activities participated in; and conclusions are reached by finding, compiling, and interpreting true data concerning the experience. We all agree that teachers of vocational agriculture should be trained to organize their pupils and to furnish such leadership as will develop each individual along the lines of his greatest capacities.

Florida Future Farmer Serves in State Legislature

EDWIN G. FRASER of McClenny, Florida, was elected and served in the last Florida Legislature as one of its youngest members, and had the honor of introducing the first bill which passed during the recent session of the legislature. He was alive to the needs of the state and demonstrated to the voters of Florida that he had a keen insight and good judgment in handling legislative matters dealing with the welfare of the rural people of his state.



E. G. Fraser

Mr. Fraser was the first president of the McClenny Chapter of Future Farmers of America. He was an outstanding student while attending high school. He was a prominent athlete, and took an active part in school activities. Of more importance is the fact that Mr. Fraser has been connected with the Southern States Nursery of McClenny, one of the leading nurseries of the south. During the past two years he has had charge of the sales department and is making

Turning Waste Into Profits

S. T. HADDON, Adviser,
Ramer, Tennessee

ONE of the objectives of the Future Farmers of America is to teach thrift to its members. The 38 members of the Ramer Chapter realized that the food scraps from the school lunches were being wasted each day and could be turned into profit. They discussed this at one of their chapter meetings, and decided to buy two pigs and feed out with these scraps.

The membership was divided into groups and detailed to gather up the lunch scraps daily. Some of the members agreed to donate enough corn to supplement the scraps over week ends and holidays. Wheat shorts and tankage were fed in order to make a balanced ration.

Two pigs were bought on October 31, 1935. They averaged 90 pounds each, and were fed until March 10, 1936, at which time they averaged 285 pounds.

In order to make more from the project the boys decided to have pictures of the pigs made, post card size, and sell them for five cents each. With each picture a number was given. The purchaser of the picture with the lucky number was to be given one of the pigs at selling time. At each Future Farmer basketball game a picture was given with each admission. A total of 1,115 of these pictures was sold.

The cost of the feed and printing of pictures amounted to $34.90 and the returns were $80.75 with a net profit of $45.85. We think the undertaking a success and expect to try another feeding project next year.

Future Farmers Assist in Evening Class Work

FLOYD SHIRLOCK, Reporter,
Lorenzo, Texas

THIRTY-EIGHT adult farmers and ten of their wives attended the evening school at Farmer last night, which is being sponsored by the Lorenzo Chapter of the Future Farmers of America and taught by G. S. Dowell, vocational agriculture teacher and chapter adviser. A committee of the boys visited at Farmer about two months ago, canvassed the community and signed up members of the evening school and have demonstrated some farm skill at each meeting, consuming 30 minutes of the time. They have also been running lines in the community for terraces and contour farming and contouring native pasture. The next lesson will be on wind erosion, and the boys will

Developing Leadership Thru Parliamentary Contest

M. C. BUCHANAN, Instructor, Bandon, Oregon

FUTURE Farmer boys are quite familiar with livestock judging contests, seed identification and the like; but one activity that is a little different from the average activity, and just as popular in Oregon, is the *parliamentary procedure contest.*

Sitting in one of these contests recently, I heard some of the following salutations:

"Mr. President, I appeal to the decision of the chair."

"Mr. President, I call for the previous question."

"Mr. President, I rise to a point of order."

How the chairman should handle situations of this kind might not be clear to the average reader, but to Oregon Future Farmer boys, trained in parliamentary practice, it is a comparatively simple procedure to dispose of motions which might trouble the untrained officer. Proficiency in parliamentary procedure comes from practice, and Oregon F. F. A. boys get considerable training and practice in their regular chapter meetings each year, which fits them admirably for the state contest.

Oregon is giving considerable emphasis to parliamentary procedure contests at the present time. Each chapter in the state competes in a district contest and the winners meet at the state convention at Corvallis in the spring, where "fur really flies," oratorically speaking.

Of course, mistakes are made to the amusement of all, and that is part of the fun; but there is no question that the Oregon boys are working along lines that enable them to conduct their meetings in an able and dignified manner. Boys are taught to handle situations much harder than those which ordinarily come up in meetings of adult farmer organizations.

And now the stage is set for one of the district parliamentary contests. This one is at Independence, with nine schools, (Silverton, Amity, Corvallis, McMinneville, Salem, Lebanon, Newburg, Albany, and Independence) from the Willamette valley competing. Each team consists of the local adviser and five officers.

Regular meeting equipment is on hand; officers are neatly attired, uniformity in dress being an asset to appearance. Officers of the different chapters line up in rows facing the front, six abreast. These are the floor members who may take part in the business meeting.

Judges are introduced, including the state director for vocational education, and a regional agent for agricultural education who are to judge the ritualistic ceremonies. The veteran chief clerk of the state house of representatives, and a lady member of the house of representatives, are present to check on proper parliamentary technique.

The chairman and referee, Mr. Earl Cooley, state supervisor of agricultural education, explains the rules and calls the first team to the front where they man swings his gavel. Fifteen minutes are allowed in which to perform and the boys waste no time. Each boy recites his part of the opening ceremony from memory. The secretary reads the minutes; the treasurer gives his report, and committee reports and old items of business are disposed of.

"Is there any new business?" queries the president.

This is a signal for a half-dozen or more boys to jump to their feet simultaneously, striving for recognition. The president designates one of the group, who gives his name and school. Responses from the floor, such as the one presented at the beginning of the article, are repeated many times. His officers try to help him thru the barrage of motions.

Permissible motions are: main motions; amendments and amendments to amendments; to commit or refer; to postpone indefinitely; to postpone definitely; to lay upon and take from the table; the previous question; to reconsider; to reconsider and have entered on minutes; points of order; questions of privilege; suspension of the rules; and appeal for the decision of the chair.

With the time for debate closed, the referee states; "The business before the house is now in the hands of the officers in charge." Speedily disposing of any outstanding motions, the chapter officers conclude their meeting with the closing ceremony. There is no hesitation as the chairman gives three raps with his gavel and each Future Farmer faces the flag.

"I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation indivisible, with liberty and justice for all."

The meeting ended, the next set of officers takes the chair and procedure is repeated. As the boys grow bolder there is more challenging of the decisions of the chair and there is more snap to the gavel as the fun continues thruout the meeting.

A large representation of fellow students and townspeople are on hand until the last team goes thru its paces. Then the judges retire and ponder over their score cards which are arranged as follows:

Basis of Judging Parliamentary Contest

1. Ceremonies 25
   a. Dignity and general bearing
   b. Memorization
   c. Enunciation
2. Parliamentary 55
   a. Dignity and logic in debate
   b. Evidence of familiarity with parliamentary rules
   c. Ease with which difficult situations are disposed of
   d. Participation while other chapters are in charge
3. Condition of Secretary's and Treasurer's books 20
   a. Secretary's books—12 points
   b. Treasurer's books—8 points

The scores totaled, the judges find that the Salem team is winner of the contest and will represent the Willamette Valley in the state contest at Corvallis in the spring. Two teams are tied for second and the chairman of each is questioned to determine the placing of his group. Banners are then awarded the victorious teams and another district contest is over.

The effects of such training, however, are not over, because each boy who takes part becomes more efficient in his chapter work thruout the year. He, also, is gaining training invaluable in making him a thinking citizen capable of taking his place in the community, once his schooling is over.

Oregon feels justly proud of her parliamentary contests.

Raising Chapter Funds

ARTHUR SCHAFF, Adviser,
Homer, New York

THE problem of providing funds for Future Farmer chapter activities is ever present and often difficult to solve. Our plan is different from the everyday run of schemes, and it works. It not only brings money into the treasury but gives the boys some new experiences—it has teaching value.

It involves the donation, preparation, and selling of agricultural products produced under supervised practice programs. The whole plan was discussed at a regular meeting—the kinds and quality of products the people would buy, what was available among members, the manner in which the products were to be prepared and packaged, the prices to be charged, and other minor details.

The president appointed as his sales committee two boys with pleasing personalities who could meet people easily. As an additional aid each salesman was given a folder containing a brief statement addressed to the housewife, a list of products we were offering, and the prices per unit. Each salesman had a small notebook in which he took down the order, also the time and place the products were to be delivered.

All orders were turned over to a committee who apportioned the products to the various members according to their type of supervised practice and their intentions as indicated at the meeting. All the products were brought to the agricultural rooms in the school.

All members assisted in preparing, grading, and putting up the products. The poultry was brought in alive; killed, dressed, and prepared in the shop. We were very particular to see that our offerings were premium products from start to finish because we were asking a premium price.

Our customers were well pleased as indicated by their remarks and the continued outlet which individual members received for their products.

Our initial sale increased our funds by $25. The members enjoyed the whole affair from the donation of their products to the delivery of the last order.

Things don't turn up in the world

Where Are We Going?

(Continued from page 105)

if you will the personal sacrifice parents have made to permit the development of such boys to that of the parents who feel obligated to "buy" the boy a start in farming at the age of 24 to 27 or when he meets the girl he can no longer get along without. Are we capable of causing parents to look ahead to the time when their boys must "go on their own" and convince them we can develop a program that will make a distinct contribution toward the solution of the problem?

Again the question bobs up, "How shall we go about it to enlist the co-operation of parents?" I doubt if anyone knows the best way. If he does, let him step forth and outline it. Also tell us how he found out it is the best way. Nevertheless, the job must be done. It is rather disappointing to talk with parents who, over past years — perhaps for several years back—had sons enrolled in vocational agriculture from time to time, yet in talking with them they appear to have a very vague idea of what project work is all about.

Getting Parent Co-operation

I was impressed recently with the procedure of a young man in Minnesota with whom I was privileged to converse. He was teaching his third year of vocational agriculture and his first year in the particular community in which he was working. There is no particular reason why I should not cite a case in Kansas rather than in Minnesota except that my conversation on this particular point with the young man from Minnesota was rather recent. Last fall he opened a new department in a community in Minnesota which had been branded as "hard boiled" and anything but school-minded. His fellow teachers were feeling sorry for him.

Even his state supervisor expressed sympathy that it fell to his lot to go to that particular community to establish a vocational agriculture department. He labored along thru the summer interviewing farm boys and their parents. He said he worked hard. When school opened he found he had 38 boys enrolled in his department, practically all of whom came from farms in the surrounding community. He started out in his efforts to develop project ideas as all of you have done, and particularly those of you who have established a new department. He worked hard the first month of school. Some days he said he felt much encouraged; other days he felt flat. He seemed to be able to get the idea across to the boys but the parents couldn't seem to understand what it was all about. After about a month of effort, he extended an invitation to the fathers and mothers thru the boys to come and meet him in his vocational agriculture room on Friday evening. Possibly he sent each a written personal invitation but at any rate when the appointed time came around, he found 30 of the 38 boys were represented by one or both parents. He began to outline to them vocational agriculture to outline the farming program and the part it plays in the program of vocational agriculture when he discovered it was getting quite late. He had not covered nearly all the ground he had hoped to cover. The interest of the parents had been excellent. He apologized to them and explained that time would not permit him to go further. Before the adjournment, however, one father arose and asked if it wouldn't be possible for them to come back again the following Friday evening. To the teacher's delight, such a vote was passed unanimously and not only did they come back the following Friday but the next and the next with the result that the teacher spent four consecutive Friday evenings selling his department of vocational agriculture to those parents. Mind you, it was his first year in a so-called, hard-boiled community but he succeeded in holding a part-time school and an evening school in addition to his day school and enjoyed an excellent response in all of them.

In my judgment his success could be attributed pretty largely to the fact that he acquainted the community, and particularly the parents of his day school boys, with what it was all about. The teacher who fails to do this goes about his task with a millstone about his neck. He can hardly afford to expend the energy necessary to carry the millstone. It is too much like operating a car with the brakes on. Whatever the time and effort necessary to break down such resistance, it probably will be well spent. Our program cannot stand still. Either it will be pushing ahead or slipping back. We all know which way we want it to go. We all know which way it *must* go.

OUR COVER

New F. F. A. President

PHELON MALOUF
Glenwood, Utah

LESTER POUCHER, our newly elected president of the National Organization of the Future Farmers of America, graduated from Largo High School, Florida, in June, 1937. He was the valedictorian of his class of 33 members.

At present Lester is a freshman at the University of Florida, Gainesville. The Danforth Foundation rank him as the most outstanding college of agriculture freshman in North America.

During his high-school course in vocational agriculture, his carefully kept accurate records showed that his enterprises returned him a total labor income of over $800. Lester was also responsible for the beautification of his home surroundings and the installation of a water system.

He aided in the organization of the local F. F. A. chapter at Largo and also its thrift bank. He has served as president of his local chapter, Epworth League, and The Florida State Association.

Vocational Agricultural Teachers Round-Table Conference

ROY E. SEAMENS, County Advisor,
Greensburg, Pennsylvania

THE Blue Grass Agricultural Teachers Association made up of teachers and supervisors of southwestern Pennsylvania met in the Greensburg high school for their quarterly annual meeting. Thirty-two men attended the meeting representing 11 counties and 24 agricultural schools or departments.

These meetings are held four times a year for the purpose of keeping the members abreast of the latest developments in the field of vocational agriculture and for professional improvement of the members so that our pupils may receive the best education in farming possible.

Mr. David McClay, of Washington, Pennsylvania, called the meeting to order. Doctor Broyles, of the Pennsylvania State College, opened the conference with a talk on "The Opportunity of the Agriculture Teacher to Teach Character Building to His Pupils." Doctor Broyles pointed out that due to the fact that teachers of agriculture came in contact with the boy in school and in his home, he had opportunities that no other teachers had. That teachers were missing a great opportunity if they did not take advantage of their close contact with the boys and teach good habits and good moral ethics.

Doctor McCord, also of the Pennsylvania State College, lead a discussion on the subject of farm management. As a basis of his talk he took a survey of 119 farms in Centre County made by him and his staff at the college. Doctor McCord's talk was of a technical nature and the facts brought out were very enlightening to the group. The group then decided to use the results of this survey for the subject of the evening classes for those boys out of school and for evening classes for adults.

Several of the supervisors brought in working drawings of some farm shop projects; these were distributed among the group for use in teaching farm shop. These drawings are put on uniform size paper so that they may be easily filed; this is done at each meeting and before the year is over, each supervisor will have a collection of drawings to be used in teaching farm shop.

The subject for discussion at the next meeting will be part-time classes and evening classes for adults. Very able speakers will be on the program. The local supervisors will in turn give the benefits of their experiences with evening classes.

These meetings are very helpful to local teachers of agriculture in putting across a good program in their respective schools, and it is urged that all supervisors of agriculture in this part of the state attend as they can do so.

We should be on our guard against the temptation to argue directly from

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