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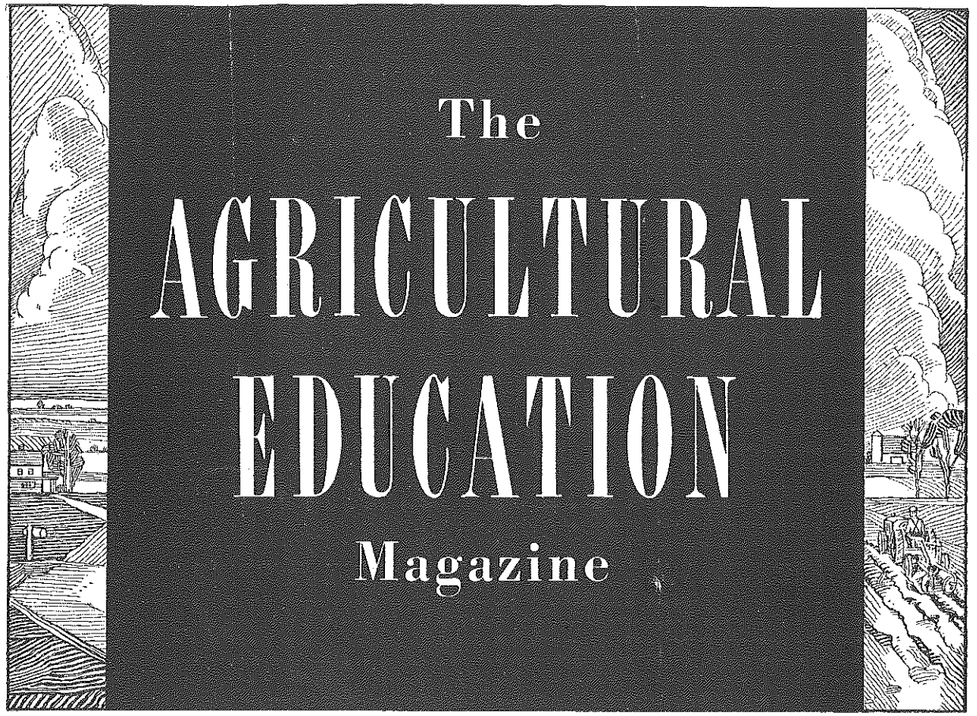

Forget self in the service of others, and you will soon see that your love, your helpfulness, your kindness to others come back in heaping measure by an immutable law

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

Expansion of Services Strengthens Programs

THE strengthening of existing departments of vocational agriculture by increasing the services rendered constitutes an expansion of the vocational education program that can be fully as effective as increasing the number of departments within the state. The inclusion of the farmer and the young farmer groups in the farmer-training program is a real expansion of service by which we may establish bonds that will give assurance for the continued unity and vitality of our program. But the mere inclusion of the programs for the part-time groups is not positive proof that departments have been strengthened to any appreciable degree. The programs must be soundly conceived, systematically conducted, and must provide intensely practical farmer-training of a far-reaching and significant nature. Here is the challenge. Until it is recognized and met there will be no success in the largest measure.

In order that the programs shall be soundly conceived, the situation within a state or an individual department must be analyzed. In either situation there may be factors of a limiting nature. As a result of a recent investigation* in one state, certain objectives were determined as those which that state should plan to achieve. And, for that state, an attempt has been made to determine along what fronts the attack should be concentrated. In considering the immediate needs in the state as a whole, the following objectives were selected as essential to the successful development of programs for young farmers in established departments of vocational agriculture.

1. To inform school officials as to the need for and objectives of a program for the part-time group.
2. To demonstrate to teachers of agriculture and school officials the place of a program in a specific community.
3. To increase the salary schedule for teachers of agriculture as one means of increasing teacher tenure.
4. To adjust individual teacher load to permit a sound increase in vocational activities to be conducted.
5. Provide in-service education and assistance for teachers of agriculture in the work with the farmer groups.

Whether or not these problems are common in other states is problematical and can be determined only after study. It is not the problems recognized that are intended for emphasis here but rather the need and importance of evaluating the situation and determining some methods of attack. However, it is recognized that sound growth is slow and that any expansion of service had likewise best be made over a considerable period of time. In harmony with this viewpoint certain long-time or ultimate objectives have been determined. These objectives are not permanent and fixed but, at the present time, the state is working toward their achievement.

Ultimate Objectives

1. To develop and maintain in every high-school department of agriculture a program of work which will include: education, organization, and follow-up activities with the part-time group.
2. To develop with school officials a co-operative attitude toward programs for part-time groups.
3. To provide for definite pre-service preparation of teachers of agriculture in methods and practices to be employed in organizing and developing programs for part-time groups.
4. To provide the supervision necessary to insure the success of the program for the part-time group in every department.
5. To increase the tenure of teachers of agriculture to an average of five years.
6. To increase and maintain salary schedules for teachers of agriculture which will compare favorably with the average salary schedule for teachers of agriculture in the North Atlantic Region.
7. To secure teaching and activity schedules that are sufficiently flexible to permit the teachers to develop the programs for the part-time groups without overburdening themselves.
8. To promote the establishment of young men in farming as a definite part of the vocational-education program to follow the pre-service preparation.
9. To promote the establishment of new departments of agriculture in the state.
10. To develop a method of providing programs for part-time groups in communities which are not reached by teachers of agriculture.

Over a period of years, the strength of the whole vocational-agriculture program is based not alone on the number of units but also on the character and value of individual units or departments. Let us see to it that each and every department is developed just as completely as possible; that each new activity represents a sound increase of valuable services rendered. We can do this only as we develop consciousness of the problems involved, discover avenues of procedure, and develop sound bases of attack.

That the problem of providing educational programs for farmer groups could be solved by concentrating the attack in the designated areas has been partially demonstrated this year (1937–38). Seventeen of the 26 teachers of vocational agriculture in Vermont have conducted either part-time or evening schools in their communities. A total of 15 part-time schools and four evening schools has been completed, this in a state where previous farmer education by teachers of agriculture was limited to one or two attempts. The total number of individuals reached with systematic instruction in vocational agriculture has been increased nearly 50 percent by reason of the programs of farmer education.

School officials have manifested unusual interest in this development of an adult-education program in agriculture. Wherever new departments have been established, in 1938, the school officials have evidenced unsolicited interest in the programs for out-of-school groups. In all instances the principal and superintendents of new departments have recognized this need by placing the teacher on a full-time basis, without expecting him to serve as a coach.

Another important effect which the work has had is the professional improvement and financial betterment of the teachers. Without exception, the teachers have indicated a preference for working with the part-time groups over any other one. A great change in attitude has taken place during the year. The majority of the teachers who have not conducted programs have been thoroly convinced of their worth and practicability. Salaries of teachers have been increased to a considerable extent. This is especially true for those conducting programs for the out-of-school group. The average income for teachers of vocational agriculture will be approximately $300 larger in 1938 than in 1936.

The entire development and its attendant results cannot be completely given in a presentation as brief as this must of necessity be. However, it is believed that the increased services of individual departments have been a positive factor for strengthening the entire vocational-agriculture program in the state; and furthermore, that a definite analysis of the factors involved in the whole problem was of prime importance in developing those increased services by local departments.

—*Howard Martin, Vermont*

*Martin, William Howard—An analysis of certain factors involved in the problem of providing programs for part-time groups thru Vermont departments of vocational agriculture—Thesis—Cornell University, 1937.

Whither Agricultural Education Booklets?

Over one half the supply has been exhausted. Do not delay ordering your copies.

The Magazine Binder

THIS is a good time to purchase one of the binders for the magazine. It is attractive and will keep the issues of the new volume in good shape. One dollar sent to the Meredith Publishing Company, Des Moines, Iowa, will cover all charges.

A. K. GETMAN

Professional

R. W. GREGORY

Modern Pioneer Grange

V. H. WOHLFORD, Teacher,
Hot Springs, Arkansas

THE Modern Pioneer Grange was an outgrowth of the Modern Pioneers, an organization originating at Calico Rock, Arkansas, thru the efforts of the writer. This first organization held its first meeting in September, 1934. It was composed of a group of men who had recently moved into that section of the state. The organization selected as its slogan, "Progressive Farmers Backing the New Deal."

It is interesting to know why the name "Modern Pioneer" was selected. During the organization meeting various members expressed themselves as pioneering into a new field of endeavor. Many of the members were from cities, never before performing farm labor; others came from farms in other states. Still others wished to take up the business of farming which they had not pursued for several years. "Our forefathers pioneered their way thru many hardships," one member brought out at the meeting; and that group of men and women had the energy, both mental and physical, to make a success so that surely we, during this age, are strong enough to go thru what we have started by cooperating with one another. We are at this time pioneering under the New Deal. If we will devote our energies, both mental and physical, to this great business of farming, success is assured. Therefore, the group voted on the selection of "Modern Pioneers" as the name for the organization.

This organization of men did not place money-making foremost in their programs of work. They decided to "live at home" in every sense of the phrase and then turn to some cash crop for the supplies which could not be produced on the farm. The soil-improvement program assured each landowner of the increased value of his land every year. The home-beautification program improved living conditions and made farm life more enjoyable.

After some months, the success of this determined group was made known in other sections of the state, and the movement spread. From this point on results spoke for the organization, and then along came the Grange movement. Adult granges were organized and were very much worth while, but for some reason the youth of the communities did not take ahold as it was expected. And youth is certainly the problem that we must consider. So again the Calico Rock vocational-agriculture department, with the assistance of the local F. F. A. members, organized a Modern Pioneer Grange, its purpose being to give youth an opportunity to assume leadership in the grange and feel that the success of their organization was made possible by their own initiative and efforts. This new group of Modern Pioneer Grangers followed the general trend of the adult grange, only solved their own problems such as recreation, leadership training, and the setting up of jobs for employment. Several were given jobs by local businessmen and farmers thru their efforts and accomplishments.

Trainees Tell of Teaching Activities

R. A. DIXON and W. A. AVERY,
Alamo, Georgia

TWO hundred and thirty-four individuals are enrolled and attending organized classes in vocational agriculture thru the department at Alamo, Georgia.

The classes are under the direction of R. D. Pulliam, teacher of vocational agriculture, W. A. Avery and R. A. Dixon, apprentice teachers assigned to this school by the College of Education, University of Georgia.

There are four kinds of classes: evening classes for adult farmers, with 105 enrolled; part-time classes for the out-of-school boys, 36 enrolled; all-day classes for high-school boys in the Wheeler County High School, where the regular department is maintained, 52 enrolled; day-unit classes for high-school boys in the Glenwood High School, 22 enrolled; and Shiloh High School, 19 enrolled. One evening class and one day-unit class are being taught at each Glenwood and Shiloh school by the trainees.

In the organization of the evening classes, discussions were had with individual prospective class members to determine the outstanding problems of the group, on the basis of home-farm, individual, and family needs. These adult farmers are meeting two nights each week, one group at Alamo, one at Glenwood, and one at Shiloh. All groups are now setting up their 1938 farm program in terms of their needs from the standpoint of producing both crop and livestock commodities for sale as a source of cash; food for the family, even to the production of a surplus during the winter months; feed for the livestock; and growing of crops to be returned to the soil that the fertility may at least be maintained, and, if possible, built up.

The part-time class at Alamo is composed of out-of-school young men who are now launching into farming programs of their own. They are meeting two nights a week. They are devoting each Tuesday night to setting up a farm program similar to that of the evening classes; and each Friday night is devoted to shopwork, where they are constructing farm and home equipment and conveniences. They are now building seven tables, four kitchen cabinets, six porch swings, one wagon box, and two wheelbarrows, while many repairs are being made on home furniture and farm equipment.

All pupils in the all-day classes have set up balanced, supervised home-practice programs. These programs are largely determined by the needs of the home farms. The boys are engaged in 897 different projects, 51 as major enterprises as a source of cash; 59 minor enterprises as supplements to the major sources of cash; 107 contributory enterprises for improving the fertility of the soil while protecting it from erosion, producing food for the family and feed for the livestock. Either one of the major or contributory enterprises is livestock. They are doing 155 improvement projects and 525 supplementary jobs which provide practical participation in farming not included in the productive project programs.

One hundred percent of the all-day boys are members of and actively participating in the Future Farmers of America chapter. A definite annual program of work has been adopted including: promoting home-improvement projects; raising a $150 pledge for the State F. F. A. Camp; sponsoring home beautification, forestry, sanitary conditions; using good parliamentary procedure; developing good presiding officers; and other features.

Classroom instruction, which is centered around the problems found in the projects, is a clearing house for information, decision-making, and plan-developing for the execution of the jobs on the home farm.

The day-unit classes are devoting time to one principal farm enterprise, improvement projects, and supplementary jobs. They made a careful survey to determine the needs of their home farm and selected swine production as that which will best meet these needs. They are studying the best production practices in the classroom and following these practices on the home farm, where each boy has a swine project.

Grade School Remodeled

G. E. LYNESS, Teacher,
Holton, Kansas

THE board of education of Holton, Kansas, had an old, condemned grade-school building which could not be used for school purposes. With the aid of the Works Progress Administration, this old building was wrecked and the salvaged materials used in the construction of a modern vocational-agriculture building, which is unequaled in this section of the country.

The new building is a brick and stone structure approximately 70x76 feet in size. In order to fit the site, which is a rather steep slope near the high-school building, the building was constructed on two levels. The upper level has a small laboratory 10x22 feet in size, opening out upon a classroom 30x22 feet, and an office which overlooks the shop room thru a glass partition. On the

The new building

lower level is a large shop room 32x67 feet long. The shop is equipped with forges, work benches, and other equipment necessary in providing vocational-agriculture classes to the farm youth of Jackson County. In connection with the shop room is a small room for the keeping of tools and supplies.

Girls Active in Agriculture Course

THOMAS P. DOOLEY, Teacher,
Jamaica Plain, Massachusetts

GIRLS have taken a very active part in the agriculture courses at the Jamaica Plain High School, Boston, Massachusetts. Doubting Thomases have been completely dismayed to find their theory that young women have no place in productive agriculture completely exploded by the accomplishments of Boston girls.

True, the enrollment figures in our department do not show a large feminine representation, for out of an average group of 150 pupils, there are but four to eight young women.

Enrolling in the landscape-gardening and floriculture classes of our Jamaica Plain department, the girls show a ready adaptability to the tasks involved in those classes. When engaged in supervised practice, they put themselves wholeheartedly into the actual job and do not fall upon sex as an excuse from real work. During the growing season, they seek and obtain practice under conditions of real employment in productive enterprises.

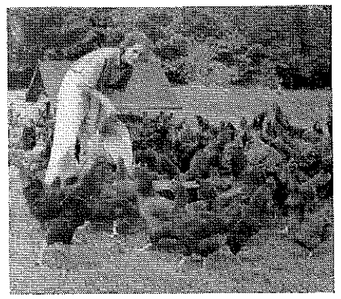
That our experience with girls taking courses in agriculture is not unique has been borne out in other Massachusetts vocational-agriculture departments. In the various state-aided high-school departments and in the county schools, there are now 16 young women seeking and obtaining training in agriculture. In none of these schools do we find any but the most enthusiastic comments being expressed upon the work of girl students.

At the Spring Flower Show of the Massachusetts Horticultural Society held in Boston last March, students of vocational-agriculture departments participated in contests which included exhibiting, seeding and planting, judging and identification of horticultural specimens from nurseries and greenhouses. The team winning first prize for exhibiting was comprised of girls from Jamaica Plain High School. In taking first prize, these girls took the honors from four other teams composed mainly of boys, and they did their job so well as to show unusual artistic merit that won the admiration of the thousands of visitors at the show.

Particularly in the judging, identification, and plant-handling contests at this Spring Show, these girls, in competition with 50 picked agriculture students, showed that they are worthy of the special agricultural education that they are receiving. The members of the team finished high in the individual contests, and the champion individual judge was Sandra I. Newland.

Not only in horticulture but in other phases of agriculture have our girls shown their interest and their worth. One young lady, Elizabeth A. Barney, has served a three summers' apprenticeship on a large poultry farm, and has had increasing responsibility each year until she is now entrusted with the care of 5,000 hens and turkeys on the farm.

A girl graduate of 1934 now manages a 400-acre farm in New Hampshire.



Miss Barney raises 2,500 birds

Doing a large share of the work herself, she sometimes has as many as three men working for her upon field crops, fruit trees, or with poultry, swine, and dairy stock. In conjunction with the farm, she recently opened a beautiful roadhouse, which she planned and planted, where her fresh products are utilized.

Book Review

Weather Elements, by Thos. A. Blair, Senior Meteorologist, U. S. Weather Bureau, Assistant Professor of Meteorology, University of Nebraska, 401 pp., 107 illustrations. Published by Prentice-Hall, list price $4.00.

Thousands of persons are engaged in vocations today in which the weather plays an integral part. The vocational-agriculture student and his teacher are vitally concerned with the science of meteorology. *Weather Elements* is illustrated with maps, charts, graphs, and diagrams, with photographs of equipment used in meteorological work, and with actual pictures of many weather phenomena described in the text. Agriculture teachers should find this a valuable reference.—A. P. D.

Florence Murray and Alice Stone (left) and Sandra Newland (right) of Jamaica Plain High School are shown with the first-prize exhibit. Courtesy of the Christian Science Monitor

A. M. FIELD

Methods

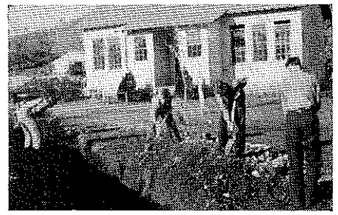
Utilizing Local Resources

J. B. EWART, Teacher,
Bruno, Arkansas

THE rural community of Bruno, Arkansas is blessed with co-operating parents, energetic youth, much timber, and lots of rock. The topography is hilly with narrow valleys. The hillsides provide good pasture, meadow, and fruit land while the small bottom land is used mostly for grain. From the earliest settlement, the people have been noted for progressiveness coupled with the ever-present desire to make conditions better for the next generation. This fact is responsible for whatever constructive work is accomplished.

In 1921 the school board decided to secure a Smith-Hughes department. In adopting the curriculum to the child is seen the guiding hand of W. E. Halbrook, former state supervisor of rural schools, and L. E. Briggs, county superintendent of schools. To head the

Community building



Old shop

New shop

1921–22 school faculty, the board chose J. S. Williams, which proved to be one of the best, if not the best, moves the board ever made.

Realizing the fact that vocational agriculture should do more than merely train the boy to make a living, the local department worked toward combining the qualities of good workmanship with good citizenship, thereby fitting the boy not only into his trade but also into his home and community life. It is a well-known fact that practically every boy's interests after he matures are centered in his home, his occupation, and his social and civic life in his community. Therefore, the vocational department attempted a well-rounded program in that it trained for living as well as for higher standards of work.

During the winter and spring of 1921–22, the vocational boys, numbering 15 from the seventh to ninth grades inclusive, made plans to secure a home of their own. Plans were received from the vocational division of the state department of education. The boys asked their parents for teams, wagons, trees for lumber, and so forth. The school board agreed to furnish roofing, cement for foundation, doors, windows, and hardwood.

After getting favorable replies to their many requests, the boys went cheerfully to the hillsides, cut and hauled the logs to a near-by sawmill, took the lumber and constructed their own workshop. Every phase of the work, from laying the concrete foundation to the finishing coat of paint, was done by the boys. They were eager to carry on the project which could be visualized and was really useful. That the building was actually to be used by them stimulated confidence in workmanship and created pride in accomplishment.

A short time later, the school needed additional room for home economics and space for public gatherings. As usual, securing finances was the problem. The advanced agriculture boys drew plans and made specifications for an 80- x 138-foot cobblestone community hall. The boys called a community meeting and, by popular subscription, "stock" was sold in the "Community Building Association" to buy the necessary materials, such as doors, cement, roofing, windows, and hardware. Here again, the boys, many of whom had worked on the shop, gathered rocks from the farms and hauled them to the campus. The building contains a stage with dressing rooms; home economics and athletic rooms; a large auditorium which has a 50- x 90-foot hardwood basketball court with a 24-foot ceiling. The court is also used for tennis and volleyball. The basement has the school water system and Delco light plant. Altho the supervision and practically all the work were done by the boys, the job compares favorably with contract work. Much of the work was done during summer vacation. When school opened the boys worked in shifts during the recess periods as well as before and after school hours. The boy who turned the first shovel of dirt, E. H. Burns, is now a graduate of the college of agriculture, University of Arkansas, and county agent in Mississippi County. The boy who donated the most days of manual labor, Roy C. Keeling, is also a graduate of the University of Arkansas and is a Smith-Hughes instructor in the Yellville-Summitt High School.

Thru the efforts of the Lincoln F. F. A. Chapter, formerly the Lincoln Aggie Club, organized January 5, 1923, a swimming pool was secured as a PWA project.

By 1934 the vocational-agriculture class had grown to 35 members, and the boys wanted and needed a new shop. As usual the school board had no finances and again it was up to the boys to do what they could about their own proposition. Plans and specifications were made by the boys for a 28- x 78-foot cobblestone workshop. With the friendly aid of county, district, and state officials, the district was allowed a PWA project. Now the question was where to get the necessary money to buy the district's share of materials. Chairmen of committees were appointed by Reggie Brown, president of the Lincoln F. F. A. chapter. James Langston was the able chairman of the all-important executive committee. Membership in the various committees was chosen by the chapter. As in the days of old, the boys donated teams, wagons, and labor. Among the boys donating teams and labor were Roy McLean and Doy Pannell, who live 6 miles from school. Altho the new workshop is not as complete as the boys prefer, it is, nevertheless, much better than the old building.

It seems, from experience gained here, that boys work better at creative jobs. They pride in good workmanship, enjoy serious work, and like to see favorable results. They are "learning by doing." Undoubtedly, most of these boys are among the home-owners of tomorrow. If there is to be much improvement in farm buildings, farm layouts, and farm communities, the boys of today must have training that not only prepares them to earn a livelihood but must satisfy three of the most important human desires—first, the desire to do good work; second, the desire to have a good home; and last, the desire to be a good citizen.

Newspaper Publicity

C. E. HELLBUSCH, Las Cruces Union High School

C. E. Hellbusch

PUBLICITY must be given vocational-agriculture and Future-Farmer work, and this must come from local departments. Every bit of this publicity must be good. It must be truthful and interesting; no publicity is better than bad publicity.

While there are many ways in which instructors can publicize their departments, this article is devoted to one kind—and that is newspaper publicity. Articles in newspapers, magazines, and other publications are invaluable in getting our work before the public, but by this means we can do some destructive work, if we are not careful.

It is unfortunate that the majority of instructors do not regard themselves as adept in newspaper-writing. As long as this is partially true with the most of us, we should make it a point to do something about it. Too many men pass off their inaptitude in writing by saying that they do not like to write articles and just do without them.

If the instructor ever hopes to get a great deal of space in his local paper, he must write the stories himself. Most editors of our rural papers, whether they are dailies or weeklies, are so busy they have not the time to sit down and write our stories; many of them do not even have time to read the stories and rewrite them. Much more space will be given if the editor has confidence in the contributor's ability to the extent that the stories can be run as they are submitted.

Inasmuch as all vocational-agriculture instructors are college graduates and supposedly familiar with simple rules of English, it is surprising how many of them are timid about writing news stories. How are we to cure this complex? Remembering a few of these simple rules will make it easier:

(1) The first paragraph is by far the most important one of the entire article. Include in it these points: *Who, what, when, and where.* If you do that, you cannot go far wrong. Never leave out a date, or time, or important fact in the opening paragraph.

(2) The second paragraph, or more if necessary, should contain the body of the article. Make it interesting, giving details and facts that will arouse the interest of the reader and explain just what took place. The paragraphs following the first one should bring the reader on down so he is ready for the final paragraph.

(3) The last paragraph can summarize your subject; it can remind the reader of certain facts mentioned in paragraph one. Be sure it concludes or closes the article satisfactorily in the reader's mind. *Never bring up new material in the last paragraph.*

Newspaper-writing is fascinating and interesting if you once break the ice. Instructors must be very careful not to keep their names before the public too much, after they are well established and acquainted in the community. It is poor practice for a well-known individual to use his own name frequently. After all, it is the F. F. A. chapter or the department we are publicizing, and the patrons will ask who the instructor is if the work is outstanding. It is well for everybody to blow his own horn just enough. Don't blow it so loud and so often that the public ear becomes deaf to it.

Every Future-Farmer chapter, of course, has a reporter. It is imperative that the instructor give this boy some training in writing articles, and that each article written by the boy be criticized by the instructor before it is published. By all means, we must keep our publicity from being too amateurish; care must be taken that it does not sound like a sixth-grade pupil had written it. All newspaper stories must meet a certain standard of perfection or the reader will pass over them. What reader does not like to read a well-written article that is interesting and easy to read?

These are just some things for every instructor to think about. How many times have we heard the statement, "Ag. teachers are such poor hands at writing newspaper stories!" This is only partly true, and it need not continue to be true at all. Get a good reference book; study it; practice a few times; and then start submitting news stories. It will not be long until the editor will be running them without change. You will find that it will pay dividends and afford you some personal enjoyment as well.

A Scrapbook Contest for Teachers Gets Results

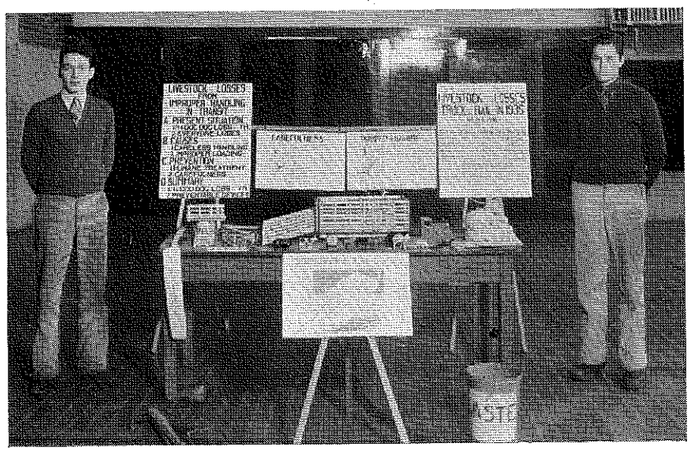
HARRY Q. HOLT, Teacher,
Lafayette, Indiana

THE importance of publicity for selling the value of the work being done by the teacher of vocational agriculture has been recognized by many persons. However, little effort has been made by teachers' associations to emphasize this part of the teaching program. Four years ago, the teachers of vocational agriculture in Indiana included a state scrapbook contest as part of their regular summer conference activities. From 15 to 30 teachers have taken part in the enterprise and the interest is increasing.

The management of the contest is left to a committee appointed by the president of the teachers' association. The books are brought to the annual conference and placed on a table where they may be seen and examined by anyone before the committee has a qualified and disinterested person to place them. This work is usually done by the director of publicity for the agricultural college. The state is divided into districts, and each winner in the district competes for the state award. The individual winners are reimbursed to the extent of their association dues, and the state winner usually receives a set of agricultural books donated by some publishing company.

The conception that one must have several weekly papers in the community to carry out a successful publicity program was nullified in 1937, when a scrapbook submitted by the writer from a small rural school was awarded the championship for Indiana. The winning book was submitted from a school that is located in the country, four miles from Lafayette, Indiana; and there are no other buildings except a filling station and a grange hall. The publicity was conducted by means of form letters, daily papers, agricultural periodicals of a national character, and a small school paper. The form letters and school paper were published on a mimeograph machine in the school. However, the winning book contained over 200 pages with 800 stories, press clippings, and pictures covering the past year's work. These clippings represented 18 newspapers and magazines from various sections of the United States, and 10 photographs.

The arrangement of the scrapbook is left to the ingenuity of the maker. No set rule is required but there should be some grouping of clippings to expedite the placings. The winning scrapbook for 1937 had 8 groupings: meetings, achievements, judging, recreation, tours and trips, exhibits, community work, and miscellaneous.



DEMONSTRATIONS AS A TEACHING METHOD

Many agricultural leaders fail to recognize the advantage of teaching and selling the agricultural program to the community by means of well-coached and well-planned demonstrations. The two boys shown above come from Klondike, a small rural high school in Tippecanoe County, Indiana, and have given this demonstration—PREVENTION OF LIVESTOCK LOSSES BY IMPROPER LOADING AND CARELESSNESS IN TRANSIT—before 28 county meetings, civic organizations, and swine schools. It was awarded first in the county, first in the state over similar demonstrations, and second over 24 other competing teams. It has been nominated to represent Indiana at the International Livestock Exposition in the national contest. Left to right, Clifford Breeden and Lee Woods. The boys were coached by Harry Q. Holt, the vocational-agriculture teacher

Supervised Practice

H. H. GIBSON

Planning Home-Practice Programs

W. J. GROVE, Instructor,
Eagle Grove, Kansas

OUR agriculture students come from homes representing a wide variation in types of farming and in family interests. Most of the boys are quite timid as freshmen. We try to get them started on a sound basis and have had rather satisfactory results from their home-practice programs by motivating their interests in the following manner.

The first few weeks during the fall we take the boys on project trips where they inspect some of the work which the older boys are doing. In this way they receive a clear picture of what a project really is and how interesting it can be. This is followed by an explanation of the project setup, and spending considerable time in class on the different types of projects. Some of the upperclassmen who have had successful projects give talks to the freshmen, explaining how they got started in the work and how valuable it has been to them. Later I visit the boys at home and talk with them and their father. We explain our work and give Dad an idea as to what we would like to have the boy do. We follow this by giving the freshman boy some idea as to the results he may expect from the various projects for the coming year. He is then free to select the projects he wants, but we try to encourage most of the first-year students to select a market litter and a corn test plot. This is done for two reasons: first, the greater part of the farm income in our section comes from these two sources; and, second, we believe that we can make a greater impression with these types of projects on the average farm than with any other combination.

We make the first year's project a good one. It must succeed. If the boy gets some very good results and Dad learns something and sees that the boy is really profiting from the work, we have sold him on our program and the supervised practice for the boy. We spend considerable time visiting the boy during the first year to see that he really makes good.

In the fall of the second year the boy is encouraged to line up a long-time program of productive projects, improvement projects, and supplementary farm practices. We find that Dad co-operates much better after he has seen the boy make a success of his first venture. If the boy succeeds the first year it will be easy for him to broaden out into various enterprises and to use improved practices on the farm. If he fails the first year there is a strong chance that not very much can be done on that farm. During the second year the boy figures very carefully on his budgets and makes his plans accordingly. We want him to do three things: (1) make some money—he can never farm without capital, (2) get experience in a wide range of enterprises, and (3) do something for the farm business.

Perhaps a partnership with Dad is what our goal should be. However, we had more success where the lad has been on his own in an enterprise that would not bother the rest of the farm but would still allow him to make a good income. For most of these we have used market litters. It is possible for him to make considerable income and still not interfere with the running of the rest of the farm nor take very much of his time.

If this boy can make from $300 to $500 during his four years in high school and has secured experience in other fundamental enterprises, he should be able in four or five more years to start farming for himself—that is, if he can work at home and carry a successful enterprise on the side. If he goes out and works by the month when he is thru school he will get nowhere. He must have some productive enterprise where he has an opportunity for consistent profit. If he can carry on this work while he is a part-time school member or can get into partnership with his father, he has a very good chance of becoming established in farming. If he merely drifts along he will be like the darkey who rode all day on the merry-go-round and got off at the same place where he started.

Improving Projects

H. W. DEEMS,*
Pawnee City, Nebraska

FOR YEARS my crop projects have been just a few records. I could not teach the boys to raise more corn per acre than their dads had been raising. Their wheat projects looked exactly like Dad's. So for years, the boys wondered, the dads wondered, and I wondered just what crop projects amount to.

So I reached the conclusion that perhaps, after all, crops were a part of the farm program in Pawnee County. It is hard to teach anything you do not believe in; so I started working, reading, and thinking crop projects. I finally was converted and saw the light.

This is the plan I have been using for the past two years in my all-day and part-time classes.

A. Introduction

Let me tell this story of a farmer in Douglas County. Last year, he decided to try some Atlas Sorgo. He has just an ordinary dry-land farm. He planted 10 acres. From this 10 acres he harvested 140 tons of silage valued at $700. He also harvested 9,000 pounds of certified Sorgo seed. This seed is selling for 20c per pound. Value of seed—$1,800. Now a little problem in arithmetic. $700 plus $1,800 equals $2,500. A fairly good income from 10 acres of land.

Allow me to present another illustration, one right here at home. Last year, Daniel Atkinson had Atlas Sorgo for a project. He planted 5 acres. Two days after planting it, a four-inch rain washed out and covered up about two acres of it. He replanted that to corn. The other three acres yielded 14 tons of fodder, which he sold at $7.50 per ton. Total—$105. He also has 60 pounds of seed valued at $9, or a total of $114 for three acres.

Now, fellows, I realize that last year was somewhat unusual. Results as great as those of the Douglas County farmer may never be duplicated.

Let us see what we might expect next year. According to the Agriculture College reports, here in Pawnee County Atlas Sorgo should yield on the average 18 tons of silage per acre and about 20 bushels of seed. There will be very little pure seed produced this year. So seed should be high next year.

Figure it out for yourself and see if you are interested in Atlas Sorgo for a project.

Using somewhat the same procedure, I discussed Certified Iogold Oats, Spartan Barley, hybrid seed corn, soybeans, and Bromo grass.

B. Working Out the Job

After the motivation and discussion of each crop, the boys worked out the probable cash outlay. Next, they estimated the income. At home they talked it over with their fathers and checked available fields.

C. Results

Three days after the first presentation of the lesson, decisions were asked for. Part of the students had decided to take a total of 17 crops projects. Others wanted a few days more.

Some great educator, the name I cannot recall, said, "You must first tell the group what you are going to do, next tell it to them, then review over what you just told them." That is the procedure I intend to follow.

Before diving into the closing remarks, let me remind you of the words of Benjamin Franklin, when he said, "An empty sack cannot stand alone." Paraphrasing that, one could say, "A sleeping teacher may fall off his chair." Or, in other words, one must keep up with the times. Today, the world is crop-minded. Altho the crops I have discussed are not the most popular kinds, they are the ones that make good projects. The other crops, legumes and grasses, must be sandwiched in between the purebred livestock and the certified crop projects.

With good certified crop projects, there are several things that may be demonstrated. Oats yields may be increased 10 percent and barley 33 percent. Last year Atlas Sorgo yielded 5 times as much silage as corn. New crops may be suggested.

It is still true that my crop projects are below my animal projects in both number and quality. The situation is improving, in spite of some very trying years. Some of my most alert boys are spending a lot of time lining up good crop projects. I have been securing some favorable reports in the local papers. Community interest in crop projects is on the "up." And I, myself, have been able to work with crop projects without being bored.

*Mr. Deems is now assistant state supervisor of vocational agriculture in Nebraska.

Co-operative Enterprises for Chapter Members

L. F. HUTTON, Teacher,
Daybrook, West Virginia

OF ALL THE 1936-37 enterprises summarized by the Daybrook Vo-Ag classes this fall none provided more interest than the chapter's co-operative seed-corn enterprise in which each of the 21 boys constituting the F. F. A. chapter had a part. Starting early last winter the enterprise was planned by the chapter as a method to provide money for an educational tour, as well as to demonstrate to the community that good yields of corn could be harvested when superior practices were used, and to provide real teaching situations for the Vo-Ag classes.

How well these objectives were realized can best be told by the summary of this enterprise and other data as shown in the table.

In preparing for, or as an outgrowth of, the project the following jobs pertaining to this enterprise were studied either in class or in the field:

Preparing the seed bed; procuring and using fertilizers; selecting land for corn, (including general study of soils); selecting and using lime; planting corn; cultivating corn; selecting seed corn from the field; storing and testing seed corn; planning a rotation for corn; providing the green manure crop; and feeding corn to hogs on dry lot.

In order to obtain the value placed on the feed corn indicated in the summary it was necessary to find a market other than the feed mill. Money was borrowed from the Production Credit Association to the extent of $56.00 which

Side-dressing the corn

was used to buy eight pigs thru which we hope to be able to market our corn at a better advantage. In procuring this loan the class discovered a source of low interest rate credit with which at least two members of the group expect to finance this year's enterprises.

Thus far our decision appears to have been wise, since the pigs have put on gains at a total cost of slightly less than eight cents per pound valuing corn at $1.00 per bushel and other costs at current quotations. We plan to feed the pigs out to a weight of 200-225 pounds. A study at that time, about the first of April, will be made either to sell the animals as fat hogs or to butcher them for the local market. Records are kept on the feeding enterprise which when completed will give us valuable data on such items as: Rate of growth; cost of gains made; pounds of corn required per 100 pounds of gain made; value of corn per bushel; amount of supplements needed per pound of pork made; and basis on which to value skim milk when used as source of protein.

Returns			
Main product sold	26 bushels feed corn at	$ .50	$ 13.50
Main product on hand	65 bushels seed corn at	1.25	81.25
	339 bushels feed corn at	.50	169.50
Total value main products			$163.75
By-product sold	220 shocks stover at	.07	$ 15.40
By-product on hand	30 percent fertilizer and lime residue		6.77
Total value by-products			$ 22.17
Total returns			$285.92
Costs			
Fertilizers used	1,000 pounds, 20 percent phosphate at	$1.02	$ 10.20
Seeds used	1 bushel at	4.00	4.00
Other chemicals used	5½ tons limestone at	2.25	12.37
Fees	Certification of seed		1.00
Hired labor			37.40
Self labor	325 hours at	.10	32.50
Rent on land	½ of returns		95.30
Use of buildings	Two cribs		5.00
Total costs			$197.77
Net profit			$ 88.15
Pupil labor return			120.65
Labor return per hour			.37
Funds used			53.57

Helping the Boy Set Up a Farmer-Training Program

J. O. HERBERT, Teacher,
Grand Prairie, Louisana

THE value of a course in vocational agriculture to a boy, after he has completed it, depends to a great extent upon the contents of his farmer-training program. In view of the importance of the course content, having each boy set up a training program for himself that will be comprehensive enough yet practical, is one of the agriculture teacher's grave responsibilities.

Briefly, the procedure I have used with most satisfaction follows: Under the present organization of vocational agriculture in Louisiana a boy may select the type of farming he desires to train for, provided he has the facilities to carry out a satisfactory supervised-farm-practice program for that type of farming. To give a boy 14 years of age sufficient background so that he may make an intelligent selection, I develop, with the group of beginners, all the possible types of farming that might be practiced in any part of the United States. When a complete list of types and combinations has been developed, I have the boys check each type against the factors that determine the type of farming that can be profitably and successfully carried out in his particular community. With a little guidance and direction the boy usually comes out with a fairly good idea of the types of farming that he could follow profitably. This information, coupled with his personal likes, is usually sufficient to give him the ability to select the type of farming for which he desires to train.

After the boy has made a selection of the type of farming he plans to engage in, he is ready to start setting up his training program. First, the boy must decide what enterprises will have to be included in his program to make the training for his farming type as complete as possible. Thru group activity most of the desirable enterprises to be included will be suggested by the boys. Any important enterprise, whether major, minor, or contributory that might be overlooked, I suggest to the group by means of questions, i. e., "How will you get a supply of vegetables? Hay?" and so forth. With this assistance the boy will recognize the need for additional enterprises. For this community 10 to 12 enterprises are necessary to make a farming program complete.

The next step is to lead the boy into making a selection of the enterprises that he will include in his supervised farm-practice program. It is here that the boy's likes and dislikes make their appearance. The boy will want to include mainly the enterprises that he likes best; therefore it is necessary to remind him of the financial returns and their importance. I might say that even tho a boy is unable to show a fair profit in an important enterprise, I generally allow him to include it in his program. I do this because I feel that the financial returns are secondary to the training he is getting, and it is not so essential that he make a profit during his training period as it is for him to learn how to keep out of the "red" when he has completed his training. Naturally, a boy will not be able to select and include all the essential enterprises that fit into his type of farming during the four-year period of training. He will have to be guided so that he will select the most important ones to carry out in full during his training period. I usually insist that the boy start with the major enterprise in his first year and carry it thruout his training period. After the first year, at least one additional enterprise is added to his program each year. These enterprises make up the foundation of the program that will give the boy training for the type of farming he has selected.

In addition to the jobs in the enterprises that the boy carries in his farm practice program, jobs from the other enterprises that are minor or contributory in his chosen type will have to be taken to round out his training program. To simplify this matter for the boy, all the enterprises in his type are broken

(Continued on page 37)

V. G. MARTIN

Farmer Classes

J. B. McCLELLAND

Placement and Establishment*

J. F. POTTS, Teacher,
Lincoln, Virginia

I RECOGNIZE it as one of the biggest and most important problems in vocational agriculture. I am convinced that it is a phase of our work that has been too often neglected. Too many of us have done a good job with our boys in our all-day classes, only to neglect them right at the time when they need guidance and individual help more than ever before. What happens to these young men after they leave our all-day departments is going to make or break vocational agriculture much more quickly than what they do while they are still in those all-day classes.

First, what are some of the major difficulties in becoming established in farming? If we can determine these and find a solution to them, I believe we are in a position to really help these young men become established. To me the problem seems to be one largely influenced by environment, hence I shall discuss it from that standpoint.

The various factors entering into the problem of Placement and Establishment starting when the boys enter our vocational agriculture classes, as I have observed and used them in my work follow:

1. Help these boys to enjoy good health.
   a. Give physical inspections and detect defects and arrange to correct them.
   b. Provide physical exercises and athletic competition.
   c. Teach boys to observe good habits and simple health rules.

2. Help boys to develop thrift habits.
   a. Teach boys the value of a dollar.
   b. Set good example of thrift yourself.
   c. Encourage boys to buy life insurance.
   d. Invest their money in worthwhile, profitable things (expand projects).
   e. Organize a thrift bank among F. F. A. members.
3. Develop a love for country life.
   a. Provide wholesome recreation that meets the boys' needs.
   b. Have debate in F. F. A. chapter comparing country and city life.
   c. Hold summer camps.
   d. Teach boys to entertain themselves.
   e. Interest boy in something he can own and take pride in.

4. Complete their high-school education.
   a. Keep their interest by encouraging boys to take part in school activities of some form in which they excel.
   b. Acquaint high-school faculty with boy's home situations.
   c. Provide greater latitude in curriculum.
   d. Impress boys with the advantages of education and the disadvantages in not securing one.

5. Carry out successful supervised practice programs that grow in a definite direction year after year (continuation programs).
   a. Boys study different types of farming carefully and select one preferred.
   b. Help boys map out project programs that lead definitely to their types.
   c. Expand the major enterprises of that program each year.
   d. Provide opportunity to develop the minor enterprises of their type.
   e. Improve the quality of the program each year thru improved practices.
   f. Develop ownership and management of these project enterprises.

6. Boy's father made a success of farming.
   a. Difficult factor to do a lot with. They do not generally respond well to adult work and frequently too late to help them much.
   b. Have boys visit outstanding farmers in community that are successful.
   c. Improve this condition in future thru guidance. (Some of boys' fathers should have followed another vocation.)

7. Develop individuality, leadership, and ability to co-operate.
   a. This can be done largely thru F. F. A. activities such as conducting meetings, working on committees, father and son banquets, agriculture fairs in the school and part-time groups, rally, buying and selling products co-operatively, making decisions in their project work.

8. Father willing to give the boy responsibility.
   a. Teach boys to do their project work well.
   b. Teach some farm management problems in class and arouse boy's interest and activity in those things at home.
   c. Impress upon the boy the importance of doing a little more than you get paid for, occasionally.
   d. Be prepared and ready when opportunity knocks.

9. One boy in a family, unless several farms in that family.
   a. Teach boys to pull together with their father until he expands the business, or until the boy marries, then rents a farm of his own and becomes established in farming.

10. Enthusiastic about farming, keeping up with latest developments.
    a. Profitable projects all-day and part-time.
    b. Part-time class study and discussion of boy's farm problems, community problems, and new developments in agriculture.
    c. Doing the job better than the average farmer in the community.
    d. Provide wholesome competition based on quality and efficiency (grain shows, poultry exhibits, production records, etc.).
    e. Visit experiment stations.
    f. Take farm tours to points of special interest.
    g. Help boys to see how farming challenges the best that is in them.

11. Married or housekeeper provided.
    a. Help boys to realize the advantages of a good wife and family.
    b. Hold discussion or debate on this topic and have the boys participate.
    c. Provide social opportunities (picnics, swimming parties, dances, etc.).

12. Two or more years of hired labor on a farm with an interested and sympathetic supervisor (generally the boy's father).
    a. Impress this upon the boy as a means of getting greater experience.
    b. This provides a chance to broaden experiences and interests.
    c. Provides a good test of a boy's seriousness of purpose.
    d. May prevent loss of money later as a result of jumping into farming and then finding he does not like it well enough to stick to it.

13. Willing to work and not depend on too much hired labor.
    a. Show how boys are handicapped who grow up without having to work.
    b. Insist on boys doing majority of project work themselves.
    c. This will enable the boy to handle labor better later on (has a better understanding and can set a better example when necessary).

14. Good credit rating (able to secure necessary capital).
    a. Practice thrift habits early in life.
    b. Teach boys to use good business judgment.
    c. Teach boys to practice honesty in their dealings.
    d. Have bank accounts at a local bank, preferably.
    e. Responsible for their just obligations.
    f. Boys have made a success of previous opportunities.
    g. Explain the Farm Credit Administration policy to them.

15. Boys willing to assume responsibilities.
    a. Encourage boys to continue their project programs after leaving school and take charge of one or more enterprises on the home farm.
    b. Encourage boys' fathers to place responsibilities on the boys and let the boy get the thrill that comes from carrying them out.

16. A broad vision of the opportunities and requirements of farming.
    a. Spend two to three years on a successful farm as laborers and learn better the real joys and discomforts of farm life.
    b. Teach farm management to advance all-day classes and to part-time class.

(Continued on page 37)

Evening-School Results

JAMES NEVINS, Teacher,
Tonasket, Washington

IN ORDER to diversify an area largely devoted to orchards, a program of two evening schools, one in dairying and one in poultry, has been planned and carried out. Despite heavy snows and bad roads, the schools received the enthusiastic support of farmers with an average attendance of 18.

Tonasket is located in the Okanogan Valley, a long, narrow valley thru which flows the Okanogan River. The principal crop is apples and, as is the case in most one-crop areas, a year of prosperity is followed by several lean years. Since diversification and a steady monthly cash income seemed necessary, poultry has been studied by the same group for the past two years. Results have been immediate, and many improved practices have resulted. Among these were two new houses modeled from Washington State College plans; five other houses remodeled; two cross-breeding trials have been carried on; and a high-class New Hampshire flock was started in order to discover the ideal family flock; feeding practices were improved and several flock sanitation programs were instituted. Groundwork was also laid for the establishment of a unit of the Washington Egg and Poultry Co-operative. This unit is now functioning, and 60 percent of the eggs of the community are sold thru this channel. Five carloads of co-op feed have been ordered to date and more is ordered at the rate of a car every two weeks. The poultry school now seems to be a permanent institution with larger enrollments and many specialists assisting.

The dairy class has also become a popular feature of the department, and its results have been even more gratifying. Besides the improvement of practices and equipment, one of the strongest bull associations in the northwest and an owner-sampler dairy herd improvement association have resulted. The Okanogan County Guernsey Bull Association now has over 160 farmer members and owns eight purebred bulls. Service is given to members at a cost of one dollar where formerly it cost two to three dollars to breed to scrub bulls. Darigold Prince breeding is predominate in three of its bulls, while the rest are from the best-blood lines in the State of Washington.

The Okanogan County Dairy Herd Improvement Association has two units in operation, one at Oroville under the supervision of Orland Tonnemaker, vocational agriculture instructor, and the other at Tonasket under the supervision of the writer. Testers were chosen from the vocational agriculture classes, Allen Hancy, Tonasket, and George Barker, Oroville. Both boys attended the dairy short course at Washington State College and are now licensed testers. All herds, except one, are operating under the owner-sampler plan and are supervised by the United States Department of Agriculture.

Stimulating Interest in a Part-Time Class

JESSE C. GREEN, Instructor,
Powhatan, Virginia

FARMING, like all other vocations, has many possibilities. If operated in a slouchy manner, a farm will become run-down and be as complete a failure as can be made. If, on the other hand, it is operated with the same diligence and progressiveness as any other business with the same outlay, it can become a most profitable source of livelihood.

Thus, with these facts in mind, during August and September, 25 young men engaged in farming in an easily accessible area of the high school were visited. These boys have been out of school from one to five years. Some of them graduated from high-school, some had one or more years of high-school work, and others never completed courses necessary for high-school entrance. During these visits their farm problems were discussed. In a majority of the cases, there was a desire for more information on certain farming practices. Each one was asked if he was interested in attending a part-time class. Many of them thought that they could be benefited by such a class.

Soon after school opened in September, cards were sent to the prospective students, stating the purpose of the series of meetings, and that the first would be held the following Monday evening. Each one was asked to contact the boys nearest him so that they could arrange for economical transportation. Attendance the first evening was gratifying. The enrollment at present is 15, and the membership is gradually increasing. Meetings are held every Monday evening.

The first class meeting was devoted to details of the course. Each was given an opportunity to express his desire as to preference of subjects to be discussed. Farm management seemed to be most needed, with farm mechanics jobs and a few selected enterprise jobs following. One member of the class volunteered to have his farm surveyed as a concrete example for study at the next meeting.

A Farm Is Selected for Study

Before the next Monday night, this farm was visited and a survey made to determine the total number of acres, acres in cultivation, crops grown and acres of each, number of work stock, cows, hogs, and poultry. Production on these enterprises was also secured. In order to facilitate matters, feeding tables were used and rations computed to determine the amount of each crop needed to care for the livestock and poultry.

When the class met, a map of the farm, including all fields with rotations, was drawn on the blackboard. This map also showed the location of all buildings and fences. Charts were displayed showing all enterprises, the amount of each crop produced and quantity of feed needed to take care of livestock requirements.

The information procured was studied in class, and after suggestions based on experience were made by the class members, recommendations were offered for improvement. The idea was to establish a balance between crop and livestock enterprises, at the same time growing enough food for the family and providing a cash income.

This first discussion served as a stimulus to clearer thinking on farm problems, and those in attendance realized that the class would be well worth their time. So, immediately, other farms were offered for survey. The two following class meetings were likewise spent in discussion of two other farms which had been surveyed during the previous weeks. Thus, in one month's time, three boys have been shown where specific changes which are in their power to make, can improve conditions on their farms. At the same time, the balance of the class, by entering into the discussions and recommendations, have had some of their similar problems solved.

Other members, were also given a chance to discuss their own individual problems in later meetings of the class. In addition, field trips were made to near-by farms that are generally recognized as being well operated. The boys saw some of the suggested improved practices actually in operation.

The next period of study was devoted to farm mechanics. During this time, the boys were given opportunity to bring from their farms to the school shop machinery and tools needing repair. These repairs were actually made by the boys under the supervision of the instructor, thereby serving as farm mechanics jobs.

The third period included discussion of operative jobs on crop, livestock, and poultry enterprises. These enterprises were selected according to the needs of the boys.

Some recreation was also provided in this course. Moving pictures were shown during the regular class period. From time to time light, inexpensive refreshments were served.

Each week every boy attending these class meetings was reminded by card of the next meeting. Likewise, those still on the prospect list were visited and urged to avail themselves of the opportunity to improve their methods of farming. As a result, those who were first in attendance continued to attend, and most weeks in the early part of the course at least one new member was added to the class.

Farm Mechanics

L. B. POLLOM

Determining Content for Farm Shop

A. C. KENNEDY, Instructor,
Columbus, Ohio

THREE hundred and four high schools in Ohio are now offering courses in vocational agriculture. Five different subjects in vocational agriculture may be studied during the four years in high school. Two of these are farm shop and farm engineering. In other words, two-fifths of the four-year course is along mechanical lines.

There is a total of 10,581 boys enrolled in vocational agriculture in these 304 high schools; 2,389 of these boys are taking the work in farm shop. With this large number of Ohio boys pursuing a subject of this kind, it is of interest to understand the basis for determining the content of the course.

The organization of a successful farm-shop course should be based on the needs of those taking the course. These needs must be determined early and should be obtained from those enrolled in the course. As a background for this organization, the teacher should visit the home farms of the members of the class and secure survey data on certain existing conditions thru observation and by talking with the boy and his father.

In obtaining information from the members of the class, the first consideration should be the boy's individual farming program. Just what jobs will he need to be able to do in order to provide the articles needed in conducting successful productive projects? For example, a boy who has 100 laying hens for his project in animal husbandry will need to be able to do repair and construction work on his house and equipment. It is the job of the boy and the teacher in this case to find out what repair and construction work is needed. It may be that he is taking over the home flock and will want to cull them before housing for the winter. This presents the need of a catching crate. He may want to build some mash-feeders, waterers, or a nest rack, or to improve the roosts. It may be some of the glass in the windows is broken and needs to be replaced, or there may be a leak in the roof that needs to be repaired.

We see from these examples that needs for skills, which may be acquired in the shop course, will grow out of the practices followed in conducting a productive project in poultry management. Similar needs will appear in other projects such as dairy, swine, sheep, and beef cattle in the animal husbandry course and in projects such as potatoes, corn, legumes, small fruits and berries, truck crops, and orcharding in the crops course. The soil management and engineering courses offer practices that involve similar farm-shop projects.

Another source of needs for the application of practices that may be learned in the shop course will be continuation projects that the boys may be conducting. These needs will be similar to those of their current projects. Other supervised practices also involve many needs for shop skills. The enterprises of the boy's home farm will present other needs that may not have appeared in connection with his productive project or other supervised project program.

The objectives of the shop course include the practical needs of the home and the shop on the farm. Such jobs as care and repair of electrical appliances, cords, sockets and extensions are valuable sources for the content of the course. Also repair or adjustment of household hardware, water faucets, and other household equipment and appliances offer an opportunity for the teaching of skills along this line. The needs of the shop on the home farm afford further problems as a basis for a farm shop course. The location of the shop, the kind of work bench best suited to the needs of the farm shop, the kinds, sizes, and quality of tools needed for the kind of work to be done, the problem of the economy of using electric-power equipment and the ability to skillfully operate this equipment, if used, present problems that should be included in the content of a well-organized farm shop course.

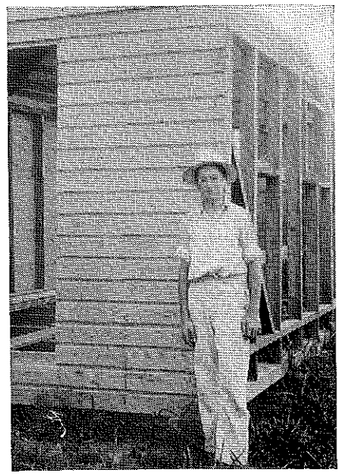
In conclusion, it would seem desirable that the content for a farm-shop course, as taught by the vocational agriculture teacher, should be based on the every-day needs of the farm boy at home on the farm as he meets them in his work with his current productive project, his continuation project, his other supervised practice program, his contact with the major farming enterprises on his father's farm and the needs from a care and repair standpoint in his home and in his shop at home on the farm.

Student Builds Shop

CAREY E. LACEY, Teacher,
Prince Frederick, Maryland

ONE of the important aims of the agricultural department of the Calvert County High School is to encourage and stimulate the building and maintenance of a farm shop on every farm in our county. Such a shop is very important, since a great deal of farm mechanics work should be done on the farm, and tools are necessary to do these jobs. All tools should have a definite place in which to be kept and a small shop is an ideal place for this purpose. Many times tools on the farm are misplaced when a job has been completed and the next time they are needed they cannot be found, consequently much time is lost in searching for them.

Russell Gibson of Chaney, Maryland, has completed the first farm shop constructed by an agricultural student in Calvert County. He made all decisions after carefully planning the construction of it and did practically all the work. Fifty-one hours of self labor and 17 hours of hired labor were required to construct the building which is 10 x 16 feet. The cost of materials used amounted to $65.25.



Shop under construction

Russell plans to do a great deal of construction and repair work usually needed on the farm, and in spare time to repair and construct for his neighbors.

Public Sale

HAROLD D. GARVER, Teacher,
Merriam, Kansas

PUBLIC sale! How many of us can resist the impulse to stop and read the list of items on the familiar bills posted thruout many rural communities in the winter season? The farm auction is an institution in rural America—socially and economically.

This year, for the first time, the Shawnee Mission Chapter of Future Farmers of America, located at Merriam, Kansas, sponsored a public sale of reconditioned farm machinery. This was a co-operative venture in every respect. The idea originated as a method of making money for the chapter. The educational value and community service aspect became evident as work progressed.

Prematurely discarded farm machines and equipment were brought to the farm shop by chapter members. Sometimes these pieces were bought at local farm sales—always at bargain prices. Members took turns at attending the sales and bidding on the machines. Usually two boys, accompanied by their instructor, visited the farm the day before the sale. After studying various machines, a top price was agreed upon. These same two boys attended the sale the following day for the purpose of bidding on the selected machines. Sometimes they would return empty handed—other buyers bidding higher than the price agreed upon. This method protected the boys from embarrassment by unwise bidding, and at the same time gave them a certain amount of self-confidence in being permitted to take their places among adult buyers.

Since the success of this first sale was more or less uncertain, it was decided to buy only as much as the chapter had money to pay for. Additional pieces were obtained from the members' own homes. This bit of donation was gladly given in every case.

As each piece was brought in, it was immediately assigned to a member or set aside until someone was ready to work on it. The first step was to fill out a work sheet, listing all needed repairs and the probable cost. A member of the sale committee would make the rounds regularly and take orders for needed bolts, handles, paint, and other material. Each machine under repair was tagged with the worker's name. This prevented mistakes, simplified supervision, and centered responsibility. Of course, this was not as simple as it appears. Tags would get torn off and similar parts become mixed with other machines under repair. But, there was relatively little confusion considering the large number of repair jobs under way at once. Work consisted largely of straightening beams, shanks, and braces; replacing broken handles; using the polishing wheel on bright surfaces; and finally painting the completed job. This last item was probably the most interesting of all. Under no circumstances were the boys permitted to do any painting until every detail was checked by the instructor. Being allowed to apply the paint seemed to be the chief reward for hours of repair work. Incidentally, just about every possible combination of the color card was used. The boys were allowed considerable freedom in this respect—even to the distraction of more artistically minded persons. Altogether, 28 machines were reconditioned and returned to the fields. These included cultivators, plows, harrows, weeders, rakes, and other articles too numerous to mention.

The original objective of the sale was realized by a net profit of nearly $70. This did not include the receipts from a number of articles consigned to increase sale volume. Chapter members managed the sale all the way. Clerks and cashiers took care of this rather ticklish job in a manner worthy of more experienced persons. A system of identifying each article with a numbered tag was of considerable aid and made double checking possible. As a result, not one single mistake was made by these boys. The only "professional" was the auctioneer—and he was the father of one of the members.

The financial value of this sale was not the most important value. These boys learned firsthand that machines can and will become useless if not given proper care. Furthermore, boys looking forward to getting started in farming found a way to equip their future farms by reconditioning the machines sold by less efficient farmers. This can easily hasten the day by several years, were new machines to be purchased for the start in farming. Still another benefit has been in community approval. In this day of questioning of "fads and frills" of education, such projects find approval in taxpayers' eyes. In this case, many persons including bankers and businessmen in no way connected with the school showed interest in many ways in the sale. Already, many machines on home farms have been given overhaul jobs and will be in better shape for the coming season's work. And, last but not least in the writer's opinion, a shortage of shop jobs has been unknown. Interest was maintained at high level and better work done.

Since this first sale was reasonably successful, it is intended to expand it next year. Very likely, products of supervised practice will be added. Fat hens culled from laying flocks, bull calves from dairy projects, feeder pigs from sows that had too many to feed economically, seed, feed, and many other things will be sold. The Shawnee Mission boys are already looking forward to next year.

Checking the Farm-Mechanics Organization

CARL G. HOWARD, Teacher-Training,
Moscow, Idaho

THE success of a farm-mechanics teacher is determined to a very large degree by his ability as an organizer. In all probability more articles have appeared in print emphasizing shop organization than have appeared with any other emphasis. It is generally conceded that the measure of a teacher's success in the shop is in direct proportion to the amount of organizing and planning which he does in advance of the time when the actual operations in the shop occur.

An analysis of the steps which must be gone thru in the actual organizing of a course in farm mechanics presents a list of topics on each of which a whole volume might be written.

The first step in the actual setting up of a course of study is the determination of objectives. These objectives to be effective should be divided into long-time and immediate classifications. The long-time objectives picture the ultimate outcomes desired. The immediate objectives apply to the acquisition of skill, knowledge, and ability in the various enterprises comprising the course of study. This again seems to be a generally accepted fact.

The actual distribution of time is about the next point to which attention must be given. Unless this point is planned in detail, the teacher is likely to wake up sometime in the spring with the knowledge that the year is nearly over and that there are many things he had intended to accomplish in the shop which will now be impossible due to a lack of time. The different schools in the different sections of the country offer such variation in time allotments to farm mechanics that each teacher has a time situation of his own. However, there are a few such distributions which may be considered as means. The table shows a seven and one-half hour week time distribution on a clock hour basis whereby the two-year course uses 80 percent of the junior-senior years, and the four-year course uses 40 percent of the whole four years in high school. The important features of this distribution are not that anyone will ever adhere to them exactly, but that they will serve as a yardstick for all boys. The hours and percentages are entirely arbitrary, and each teacher should adjust them to his own ideas of importance of the various enterprises.

A list of required jobs seems essential to assure any development of skill in all the enterprises into which the work may be divided. This should also be augmented with a list of elective jobs which may also be done by students. Again this seems to be a more or less generally accepted procedure.

The shop must be equipped with tools, equipment, and supplies adequate to carry out the planned required and elective jobs and this fact considered in setting up the job lists. There can be no argument as to this point, since it would be foolish to list jobs which could not be

(Continued on page 37)

COURSE OF STUDY FOR FARM MECHANICS

Farm Mechanics Enterprises	Seven and One-half Clock Hour Time Distribution							
		Two Year Course		Four Year Course				
	Per-cent	First	Second	First	Second	Third	Fourth	Total Hours
1. Classification and Use of Tools and Equipment	6	26	0	26	0	0	0	26
2. Farm Sketching, Drawing, Planning, and Material Bills	8	31	4	25	4	3	3	35
3. Tool-Reconditioning	6	22	4	20	6	0	0	26
4. Farm Carpentry	15	52	13	30	20	15	0	65
5. Painting, Glazing, and Finishing	4	12	5	7	5	5	0	17
6. Farm Blacksmithing	10	0	43	0	33	10	0	43
7. Soldering and Sheet Metal Work	4	17	0	0	17	0	0	17
8. Cold Metal Work	4	17	0	0	0	17	0	17
9. Rope Work	3	13	0	0	13	0	0	13
10. Leatherwork and Harness Repair	6	26	0	0	10	16	0	26
11. Farm Plumbing, Heating, and Sanitation	6	0	26	0	0	0	26	26
12. Farm Electricity	5	0	22	0	0	0	22	22
13. Concrete Work	4	0	17	0	0	17	0	17
14. Farm-Machinery Selection and Repair	12	0	52	0	0	20	32	52
15. Farm Motors	7	0	30	0	0	5	25	30
	100	216	216	108	108	108	108	432
Totals		432		432				

Studies and Investigations

C. S. ANDERSON

The Teacher of Agriculture and Community Services*

M. J. PETERSON, Assistant,
Rural Education Department,
Ithaca, New York

M. J. Peterson

COMMUNITY service is here defined as that part of the program of work which deals with special services to individual farmers or other members of the patronage area in which and thru which the teacher of agriculture works. It does not include such items as evening schools, community judging contests, or field days of one sort or another; it is limited to a consideration of services rendered to individuals.

Typical community service activities are: helping a farmer select purebred livestock, culling poultry flocks, diagnosing livestock diseases, and so forth.

Dangers Involved in Community Service

Those familiar with the program of vocational agriculture are aware of the part which community service plays in the program. Teachers of agriculture are asked to perform, and in some communities are expected to perform, many activities which upon analysis may be found to be of doubtful teaching value. True, these activities may be valuable to the farmers of a community, but one may raise the question as to the suitability of the teacher of agriculture acting as the vehicle for rendering this type of service.

It should be pointed out in dealing with community service that there may be real danger of a teacher "getting lost" in a program involving too great an emphasis on community service as it is interpreted here. It becomes increasingly easy upon *practice without analysis* for a teacher to feel he is rendering a real service by spending his time culling poultry flocks or treating seed potatoes. Valuable as such services may be, it is quite evident that a teacher may cull so many flocks and treat so many potatoes that he fails to find time to conduct an evening school wherein he may *teach* the members of a group to perform these activities.

It is axiomatic to state that if a teacher is going to *put first things first*, he should give as much time and effort as is needed to establish a program of regular (all-day), part-time, and evening-school instruction, based on *supervised farm practice that functions in training for proficiency in farming occupations*. After that is done it becomes easier to justify the use of time for spraying a farmer's orchard or mixing a ton of dairy feed.

Desirable Aspects of Community Service

It is not to be assumed that community service is an unimportant part of the program of vocational agriculture. Often it is thru an activity such as testing milk for a farmer that valuable teaching opportunities are found.

A desirable type of community service is one which provides an opportunity for teaching in addition to being worth while in and of itself. The mere fact that a teacher culled Farmer Bodkins's hens is of little significance; the significant feature of the activity lies in the amount of teaching and learning that has taken place. If Farmer Bodkins has learned only that the Ag teacher will cull his flock without charging him for it, the activity might better have been left undone. If, however, Farmer Bodkins discovers that culling the flock is an activity that he might profitably do himself, the teacher may feel that the work was worth while.

A teacher in a new community or in his first year of teaching may find such service activities as distributing grasshopper poison or certified seed barley excellent aids in becoming acquainted with his community. However, a well-planned community survey is a more desirable instrument for this purpose.

In planning an annual program of work, the teacher of agriculture must of necessity budget his time over a large number of activities. The number and kinds of activities will vary from one department to another, but the principle governing the selection of these activities is identical. Out of the large number of possible activities the teacher must analyze, evaluate, and finally select those which contribute most to the attainment of the objectives of the program. Above all, he must constantly keep in mind that his job is done and his obligations adequately met only in so far as he increases the efficiency of present and prospective participants in farming occupations.

*Excerpts and comments from a master's thesis—"How Do Teachers of Agriculture in Minnesota Use Their Professional Time?" Cornell, 1937.

Parents' Opinions of High Schools

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

THE first releases from the Co-operative Study of Secondary School Standards deal with the opinions of parents concerning the high schools of the Nation. The study includes 200 selected public and private secondary schools selected to represent proportionately the regions, size, races, sects, and the like. Parents were most favorable in their opinions (approximately 73 percent to 76 percent) concerning such service as molding character, citizenship, friendliness, quality of teaching, reading habits, and pupil activities. They were only moderately favorable toward the contribution to good health and educational guidance (70 percent to 71 percent). They were less favorable toward the schools' contribution to social life, vocational training, and vocational guidance (65 percent to 69 percent). These figures indicate that the school system has still a long way to go toward meeting its responsibility, at least with the young people who are leaving the school system before entering college.

Other observations might be made from the study. The parents of boys seem to be a little better satisfied than the parents of girls. The opinion by regions was almost the reverse of the usual ranking as to efficiency of school systems. In the South where the public-school system is most seriously handicapped by financial and other factors, the parental opinion is six points higher than for the New England region where the school systems rank very high. When classified by size of school, 81.6 percent were favorable for the smaller high schools; 86.6 percent for the larger. There was no difference in parents' opinions regarding accredited and non-accredited high schools.

Constructing a Course of Study in Rural Social Problems

SHERMAN H. HOWARD*, Teacher,
Towanda, Pennsylvania

MANY fundamental changes have been taking place in the economic and social life of the farm in the past decade. That the boy on the farm is not unconscious of the presence of problems which are related to making the farm a place to live as well as a place from which to make a living is evident. He, by himself, finds no ready solution for these problems. As a future citizen, he is entitled not only to a voice in the social adjustment but to training and guidance in meeting the social problems of life.

As a teacher of vocational agriculture for many years in Kansas, the writer observed with interest the development and adjustments of courses of study in the departments of vocational agriculture. One of the training objectives according to the Federal leaders of vocational agriculture education is social activities." Since the problem of training of youth for civic and social adjustments has recently received greater impetus, it occurred to the writer that the high-school vocational agriculture department is the logical place to offer extended training thru a separate course in the field of rural social problems. It was largely to investigate the needs in this situation and aid in the solution of the problems involved, that this study was undertaken.

The Problem—The problem resolved itself into three phrases, each closely related:

1. To determine the needs that exist for a course in rural social problems for farm boys taking vocational agriculture in all-day classes in Kansas high schools;
2. To construct a course in rural social problems that will meet these needs;
3. To discover desirable teaching procedure in presenting the subject matter of the course.

The subsidiary problems arising in the solution of these major problems were:

1. To discover the attitude on the part of teachers and farmers toward more adequate guidance of the farm boy in the field of rural social problems.
2. To make a study in the field of rural sociology and in the field of rural social and civic problems in order to discover needs for the basic principles underlying such training.
3. To assemble worth-while subject matter in the field of rural social problems from books, bulletins, magazines, or other possible sources.
4. To evaluate this list of topics in terms of frequencies of mention in the source of material in order to form the basis of a questionnaire.
5. To make a survey that might help solve the questions as to needs, subject matter, and methods of teaching such subject matter.
6. To assemble the data secured from answers to the questionnaire and to set up a system of evaluation to show the results obtained.

Methods of Procedure—The procedure followed in this study consisted of:

1. The making of a preliminary survey among agriculture teachers, school patrons, and rural boys to discover if a need exists for a course in rural social problems. The results of this preliminary survey gave positive encouragement to the writer to undertake the second part of the study, namely,
2. The making of a more elaborate, more carefully planned survey in order that results could be tabulated and evaluated. Plans were made to gather data from a relatively large but selected group of community leaders, farmers, and experienced teachers to determine their reactions.

The questionnaire contained 65 topics and problems which were grouped under 10 units. A selected group of 60 farmers and 60 vocational agriculture teachers were asked to check their opinions: first, as to the needs for a course in rural social problems; second, as to the worth-while subject matter content; third, the teaching procedure for each topic or problem.

It was soon found that the questionnaires contained too many topics for a one-year course in rural social problems and consequently a procedure for selecting those most desirable was set up. The method arbitrarily agreed upon required that the topic should receive at least 75 percent favorable checkings of both teachers and farmers and it should not fall below an 80-percent average of favorable checkings in order to be retained as subject content for the course.

Findings—From a review of literature and from preliminary surveys and from the relatively high number of those checking subject matter as suitable for a course in vocational agriculture in high school, it was shown that a need for training in rural social problems existed.

The results of the survey showed that 48 out of 65 problem situations received 80 percent favorable checkings, therefore, according to the standards set up, these 48 topics or problem situations become the basis of the course. The writer felt that an approach or a historical background might profitably be added to the list of topics, hence, an introductory unit was added.

The subject matter selected as desirable content for such a course includes 52 problem situations. These are grouped under the following units:

Determining the importance of agriculture as a mode of living and its position in world affairs.
Evaluating the physical resources and conditions of rural communities.
Determining the effect of production on social security.
Combatting isolation of families and of communities with efficient communication service.
Discovering the relationship between communities.
Preserving and strengthening good habits of health and mental development.
Developing rural youth.
Developing and maintaining a happy and satisfactory home.
Growing vocationally.

Methods of Teaching—The questionnaire did not call for an evaluation of teaching methods but rather aimed at securing the consensus of opinion as to the best method or methods for teaching definite subject matter. The survey showed by way of summary: First, a wide variety of methods used; second, no one method as being outstanding in choice for all units; third, methods were chosen to suit the subject matter to be presented; and, fourth, a combination of two or more methods was indicated for teaching each problem situation.

Conclusions and Recommendations—From the results of this study the writer believes that a definite need for a course in rural social problems exists; that the 52 problem situations will supply creditable teaching content for such a course in the 11th or 12th grade; and that the methods selected by a large number of experienced teachers should be an indication of what constitutes the best method in teaching such a course.

The methods indicated are only suggestive and should be varied according to the abilities of the boys to be taught, the resources available for teaching, and the subject matter to be presented. Responsibility for the selection of teaching procedures should be left to the discretion of the teacher.

In view of the findings of this study, the writer recommends the inclusion of a course in rural social problems in the program for all-day classes.

*Mr. Howard was formerly teacher of agriculture at Oberlin, Kansas.

Establishment in Farming

C. R. WILKEY, District Supervisor,
Jonesboro, Arkansas

BOYS who pursue vocational-agricultural courses in Arkansas high schools have little difficulty in securing employment, according to a study made by the writer, of 4,296 boys completing one to four years of agriculture over a ten-year period ending in 1933. Only two percent of these boys were unemployed in March, 1934, at a time when unemployment was at its peak and boys of this age (20 to 30) were particularly at a disadvantage in finding jobs. In a survey of 50 communities made by the writer, 49 percent of the boys completing one or more years' work were definitely established in farming, and nearly 20 percent more were in business for themselves in mechanical trades and in professional occupations closely related to their vocational training courses (Table 1).

TABLE I

Percentage of Trainees in Various Occupations:

Occupation	*Percentage*
Farming	49.0
In business for self	5.3
Teaching	4.5
Mechanical trades	5.3
Salesmen, bookkeepers	5.2
Common labor	15.4
Military and naval	3.2
C. C. C. and C. W. A.	3.0
Miscellaneous	3.5
Unemployed	2.0

Tenant Sons Become Farm-Owners

Several hundred sons of white tenant farmers are enrolled in vocational-agricultural courses annually in approximately 100 high-school centers. During the trying period ending in 1935 many were losing farms, yet of the tenant sons engaged in farming after taking a vocational agricultural course, 41 percent had achieved the status of cash renter, manager or owner, indicating definite advancement above the farm laborer or share cropper status. Fourteen and six-tenths percent of all trainees farming in 1933 from both owner and tenant parentage had become landowners with average real-estate holdings of $1,661.86 and other savings and investment of $387.31 per boy (Table II).

Migration Reduced by Vocational Training

Since a high percentage of vocationally trained boys are able to find profitable employment, it might be expected that such boys would find work and remain in the community. Migration from the local community was highest in the delta-prairie section of the state, with 7.2 percent of the trainees leaving

(Continued on page 38)

Future Farmers of America

L. R. HUMPHERYS

A Service-Point Plan Which Works

H. M. HAMLIN, Teacher-Training,* Ames, Iowa

H. M. Hamlin

FOR several years the Clarinda, Iowa, chapter has been developing a service-point system which has proved of great value in stimulating the all-around development of its membership. Furthermore the chapter has been able to operate the system without experiencing any difficulties worth mentioning, in the opinion of N. E. Johnston, chapter adviser.

The plan has undoubtedly had an important affect in producing a group of boys who have made themselves active in a somewhat urban-minded high school of 450 pupils. This year the president of the chapter is president of the senior class, the vice-president of the chapter is president of the junior class, and the secretary of the chapter is president of the sophomore class. Each year for many years the chapter has contributed much more than its proportionate share of the outstanding boys in the high school in scholarship, athletics, music, forensics, and leadership. An unusually high percentage develop superior personalities. The group going on to Iowa State College has distinguished itself in the student body there.

It is possible for everyone to win some sort of award. The honors anyone receives are determined by his fellow-members. It is possible for a boy to secure points not only for standard accomplishments outlined in advance by the chapter but for any other meritorious activities for which he thinks he should have credit, provided he can convince the members of the service-point committee and the executive committee that he should have them.

Awards are divided into four classes. The first award is given to the high 50 percent each year who have not previously won an award. Points are cumulative from one year to the next until this award is received. The second award is given to the high 50 percent each year who have previously won the first award, and is based on the number of points won for the one year only. The third award is given to the high individual each year on the basis of points won that year only. This person must previously have won the first award. The fourth or major award is given to the senior each year who has won more service points than any other senior during his entire four years.

No one can win the same award twice. Points may be given for any undertaking which the group feels will improve the individual or serve the department, the school, other individuals, or the community.

"All of the things for which we give points may not be best nor are we sure that we have all the good things on our list," says Mr. Johnston. "We are not sure either that the relationships among the points awarded for various achievements are correct. We are, however, rather well satisfied with the plan."

1937-1938 Service-Point Schedule

Turn in every six weeks	*Points*
Grades	
A	3
B	2
Participation in chapel	1-10
Turn in when finished	
Football or basketball	8
F.F.A. basketball	8
Track	6
Track letter	6
F.F.A. baseball or kittenball	5
Football or basketball letter	4
Declamatory contests	3-10
Class or school plays	1-10
Radio program	1-10
Turn in at end of the year	
Iowa Farmer Degree	40
Each continuation project	25
State F.F.A. officer	25
Each new boy attracted to the department	20
State F.F.A. teams	15
Other state teams	15
Chapter officer	10
Attendance at church at least 50 percent of the time	10
Attendance at Sunday School at least 50 percent of the time	10
Band	10
National honor society	10
4-H Club or Boy Scouts	8
Orchestra or glee club	8
Chorus	6
Quill and Scroll	5
Hi-Y	5
State F.F.A. band	5
City band	5
Soloist in music	5
News staff	5-10
Member of annual staff	3-10
High-school class officer	3-10
Each 8th-grade boy brought to judging contest	2
Each $5 invested in projects	1
Each $5 won in premiums	1
Each meeting attended by an evening-school member	1
Each F.F.A. meeting attended	1
Any other activity approved by the points committee and the executive committee	1-100
Chapter committee chairman	1-10
Member of chapter committee	0-7

*Mr. Hamlin is now head of the department of agricultural education at the University of Illinois.

Community Fair

IVAN JETT, Teacher, Stamping Ground, Kentucky

IN SCOTT County, Kentucky, nestled between the hills of Owen County and the famous bluegrass region around Lexington, you find the small village of Stamping Ground with a population of about 400.

It is a modern little town having electric power, water system, modern fire-fighting equipment, and paved streets. Most of the inhabitants are retired farmers or are farming at the present. This section is noted for its purebred Southdown and Hampshire sheep and its high-quality Burley tobacco.

Sheep exhibit

In 1932, when these people's financial conditions were at the worst, the local chapter of the F.F.A. conceived the idea of a community fair.

The entire fair revolves around the boys as they help raise the funds, advertise, secure entries, and aid in the management during the days of the fair. Last year their winnings totaled one third of the $900 in premiums.

The first fair was held in the fall of 1932 with a premium list of $150. It was a huge success, according to the amount of money involved, and the executive committee decided to continue it another year. It grew yearly in size and in premiums. The people thought it best not to have the fair in 1936 because of the drought, altho they had already raised the funds. The best year in their history, with over $900 in premiums, was 1937.

It is one of the few fairs that have no gate admission, and it is attended the two days by 6,000 people. They come from many adjoining counties and states for this occasion. It is in reality an old-fashioned homecoming event for all.

The fair is always held on Thursday and Friday. Thursday morning entries are received in all departments with the exception of purebred sheep, which are entered on Friday. Livestock exhibited on Thursday may be removed Thursday afternoon after 3:30 p. m., and all entries may be removed Friday at 3:30 p. m.

During the afternoons a continual program of entertainment is going on, exhibits are open to inspection, livestock is being judged, and many contests such as hog calling, chicken calling, ugliest man present, etc. are held.

Thursday night a program is given, to which there is a small admission charge. In 1937, for the first time, a small carnival with absolutely no gambling devices was obtained which helped considerably to furnish amusement.

Next year we are planning a three-day fair with more and larger premiums because the days are so crowded that many of the people do not get an opportunity to see all of it.

Three best calves exhibited by schools at the 11th Annual Midwest Vocational Agriculture Livestock Show, held in the American Royal Building, Kansas City, Missouri, September, 1937. These three calves were Angus, shown by three different boys in the King City High School, Missouri. C. L. Angerer, Assistant Supervisor, Jefferson City, Missouri.

Helping the Boy Set Up a Farmer-Training Program

(Continued from page 29)

up into jobs, and each boy is given a copy. From this list he selects the jobs that he feels will be of most value to him. I allow a boy to select about 120 jobs for the four years.

When the list of jobs is completed the boy checks it against the abilities that he should possess at the end of his training period. If he finds that the jobs which he selected will give him training in all the abilities, he is allowed to go ahead and make the distribution of the jobs by years.

Placement and Establishment*

(Continued from page 31)

c. Study and analyze the farm business at home.

Successful establishment means:

1. Active in social affairs of community.
2. Active in civic affairs of community.
3. Economically sound and solvent.
4. Practicing co-operation with neighbors.
5. Morally honest.
6. Assuming political responsibilities.
7. Continuing self-education.
8. Owning, renting, or operating a farm in partnership.

Summary of 48 case studies of boys placed or established in farming in the Lincoln High School service area:

Nineteen former students of vocational agriculture are established on farms; 25 additional boys from the department are on their way toward establishment on their home farms, working with their fathers; four additional boys are serving their apprenticeship on neighbors' farms, working by the month.

Of the 19 established, 16 are on their home farms and 3 are on other farms; 11 of the 19 established took charge of home farm at father's death; four of the 19 took charge of home farm at graduation from high school because of father's death; 8 of the 19 were the only boys in their family; 15 of the 19 boys' fathers made a reasonable success of farming; 14 of the 19 have attended our part-time classes; 2 of the 19 own their farms completely with some indebtedness; 3 others have purchased additional land to add to home farms; 16 of the 19 graduated from high school; 12 of the 19 took four years of agriculture, two had three years, and five had two years; 7 of the 19 have had some college training in agriculture (one had four years); 15 of the 19 had parents who were financially able to help them get started; 15 of these boys worked for their parents for periods ranging from one to seven years before taking charge of their farms; five of these young men are married and 14 have mothers or sisters keeping house for them; 18 of the 19 buckle down to hard work on the farm with the hired men, one is a banker but manages the farm and lives on it.

Some community activities of the group are as follows: Bank director; P. T. A. president; Sunday School teacher; 4-H Club leader for boys; D. H. I. A. secretary, with 7 of 8 dairy members belonging and the other doing his own testing; operating a certified hatchery; Sunday School superintendent; Epworth League president; election official in local precinct; discussion leader for extension programs.

*Excerpts from a paper presented before the Agricultural Section of the American Vocational Association, Baltimore, Maryland, December, 1937.

Checking the Farm-Mechanics Organization

(Continued from page 33)

done because of a lack of tools with which to do them.

The arrangement of equipment, benches, and the like constitutes another item which fits into the picture of the planned scheme of organization. Adequate bench space for each boy, sufficient open floor space for large construction jobs, proximity of forges, anvils, box vises, and the like for forging efficiency, as well as many other considerations make the planning of the utilization of floor space a very important consideration. Most states provide teachers with details or sketches indicating approved sizes of shops, arrangements of units within the given space, and other like recommendations. Again it seems a general admission that efficiency of shop work demands proper distribution of the tools, equipment, and materials of the shop.

Naturally, all these things lead to a system of rotation of groups within the shop. The amount of supplies, number of tools, required jobs, time distribution, objectives, and shop arrangements all play a part in the ease with which groups may be assigned to soldering, leatherwork, saw fitting, and the like. The efficiency of the rotation of these groups measures the organization and planning of the teacher.

An adequate number of demonstrations must be given by the farm-mechanics teacher, that each individual student will have seen each operation performed which he is expected to do. Everyone admits the necessity for demonstrations, but few actually use enough of them. In the organization of the work, a definite place should be assigned to demonstrations.

Insofar as each boy develops in some way a job calendar for the year and more or less adheres to it, just so far is the work of the farm-mechanics teacher lessened in that he is relieved of the necessity of helping the boys rustle jobs to do. This is, to be true, only a partial relief as the best-laid plans of men and mice do not always gather moss, but the organization is right anyway. Failure is in execution of the plans.

Now each job which any boy does should be carefully planned with him in advance. The shop organization should provide shop cards with one side free for a sketch or drawing of the job. The other is left for material bills, hours spent, and like items.

A system of grading or rating the work of the boys seems to be the next step in the organization and planning of the farm mechanics course. Subjective rating charts, shop time books, the point system, or any other means which is carefully worked out and understood by the boys and the teacher answers the implications of this point.

The farm mechanics teacher who has considered all the items mentioned above, dovetailed them, and planned a consistent and efficient course of study based on the farm mechanics needs of the community, has gone far in the achievement of success. There remains only for him to carry out his plans. This is often more difficult than making the plans and is second in importance only to the necessity for the organized planning.

Herein lies the justification for the title of this article even tho it has seemed necessary to go all the way around Robin Hood's barn to get to the point. The only sure way to guarantee that organized planning is efficiently executed is to check, and check, and check, and then check some more, and then check again.

How shall this checking be done? There are as many ways as there are individuals to do the checking. The efficiency of the checking will be as efficient usually as the checker, all other things being equal. It is really painful to observe a well-organized and carefully planned structure fall, thru failure to check the minute operations which should have carried it out successfully. Further, it is unnecessary. A recent idea has suggested one way, and only one, by which all the organization labor of a teacher may be made to come to fruition.

The idea resulted in a Master Chart for farm mechanics. This chart considers the objectives of the course in that the long-time objectives are covered in the distribution of time and the listing of required jobs. Group rotations and lists of tools and shop arrangements to fit the chart should have been a part of the planning, and inefficiencies are obvious to even the boys, hence no checking is necessary there. A check is provided on the job calendars of the boys in that each boy must include at least the jobs which are required and which he has not yet done. Enough time is provided in the sketching, drawing, planning, and figuring material bills on a job to allow for all individual job planning. The provision of an enterprise for demonstrations and the amount of time allotted to the use and classification of tools check on the demonstrations and information which should be a part of the course. Finally, a system of grading is set up and explained in sufficient detail that anyone familiar with point allowances and contract teaching will have no difficulty in grading the work. Bookkeeping is kept at a minimum in that each boy fills out a shop card for each job to include a sketch, plan, material bill, cost, total number of hours, and expected point allowance. The teacher checks the shop card against the job, puts thereon the number of points he will allow, collects the money or punches the ticket of the student if the school provides material which students are to pay for, and files the card behind the boy's name. Every six weeks the points so recorded and filed are entered on the Master Chart. Samples of the shop card and the Master Chart may be secured from the author.

Semester and yearly totals discover a lot of things which have been unknown in the past, or without a careful check. The jobs or skills each boy has performed in each enterprise are checked each six weeks. The shop cards show the number of points and the kind of job, in what enterprise performed, and upon being entered calls attention to the fact that there are many points in blacksmithing and none in leatherwork, or that there are many in farm carpentry and few or none in farm electricity. The chart form as it appears has been traced and Ozalid prints provided teachers who will use it. Not enough water has gone under the bridge yet to prove its worth or point out weak places which should be removed. However, it seems to present a systematic and efficient method of checking the organized planning and its execution by the farm-mechanics teacher.

Establishment in Farming

(Continued from page 35)

TABLE II

Farming Status of Former Students:

All Trainees	*Percent*
Owners	14.6
Manager-cash renter	24.8
Partner with father	25.3
Share-cropper	6.9
Laborer	28.4

Tenants' Sons	*Percent*
Owners	4.1
Managers	3.6
Cash renters	33.4
Partners	29.8
Share-cropper	11.4
Laborer	17.1

the communities. In the hill section 5.2 percent left the home community, while in the upper Arkansas valley section the migration was only 1.9 percent. Thus the school becomes an agency for training citizens for building up the community rather than a recruiting agency to direct the better minds to far fields, which unfortunately have not been very green of late years.

Need for More Centers

Over the ten-year period each agricultural department enrolled on the average of 165 different boys, recruiting 16.5 new boys each year and with approximately 50 boys in training at any given time. Of recent years consolidation of schools has enabled a vocational agriculture teacher to serve a larger number of boys annually as well as two or three groups of farmers in evening classes. This establishment of an adequate number of departments has been prevented by scarcity of funds.

Supervised Practice Program Prepares Farmers

The extensive study of former agricultural students indicates that the supervised farming carried out on the boy's home farm under joint direction of the vocational teacher and father of the boy leads the future farmer to grow into the farming business while continuing his education. Trainees who are now farming carried on an average of 3.5 farm enterprises during the training period, while boys who did not take up farming carried 2.6 enterprises. The average trainee learned to perform seven skilled agricultural services in his community. Some of the most common were vaccinating hogs, culling poultry, pruning fruit trees, terracing land, and mixing fertilizers. Placement of trainees in the farming occupations was 44.7 percent in Arkansas valley schools, 54.2 percent in hill counties, and 42.9 percent in the delta-prairie counties.

THIS Jersey bull, Wexford Noble Sir, is owned by the Future Farmer Chapter at Marshfield, Missouri. He won first prize in the Missouri division at the Missouri State Fair; second, in the open division of the show; was first prize and grand champion at the Parish Show; and second prize aged-bull at the Ozark District Empire Fair, Springfield, Missouri, last fall. This bull is rated as one of the outstanding production sires of the Southwest and is used by the Future Farmers to improve their own dairy herds.—C.L. Angerer, Assistant Supervisor, Agricultural Education, Jefferson City, Missouri.

National Grange Approves Agricultural Education

"We approve of the additional appropriations authorized at recent sessions of Congress for the endowment of Land Grant Colleges and for the further development of extension work in agriculture and in home economics, together with more adequate funds for the support of state experiment stations. We likewise approve of the expanded program for vocational education." (Resolution adopted at the 71st annual session, Harrisburg, Pennsylvania, November 10–18, 1937.)

ANY business that allows more than 50 percent of its raw material to slip away from it before it is a finished product is doomed to failure; therefore, the public-school system, without some definite form of vocational education, is failing to reach the mass and file of people.—Hoke Smith.

VOCATIONAL EDUCATION DIRECTORY

Revised listing of names for the new directory will appear in the September issue.

Present head state supervisors and teacher-trainers have been provided with blank forms on which to supply the proper listings for each state.