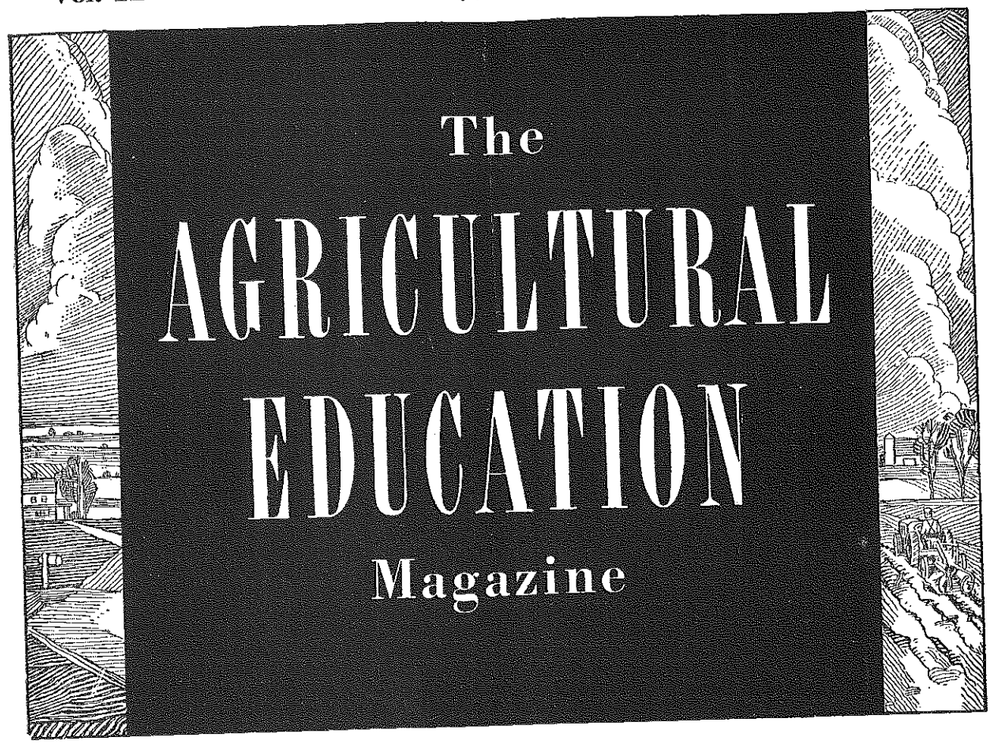
Vol. 12 May, 1940 No. 11



The men and women who milk the cows, bake the bread, grow the vegetables, tighten the screws, and fix the bolts are just as indispensable in our modern civilization as the greatest executive or the wisest college president.

L. J. Taber

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.

Subscription price, $1 per year, payable at the office of the Meredith Publishing Company, Des Moines, Iowa. Foreign subscriptions, $1.25. Single copies, 10 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals, and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.

Entered as second-class matter, under Act of Congress, March 3, 1879, at the post office, Des Moines, Iowa.

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Editorial Comment

Seasonal Emphasis on Out-of-School Activities

At THIS season of the year the activities of teachers of vocational agriculture and those of the students enrolled undergo a change. Meetings of classes in systematic group instruction for the most part are over until fall. The utilization of time during which classes are not meeting regularly may, and frequently does, determine in large degree the effectiveness of the entire program of agricultural education in a community. It is a matter that deserves much thought on the part of the teacher.

Teachers and other leaders in vocational agriculture sometimes take one of two rather extreme positions with relation to activities during the summer. There are those who regard summer activities as a separate entity quite unrelated to activities of the rest of the year. They think of the work during the academic year as one program and that during the summer as another; one for "instruction," the other for "supervision and miscellaneous activities." Others, on the other hand, hold that one should never think of summer activities as such, but should constantly think of the program as a whole and thereby automatically find the most worth-while summer activities.

We would agree that summer activities should never be planned or thought of as a separate entity. There is much instruction that can and does take place outside the classroom. Too often there is far too little correlation, however, with in-school instruction. Tradition may play a larger part than most of us realize in determining the things teachers do. For decades in America school people generally, pupils, parents, and school board members have usually looked upon education as something that takes place at all times when schools are in session, but which stops when school is out. Unless the teacher of agriculture consciously challenges this tradition and deliberately plans for educative experiences to be carried on outside of school, such experiences may never materialize for the people whom he is employed to serve.

Featured in this issue are a number of articles, written by teachers and others, which are suggestive of worth-while activities for that part of the out-of-school program to be carried out in the three months which lie immediately ahead. The opportunities for individualized instruction on the farm, for studying the needs of the community and individuals in it, for carrying out instruction in many informal group meetings, for re-planning the entire program and particularly that relating to systematic instruction, for transforming the agricultural laboratory, and for professional improvement constitute a real challenge to teachers of vocational agriculture.

Much of the public support of programs of vocational education in agriculture can be traced to effective work by teachers of agriculture outside of regularly scheduled classes. People in communities served by teachers of vocational agriculture expect these teachers to continue to be effective in the conduct of out-of-school activities.

Under-production

"In THIS world of turmoil, some of us forget we are now on the threshold of an age of opportunity. Work is the master key that will bring better opportunities for all and there is much work that needs to be done in America. We need millions of new homes, miles and miles of roads, hundreds of new airports, fence by the million rods, paint by the hundred thousand gallons.

"One of our troubles is that we can't see that all can't have white-collar jobs. We are too much in the habit of thinking that only the 'great' men and women are important. The men and women who do the chores on the farm, who tighten bolts in the factory, are just as indispensable and important as the wisest and best among us. One of your problems as vocational educators is to dignify labor and the results it brings."—L. J. Taber, Master, The National Grange, in address delivered at A. V. A. convention, Grand Rapids, Michigan, December 7, 1939.

The Matter of Objectives

In AN article in the November, 1932, issue of the *Agricultural Education Magazine*, Dr. F. W. Lathrop said, ". . . my opinion is that specific objectives have helped teachers very little." Even today too few of us plan our teaching in terms of objectives. Until we have objectives, we will not arrive anywhere except by accident. Our work cannot rightly be termed education unless we have objectives. Only that learning which results from a more or less definite provision that it shall take place may be called education. Education implies a definite provision by the educator for *what* shall be learned and *how* it shall be learned. The *what* becomes one's educational or teaching objective or objectives. For the *what* to be specific, the *how* must be considered. Educational objectives must be stated in terms of desirable changes in the learner. Only the behavior changes we expect to take place because of our directing the learning process can be called our educational objectives.

Appropriate objectives *can* be attained, else they are not appropriate. Vocational objectives must be vocational; else they are not vocational. In most cases, if not all, the teacher should be able to know when he has attained an objective; else the objective is not clear.

Much of our difficulty in testing or evaluating arises because we are not clear as to our objectives. A test should be essentially a means of getting valid evidence as to the degree of the attainment of the objective or objectives. Not only does testing fall down in the absence of objectives, but so do determining content and the selecting of teaching materials. Why have content or teaching materials except that they be useful in accomplishing one's objectives? Why attempt to teach, for that matter, unless one has objectives?

It is fairly generally accepted that the teacher should first have rather large objectives, which get their sanction from the aim. In order to attain one of these large objectives, and to be clear on what the attainment involves, it is usually necessary to have a number of smaller objectives, the attainment of each contributing to the attainment of the larger objective, just as the larger objective contributes to realizing the aim.—Carsie Hammonds, Kentucky.

A Philosophy of Work

WOULD you like to quit working? Do you look forward to the time when you will work no more? One is condemned when there is no longer significant work for him to do. Surely the teacher of vocational agriculture knows the importance of self-expression thru work, realizes that to work is an opportunity, believes that no one should be deprived of work. To be happy, one needs something more than "thirty dollars every Thursday." The following verse is no reflection on the aged. It would seem that the aging would do well to contend for the right to work, instead of the right not to work, as some of them do.

Cornstalks

Mute evidence of the harvest past
Are the cornstalks, broken and lodged.
Once golden ears they held up to the sun,
Now like men when their work is done.
From single kernels of corn they came
Sending the green spears above the earth.
In midsummer silks and tassels grew
That the grains might fill by Nature true.
Now from the cornstalks life is gone,
Services to be rendered there are no more.
And man. When, for him, significant things are done
And he but sits. Sitting in the sun
Without the joy of worth-while work,
He, like cornstalks that have had their day,
Might as well return to earthly clay.
—Carsie Hammonds, Kentucky

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

Co-operative Education for Farming in Indian Schools

ALLAN SHERMAN, Division of Information, Works Progress Administration, Washington, D. C.

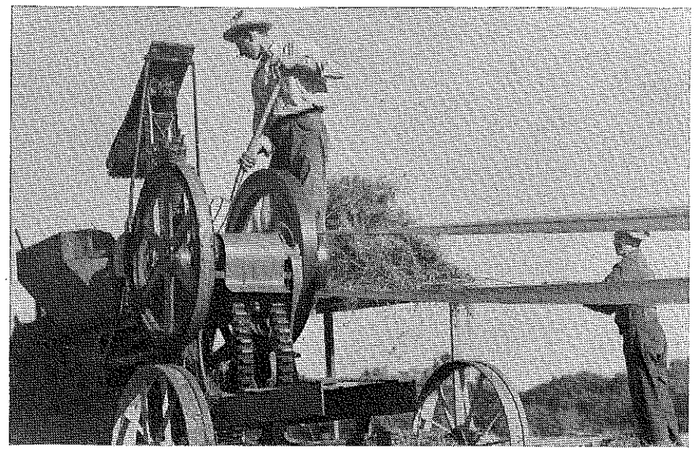
A CO-OPERATIVE plan of education, which should be of interest to all teachers of agriculture, is being developed and put into practice in America's Indian-Service schools. The method, as it is now operating in approximately 40 of these schools, alternates classroom study with practical experience in agriculture, arts and crafts, and various other practical subjects; and permits the Indian student to accumulate cash or stock for a start in life upon graduation.

It is a development growing out of the Federal government's improved Indian policy which has taken shape during the last few years. The WPA and other agencies of the Federal Works Program also have been instrumental, by constructing additional educational facilities to carry on such work. Part of this new policy, administered by the Office of Indian Affairs, was given impetus by the Indian Reorganization Act of 1934 which, among other items, called for additional training of American Indians in farming and soil management and in practical vocations related to their life and needs. The Indian-Service schools are one of the first lines of attack in this plan.

Typical Program at Fort Sill, Oklahoma

The program in operation at Fort Sill Indian School, located just north of Lawton in Comanche County, Oklahoma, is more or less typical of this plan as it has so far developed. This school is attended by approximately 250 Kiowa and Comanche Indian children. Both boys and girls are reached by the educational program and are given not only a formal education but, thru the project method, experience in farming, craftsmanship, and merchandising.

This school is being expanded at the present time by a construction program. As part of its program to increase and improve educational facilities, the WPA is aiding in the school's improvement by the construction of a number of craft and project buildings and by general improvement and road-building work about the school. This expansion program will offer more facilities for practical experience and for a greater number of Indian children.



Boys in the school assisted in baling over 2,000 bales of hay during the past summer for consumption by the school's dairy herd

Rafey Wallace and Allen Quoetone, feeding a part of the school turkey flock

Practical Work Emphasized in All Grades

A number of specialized vocational schools and universities thruout the country have adopted a co-operative system of education and have interspersed their classroom study with periods of practical experience in the field, in factories, and with various real-life problems. Experience has indicated that this method, even when used in other than specialized schools, helps to bridge the gap between school and everyday life and aids the individual in adjusting himself to an actual job.

Participation in practical project work is planned as part of the training, even for first and second grade children at the Fort Sill school. These young Indian students have their own school quarters where they learn to cook, keep house, sew, and keep a small garden. Both boys and girls in these early grades receive elementary training in caring for chickens, sheep, and cows. A plot of three and one-half acres is set aside for their exclusive use as a vegetable garden. All of these children are, of course, closely supervised by teachers. Last year, as part of their training, these six- and seven-year-old children canned over 280 quarts of garden vegetables which they had helped to cultivate and raise.

Earning While Learning

The development of initiative and responsibility begins immediately with these Indian children. Such development and the practical experience gained from the co-operative ventures of each grade is not, however, the only advantage of this school's program. A large percent of the profits gained from the products raised by them accrues to the benefit of the students. The remainder is retained by the school for expenses. This opportunity to earn as they learn is provided thruout the entire course. As a result each pupil, by the time he graduates, may amass several hundred dollars in cash or an equivalent in livestock.

A more complicated and diversified type of work which forms the second co-operative group is offered in the third and fourth grades. Still more advanced is the work of the fifth and sixth grades. As the students enter the seventh grade they begin to specialize, working on co-operative ventures either in agriculture or in crafts. As they advance, the characteristics of individual students are studied and their preferences for individual or group work are taken into account. Classroom work is merged and synchronized with the project work so that the relationship to actual application can be appreciated by the student.

The students do not engage in any work for the sole purpose of earning money. All of the enterprises are tied in with the school work and are designed to offer training along definite lines. The student's share of the profits from farm produce and livestock which he raises may vary from year to year, depending upon the nature of his agricultural enterprise, the crops grown, and so on. Therefore, as the students enter the higher grades and more advanced co-operative enterprises, they enter into a contract agreement with the school. This contract takes into account the size and nature of the student's enterprise or project, and whether seeds or stock were loaned to him by the school. On the basis of these elements the student's share of the proceeds is computed.

How the Co-operative Plan Works

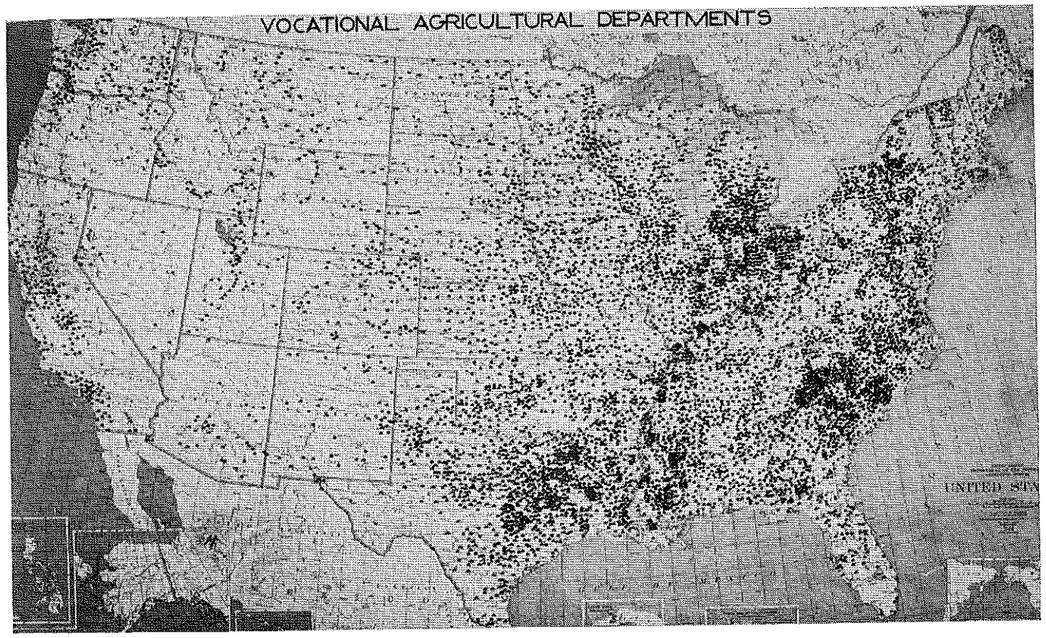
There are available at this school some 2,000 acres of land which are parceled out in lots to the advanced students. The size of the plot to be farmed and managed, individually or by a group, increases as the students advance from grade to grade. A maximum of 80 acres is usually reached in the tenth grade. Plots of from 20 to 40 acres are farmed during the last two years, and more time is given to specialized studies. Such specialized studies include farm mechanics, animal husbandry, agricultural engineering, irrigation, and erosion-control methods. The most modern of scientific farming methods are stressed at the school, and the students are taught to care for the land and the soil so that it will be conserved, erosion prevented, and proper utilization made of the soil.

A number of these students come to the school with property in their name or in that of their family. The land belonging to each student or family represented by a student is analyzed by agents, and the student is instructed in the proper ways to farm and bring back into cultivation the portions that have suffered from serious erosion.

An appreciation of individual animals and of better-grade stock is also stressed at all of these schools. This is again tied in with soil-conservation work and better use of the land. A large number of the Indians in the Plains States and in the Southwest have permitted their

(Continued on page 218)

WHERE PRESENT AND PROSPECTIVE FARMERS ARE BEING EDUCATED



SIZE OF THE PROGRAM IN VOCATIONAL EDUCATION IN AGRICULTURE* for the Fiscal Year Ended June 30, 1939

Region	All-day Departments		Departments Having Part-time Instruction		Departments Having Evening Instruction		Both Part-time & Evening
	Number	Enrollment	Number	Enrollment	Number	Enrollment	Number
North Atlantic	1,191	40,243	521	13,108	285	8,536	139
North Central	2,077	79,032	521	12,065	854	31,169	297
Pacific	658	29,606	81	2,360	169	7,050	21
Southern	2,795	108,211	789	13,931	2,085	104,896	645
Negro (all regions)	804	25,688	482	7,645	735	27,365	467
U. S. Possessions	154	7,572	84	2,695	72	2,021	54
Total	7,679	290,352	2,478	51,804	4,200	181,037	1,623

*Picture and data furnished by Division of Vocational Education, U. S. Office of Education, Washington, D. C.

A. M. FIELD

Methods

Planning a Summer Program of Work

W. F. STEWART, Teacher Education,
Columbus, Ohio

W. F. Stewart

"IF ALL high-school teachers could be hired for the entire year and if they would work as energetically and purposefully as my teacher of agriculture does, I feel certain that their efficiency as teachers would be developed and the total effectiveness of our high school would be proportionately increased."

"I don't know why teachers of agriculture are hired for the entire year. I am sure our teacher doesn't earn more than the half of his salary which comes from local funds. I never know when he is in the community and when he is away or what he is doing while here."

These two superintendents apparently refer to the extremes in performance and accomplishments of teachers of vocational agriculture. We could hardly expect all teachers to be as good as the first is indicated to be and we can only hope that few teachers are as bad as the latter.

What Constitutes a Good Program?

Since the administrators of vocational education in agriculture have seen fit to require the year-round employment of teachers of agriculture, it is only appropriate that serious consideration be given to the effective use of their time during that period in summer when regularly scheduled classes do not provide a major portion of their program of work. Just what constitutes a good program of summer work; how can it be effectively organized? These are questions which every serious-minded teacher considers each year as the summer months approach.

As a source of suggestions and procedures that have proved helpful to these ends I recently discussed with some of our better teachers their procedures in planning for the efficient use of their time during the summer months. Their contribution constitutes a large share of my suggestions in the following paragraphs.

Before discussing the program itself it is well to come to an understanding of what constitutes a working day for a vocational teacher during the summer months. In too many cases this question, together with the length of the working week, are unanswered by our state supervisors so that as a result there is no standardization of practice. The willing teacher works long into overtime hours and the shiftless teacher shirks his time proportionately. I will not attempt to answer the question for any state, but I would say that if in every state every teacher of vocational agriculture put in the equivalent of the laborer's day from eight o'clock until five o'clock for five and one-half days of the week, I am of the opinion that the total hours of labor among vocational teachers generally would be materially increased. I do not hesitate to add also that I do not believe a capable, conscientious teacher will be able to hold himself to this minimum.

Some time in May it is appropriate for the teacher to take an inventory of the many activities which he recognizes he must perform or will want to do during the summer. It will help, doubtless, to classify these under such headings as:

1. Supervision of all-day students
2. Supervision of part-time students
3. Supervision of evening-class members
4. F. F. A. supervisory duties
5. Publicity
6. Preparation of reports
7. Improvement of physical equipment of classroom and shop
8. Reorganization of courses
9. Professional improvement
10. Miscellaneous classification

Under each of these the various activities should be listed as specifically as the local situation will permit. For example, under "supervision of all-day students," such activities as these will be found:

1. Visit each boy monthly or oftener as occasion demands
   a. Check project records for completeness and accuracy
   b. Check procedure against written plans and discuss discrepancies
   c. Test the boy's understanding of the various practices being used
   d. Discuss the project program with the parents
2. Assist the boy in carrying out difficult practices
3. Conduct a project visitation tour
4. Discuss enlarged farming programs for succeeding years

Likewise under "reorganization of the courses" activities should be listed as:

1. As a result of summer visits to all pupils, revise records where needed with respect to the:
   a. Present farming programs of the boys
   b. Sources of incomes from farms
   c. Enterprises needing improvement[1]
2. Review and classify recent bulletins, experiments, and other material
3. Review recent texts and references
4. Write for recent bulletins
5. Submit lists of needed texts and reference books to the superintendent or board of education
6. Sort and reclassify bulletins and other source material

When all the activities have been listed for the summer, insofar as they are known, the next step is to plan in detail for each immediate week, keeping plans progressively growing to completion over about three or four weeks of time. This means that by the end of one week the plan for the following week will be practically completed; that for the succeeding week will be well filled out, and for the more remote weeks well begun or just started.

Best Practice in Scheduling Activities

In planning the work for any given week certain activities are necessarily fixed; for example, if the "column" for the local newspaper is due Thursday morning, its preparation becomes a definite duty for Wednesday, the day preceding. Likewise, if the F. F. A. meeting is scheduled for Tuesday evening, that comes into the preliminary arrangement. Or if the monthly report to the superintendent of schools and the board of education is due the first of each month, that becomes a duty scheduled the last of the preceding month.

After the fixed activities are scheduled the matter of filling in with the selection of most timely and most important activities should receive consideration. In making farm visits, naturally the need for conservation of time and travel must be recognized. Therefore, except as emergencies arise, visits to boys for Tuesday forenoon, for example, will be to three or four farms all in one direction from the school; and those visited on Thursday afternoon may be grouped in another direction. With practice a teacher will become proficient in estimating the number of visits he can make and the amount of other work he can do in a given half-day or day. No matter how well such estimates may be made it is also necessary to be ready for emergencies in providing substitutes when scheduled events do not materialize as planned. In such situations there is always a group of "rainy day" activities or fillers which can be substituted without serious interference with any one.

As the weekly plan sheets are completed and carried out, a record should be kept of the changes made in the planned procedure and the plan sheets should be filed. This becomes a very dependable record when making the monthly report to the board of education and the superintendent of schools and likewise in making the annual report at the close of the year.

The accompanying weekly plan sheet, used by one teacher of vocational agriculture in Ohio, is shown to suggest what such a plan sheet might include.

In conclusion, an effective program of summer work would seem to depend upon:

a. Listing of duties to be performed,
b. A distribution of these activities by days thru the summer giving consideration to timeliness, and
c. Provision for adjustments due to unforeseen interruptions and hindrances.

[1]This information should be sufficient for making a tentative teaching program during the summer. After project elections have been completed for the school year such information combined with the land-use committee recommendations and the agricultural situation in the community should enable the teacher to complete his organization of teaching content.

WEEKLY PLAN SHEET
VOCATIONAL AGRICULTURE

Month: June — Date: 3rd to 8th

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Q. M.	Revise plans for week. See banker, also feed dealer. Work on book inventory.	Visit: Carl Raymond John Farmer Mrs. Van Horn	Visit: Harry Taylor Mr. Wells Mr. Garner Frank Garner	Visit: Dave Yoder Harvey Wade Albert Lawrence	Supervise potato dusting. Visit: Joe Chapman Minor Ives	County meeting of teachers of vocational agriculture (County Superintendent's office.)
P. M.	Visit: Kenneth Coe John Wing Harry Craig Melvin Craig	Visit: Joe Davis Mrs. Hammond Mrs. Bancroft Attend F. B. meeting.	Write news column. Review recent bulletins. (school)	Order bulletins. 4-H Club meeting (school)	Visit: Ralph Hunt Mr. Sampson Complete book order. Write letters.	
Evening	F.F.A. committee on State Fair exhibit.			Attend Grange meeting.		

Selecting and Preserving Forage Samples

C. B. CAMPBELL, Teacher Education,
River Falls, Wisconsin

CONSIDERABLE effort on the part of the teacher of agriculture is necessary to gather samples of green forage and cure them for instructional purposes. Most teachers like to have fresh, leafy, natural-colored samples.

To secure such samples means, first, choosing the plants at the proper season and at the right time of day. Samples chosen in the afternoon on a bright day contain less moisture and are more easily cured than samples chosen in the morning when the stems are turgid. No teacher can carry such samples around in his car for a day and hope to get good color. Alfalfa, especially, loses color rapidly and fades or turns yellow unless properly cured.

How to Keep Samples Green

To retain their natural color legumes should be taken to a cool, well-ventilated and darkened room as soon as possible after cutting. It is advisable to select individual plants while standing rather than plants taken from the mower swath. This will insure more uniformly leafy and mature plants.

If the plants are spread out to dry in the average classroom the leaves will dry so rapidly they will shatter before sufficient moisture has left the stems. A more desirable place is a well-ventilated, darkened, basement room. Direct sunlight will bleach rapidly thru glass.

Forage plants should be spread out on a slatted arrangement, on a table, or on the floor. If there is insufficient ventilation, an electric fan can be placed to provide an air current over the plants.

When the plants are well wilted, but before the leaves are dry enough to shatter, the plants should be arranged in a neat bundle. A more leafy appearance will be obtained if a row of plants is arranged on a table with each succeeding row arranged on top with the heads slightly overlapping the previous row. When the sample is rolled together from either end the top will be well rounded, and when the stems are trimmed evenly at the bottom the outside rows will be cut shorter and closer to the leafy part of the plant.

The sample should then be tied loosely with one string around the butts and hung up to dry. A newspaper should be wrapped loosely around the sample in such a way that it is open at both ends. The paper will protect the sample from bleaching and will absorb moisture from the plant. No definite plan can be given at this point to insure proper curing. If rainy weather ensues and the sample contains too much moisture when tied up it will burn or turn brown. It is advisable in any case to watch the samples every 12 hours, to change paper if moist, or to leave the paper off at night or in moist weather. Good judgment is required, and some samples may be injured before success is attained.

Packing for Shipment

Samples so managed will be in excellent condition for showing at fairs.

A word of caution should be given here regarding the packing of the samples for shipment. They will, in all probability, be dry before shipment and may shatter considerably unless they are removed to a damp room about a week before shipment. An unventilated cellar or basement is excellent for this purpose if the samples are separated and hung up so they can gather sufficient moisture to prevent shattering. Wrapping in paper again before packing helps to preserve the sample.

IN THE agricultural room the problem of keeping the samples reappears in aggravated form If hung on the wall for any length of time they become bleached and unattractive; if placed in a cabinet a heavy loss of leaves occurs with each handling.

One teacher has kept his samples in fairly good condition for a number of years by placing them on shelves in a relatively small and compact cabinet with close-fitting doors. On each shelf with the samples is a pint milk bottle filled with water. A paper towel rolled and placed in the bottle in such a way that half the towel projects out of the top of the bottle will act as a wick to draw up moisture which is absorbed by the forage samples. It will be necessary to refill the bottles about once a month, depending upon the weather.

Samples chosen from the farm of a boy who has a forage project can frequently be exhibited at some fair. The boy becomes interested in and acquainted with the requirements of good forage. The premium money, if any, may go to the boy or the F.F.A. chapter or can be shared equally between them. With a proper understanding the teacher may in this way secure good instructional material for the agricultural laboratory.

Collection and Preparation of Weeds for Weed Mounts

THE collection and preparation of plant material for making mounts is not particularly difficult. The most important factor is the selection of a true-to-type specimen, preferably showing flower and fruit together with a portion of the root system.

Care is essential in drying. Quick drying is best as the color is better retained. Rapid drying may be secured by placing specimens between blotters or several thicknesses of newspaper and subjecting them to considerable pressure, but not to the extent that the tissue is crushed. Drying is aided by free circulation of air or heat so if the plant press may be placed where these conditions exist it is possible to completely dry the specimens in 48 hours. Blotters or newspapers should be changed every 12 hours and replaced with dry ones. If thick stems, as well as fleshy portions of the roots, are split, they will dry more quickly and will make a neater mount.

Seeds may be collected separately and placed in the mount after the plant material is dry.—J. E. Barnes, Division of Seed Inspection, Dept. of Agriculture, Springfield.—*The* (Illinois) *Mill*, December, 1939.

J. B. McCLELLAND

Farmer Classes

O. C. ADERHOLD

Out-of-School Activities in the Sylvester Community

H. L. SIMPSON, Teacher,
Sylvester, Georgia

THE summer, usually thought of as the vacation period for most school activities, may determine whether courses in vocational agriculture are really vocational or academic. Time is recognized as a limiting factor in the effectiveness of the teacher of agriculture and the summer allows him more time than at other seasons in which to increase his community contacts and follow up his teaching.

The Sylvester patronage area embraces about one half of Worth County, which is one of the largest counties in Georgia. The community is rectangular in shape covering over 400 square miles. Four all-day classes in agriculture are taught with an enrollment of 57 boys. In the outlying communities four evening classes are held each year with an enrollment of about 125 farmers. One part-time class of 30 boys was organized during the summer of 1939. A pure seed association is operated by the department of agriculture, and 35 members belong to this association. Each year over 100 families participate in the canning program of the department. One or more members of these families are enrolled in the evening class. In these groups the program of instruction in agriculture reaches from 325 to 350 farmers and future farmers each year. Some of the important summer activities in the Sylvester Program follow.

Individual Instruction for All-day Students

The problem of following up the classroom teaching of the all-day group during the summer months in order to check the results of teaching, and also to give individual instruction in the problems confronting the boys during the summer is one of major importance. The summer is the most appropriate time not only to carry on the supervised program already set up but also to set up new projects with the boys. During the summer of 1939 15 boys were assisted in the selection and financing of fattening steers for the annual fat cattle show and sale which was held February 29, 1940. One of these calves selected was the grand champion of the show. Twenty-three of the boys own purebred hogs and they received supervision in breeding, feeding, marketing, and registering their hogs. A show of breeding stock was promoted during the summer, embracing all instructional groups. Eighty-six purebred hogs were exhibited at the show. The winners of the show were exhibited at the Georgia State Exposition at Macon, where they received many prizes. Eighteen boys who entered the freshman class in agriculture in September were contacted during the summer, and informed of the nature of the course in vocational agriculture. Their home farms were studied as a basis for setting up their practice programs and determining problems for instruction. Recreational programs for the boys included educational tours and socials.

Continuing Instruction for Members of Adult Classes

Evening classes are scheduled less frequently during the summer due to the demands of the farming operations on the farmer during this time of the year. In spite of this there are many problems involved in the evening-class groups that can be handled with the farmers individually. Activities carried on with this group during the past summer were testing all Duroc Jersey hogs in the county for contagious abortion, assisting in planning the canning budget, and such other jobs as are seasonal at this time.

A pure-cotton seed association of 25 members has operated so effectively that the county is noted for uniform staple of cotton by the manufacturers. The cotton fields are inspected and the ginning is supervised by the teachers of agriculture and the directors of the seed association. The canning program which is carried on in the central canning plant of Sylvester annually serves over 100 patrons of the school. The plant is modern and meets all sanitary requirements. The number of cans of produce processed in the plant varies from 5,000 to 12,000 cans of meats, vegetables, and fruits annually depending on the season and the supply of vegetables.

Working With Members of Part-time Classes and Former Students

The spring of 1939 brought plans for a new building to house the agriculture department. This was accomplished thru the co-operation of the local school authorities, public spirited citizens, and the National Youth Administration. Forty boys were approved by the N.Y.A. to erect a new $10,000 building to house the classroom, shop, office, and canning plant. Thirty of these boys belong to a part-time class in agriculture. They receive six hours of work toward construction of the building and two hours of instruction each day. One hour of this instruction is in vocational agriculture. Their projects include beef cattle, hogs, and farm crops together with supplementary practices and improvement projects. This instruction in agriculture for the boys continues during the summer.

An organization of F.F.A. alumni is maintained. The department was established in 1921, and there are many boys in the community who have previously received instruction in vocational agriculture. One hundred and seventy-two boys have studied agriculture, of whom 94 are now farming in the county. These farmers are visited regularly and are assisted with their farm problems. Each year a banquet is given at which time they plan their work for the coming year and renew old acquaintances.

All-Year Evening-Class Program

E. E. DUNCAN, Teacher,
Boudon, Georgia

PROGRAMS for adult farmers should be practical and of definite service to the individual enrolled. This means that there should be careful supervision by the teacher of vocational agriculture. Farming is a business which cannot be conducted successfully by working at it only in certain seasons of the year. It is a 12-month business, a business which requires careful management. The operator must be skilled in solving the various problems pertaining to his farm. He must also be skilled in doing each job properly.

The co-operative program between the teacher of agriculture and the farmer and his family must be a continuous, year-round program. The teacher has a very well defined part in it. First, he must select and present to the farmer the most up-to-date and practical information relative to the problems that confront the farmer. Second, this information must be presented to the farmer in such a manner that it will be properly used. Third, he must assist each farmer as far as possible in putting into practice on his farm the methods that have been found to be most up to date and practical for the farm.

Farmers are interested primarily in providing a living for their family which includes the comforts and necessities of life. Therefore, the primary objective of the teacher of vocational agriculture should be to lend his assistance wherever possible to help the farmers attain these objectives.

What Farm Problems Are Studied

In my community there are two regular evening classes of adult farmers. Meetings of these classes are held at regular intervals thruout the year. Various problems are discussed with these groups such as: planning a live-at-home program; setting up a soil-conservation program; planning the livestock and crop programs for the farm; home improvement; landscaping home grounds; setting up a sanitary program for the farm; forest management; pasture management; recreation for the farm families; and other problems confronting the farmers of these communities.

These problems are followed up as far as possible with encouragement and assistance in order to get the approved practices carried out on as many farms as possible. A community canning plant is provided as a public service to assist the farmers in the conservation of fruits, vegetables, and meats for out-of-season use. These products are canned by the farm families under the supervision of the teacher of agriculture and his assistant. In our plant last season 11,779 cans of vegetables, 981 cans of fruits, and 4,912 cans of meats were preserved by 177 farm families. This is a supplement to the home canning and curing program.

Class members are encouraged and assisted in the production of more and better fruit by carrying out improvement practices on their orchards. These orchards are pruned and sprayed under the supervision of the teacher of agriculture.

During the past year approximately 850 acres of farm land have been laid off and terraced according to the most up-to-date method. Terrace outlets are constructed. Gullies are controlled.

Projects Aid in Improving Farm Living

Various improvement projects are carried out by the class members as a result of their class discussions. Dwellings and outbuildings are painted and in some cases are remodeled. Several of the home grounds are being landscaped according to a definite plan. Sanitary toilets are being constructed. Some of the farmers are installing running water in their homes. Practically every home has been equipped with electric lights. Many homes have been screened and various improvements have been made.

The growing of winter cover crops has increased materially over the past few years as a result of these evening classes. Likewise, a decided increase has been noted in the growing of summer legumes for soil improvement.

Various other types of follow-up work are carried on with individual farmers, such as feeding and caring for livestock, production of more and better-quality livestock products, fertilization of crops, and pasture improvement and management.

Farmers' Club Organized

One of the first farmers' clubs of the state was organized in this community. These farmers have constructed a community clubhouse. Not only are the evening classes for the farmers held in this house but the ladies' organizations and the young people's organization also use the clubhouse for their meetings. Many of the community recreational activities are carried on at the clubhouse.

Realizing the need for wholesome recreation for the members of the farm families, a system of recreational programs has been and is being carried out in the community. Regular bi-monthly recreational meetings are held at the community clubhouse. Picnics are held during the summer months. The families of the community have their Thanksgiving and Christmas dinners at the clubhouse. Occasionally the members of the farmers' club have supper at the clubhouse. Many other recreational activities are entered into by the families of the community.

Responsibilities of Teachers of Agriculture as Seen by a Dirt Farmer

THEODORE PEET, Farmer,
Wolverton, Minnesota

THE farmer of today is faced with innumerable problems that he did not have to cope with in years past. We find modern farming gradually developing into what might be called a specialized profession all its own, and like all of the other professions, if the farmer does not carry on his work on a professional basis he will either be forced out of the profession or else carry on a business with a low degree of success.

To be a successful farmer in these days a man must have an open mind as far as new developments are concerned. He must be able to look ahead and make predictions which will, as accurately as is possible, foretell the outcome of matters affecting his business. He must be a shrewd business man. He must have a personality suitable for his dealings with other people, and, last but not least, he must be a hard worker.

It is the good fortune of the farmer today that he has many agencies which are willing to give him aid with his problems. He has the county agent, the experiment stations, the railroads, the farm papers, the teachers of agriculture, and many others who are willing to help him carry on his work in the most businesslike way.

It is my business here to point out how the teachers of agriculture in several high schools thruout the state can be of service to the farmers.

The teacher of agriculture has a special advantage in that he is located in the center of one community. Thus he has a chance to come in personal contact with the farmers in that community and to help them with their problems individually. The ways in which the teacher can be of help to the farmer may be summed up as follows:

1. To bring him information on new developments in agriculture.
2. To assist in co-operative organizations.
3. To locate suitable seed and livestock and pool orders for them.
4. To help the farmer with his individual problems.

The teacher goes into his work with a specialized training, and it is his job to keep in contact with the most modern developments in agriculture. He is able to pass on to the farmer this information concerning the latest trends in livestock production and new varieties of crops that might be grown to advantage.

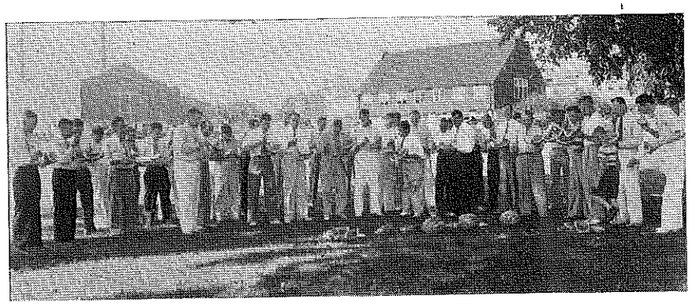
The trend today is toward more co-operation. Many communities are setting up consumer and co-operative marketing associations that are working successfully. The teacher of agriculture is the man who can lay the foundation and help build these co-operatives.

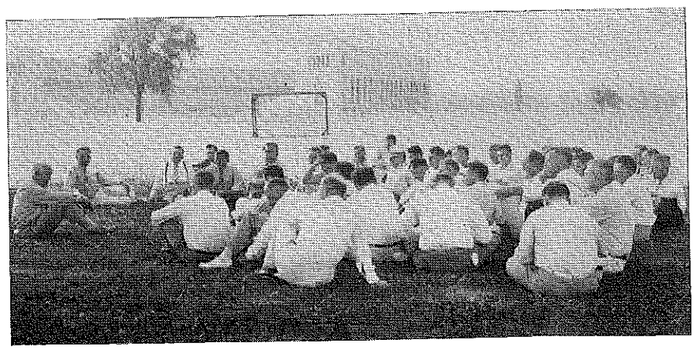
Pooling orders for seed and livestock can be done in many communities. As a result much cash expense and time can be saved if the local teacher can locate the best possible materials and can supervise the delivering of them.

Every farmer has his own problems

(Continued on page 218)

Serious Business at O.S.U. Summer School





The Thursday afternoon watermelon "tea," followed by a talk by Dr. W. W. Charters, with the usual discussion. Other speakers of the 1939 summer school included Dr. A. J. Klein and Dr. Bode from the graduate school. The recreation period following included baseball, softball, tennis, and swimming. Ten states were represented last year by the 50 graduate students in attendance.—W. F. S.

L. B. POLLOM

Farm Mechanics

Summer Activities in Planning and Improving Programs of Farm Mechanics

M. R. WILSON, Department of Shops Practice,
Kansas State College

M. R. Wilson

As a teacher of vocational agriculture what can you do during the summer months to make farm-mechanics work in your department serve the school and the community better than it has in the past?

For those who are satisfied with conditions as they now exist there is no use to do any additional thinking along this line for they probably have slipped too far already to get back into the good graces of the people who evaluate their programs. Those whose consciences are not entirely clear in regard to their farm-mechanics program might ask themselves a few questions leading to some thinking that would make a big improvement in their departments as a whole. The work necessary to bring about a solution to these questions might be a part of the summer activities. Some of these questions based upon observation and contact with departments in the field might be:

1. Why is my enrollment so small?
2. Am I justified in trying to carry on a full-time department?
3. Am I giving the boys of this community enough shop skills to be of value to them in later life?
4. Why do we have so few good farm-mechanics jobs in the shop?
5. Is the work in farm mechanics of a practical nature and comparable to that which the progressive farmers of the community carry on in their own shops, or does it consist of insignificant, time-killing jobs?
6. Is my shop in shape to carry on a good program of shop work next winter or will we be compelled to spend our time in the classroom after the first freeze?

Are any of the above items problems in your school? Possibly you do not recognize any of these as being problems pertaining to your work. It is well, however, to take stock of the situation, to place yourself in the position of the school patron, and to view the work of the department with a critical eye. The crucial question is, "How can I direct my summer activities so that I may better the conditions now existing in the shop program?"

Opportunity for Keeping Oneself Informed on the Subject

Not long ago I visited a teacher while he was conducting his farm-mechanics class. He asked me many elementary questions pertaining to shop work, the answers to which are easily found in any good farm-mechanics textbook. I asked him why he didn't use some of his evenings studying the farm-mechanics textbooks he had in the shop library. He told me that since the high school was the community center there was a community activity of some kind scheduled each night and all high-school teachers were expected to be present. He explained that at the conclusion of the evening's activity he was usually too tired to do much studying. I agreed that he was facing a difficult situation but knew also that the community was demanding a good shop program.

What is the solution to a problem of this kind? Summer activity in farm mechanics on the part of the teacher would be one way of meeting the problem. He could either return to school for additional training or spend considerable time in his own shop in the summer making farm-mechanics projects that would be suitable for a farming program. By doing this he could develop hand skill and also gain related technical knowledge from the farm-mechanics textbooks so essential to a good shop teacher. A successful shop teacher must not only have a certain degree of hand skill but must also be familiar with the related technical information. At least he should know where he can obtain the needed information on short notice. One of the axioms passed on to engineers from our engineering schools is that they do not expect the student to remember all of the detailed information passed out during the four-year college course, but the graduate engineer should at least know where he can instantly put his hands on related information that may be needed.

If the type of summer activity just mentioned is continued to a satisfactory completion so that the teacher is a master of hand manipulative skill, and his related knowledge and shop library are all that they should be, most of the above listed problems automatically solve themselves.

Relation to Enrollment

Summer activity in the local community and self analysis should solve the problems of "Why is my enrollment so small?" and "Am I justified in trying to carry on a full-time department?" Here are some typical situations: (a) A high-school enrollment of 175 students in a farming section, with an enrollment of 22 students in vocational agriculture; (b) A high-school enrollment of 450 in a farming section, with an enrollment of 25 students in vocational agriculture.

Summer activities on the part of the teacher should boost this enrollment. Proper summer activities should be directed toward determining the potential enrollment. Then, if the optimum enrollment is not obtained, the teacher should look for other reasons why desirable boys cannot be attracted to his department.

Another factor may enter in here. The appearance and organization of both the vocational agriculture shop and the classroom may offer such a contrast to the rest of the rooms in the school building that they discourage students from enrolling. Summer activities on the part of the teacher could and should place his department on a par with any other department in the school system as far as the appearance and organization of his shop room and agriculture room are concerned.

The enrollment in any department will be satisfactory if the patrons of the school are satisfied as to the ability of the teacher of vocational agriculture and farm mechanics. Too, they will support the farm-mechanics program if they are satisfied with the technical knowledge in farm mechanics possessed by the teacher, his ability to do a good job of farm mechanics work, and his ability to recognize and promote first class work in the shop. Thru interest in this type of work half-time departments might justify full-time emphasis.

One of the main objectives of farm mechanics is to see that there is some carryover of the skill training a boy receives thru application of these skills on his own farm. Application of many of these skills should logically be carried on during the winter months when farm work is slack. For this reason students in our farm mechanics shops should be shown the necessity of having a shop on their own farm which could be properly heated so that this work could be performed during the slack seasons. Too many school shops are inadequately heated and so badly in need of repair that no shop work is carried on during the winter months. The teacher might direct some of his efforts during the summer months toward repairing or promoting the repairing of the doors and windows of the school shop and getting it in shape for a sound program of farm mechanics work during the months in which the successful farmer carries out the repair operations which he listed in his notebook during the busy season.

Suggested Summer Activities

In conclusion, we might suggest the following program of summer activities which, if carried out, will build up a farm mechanics shop program and result in a satisfactory enrollment.

1. If you lack skill, go to summer school and take some good shop laboratory courses, or put in a definite number of hours each day in the school shop.
2. Make some really worth-while farm mechanics projects in your shop during the summer, holding the standards of workmanship on a high level so that you will be able to point to them with pride during the winter months.
3. Study some good farm mechanics text books each day and obtain some related farm mechanics technical knowledge.
4. Study some good shop books pertaining to other fields and list the standards of workmanship recognized by authorities in those fields.
5. Spend some time getting acquainted with the local mechanics and progressive farmers, and learn the type of farm mechanics work that is adapted to the community.
6. Organize a system of checking tools. Repair all tools. Prove to the community that you are capable of caring for good tools. School boards are more inclined to buy sufficient tools of good quality for your department when they know you have good cabinets and a system of caring for the tools.
7. It is imperative that you place your shop and classroom on a par with the other rooms of the school system from the standpoint of appearance, function, and comfort.

Our Objectives in Farm Mechanics

ERNEST L. DeALTON, Supervision-Teacher Education, Fargo, N. Dak.

The question, "What should be our objectives in a course in farm mechanics?" caused considerable thought and discussion recently among a group of prospective teachers at the North Dakota Agricultural College. The final thought, however, was that to be effective the course should aim at more than developing certain manipulative skills, the inclusion of a given number of projects, or the turning out of a large amount of shop work. Instead, the group felt that for the course to be effective it should develop the student's ability to do good thinking, that it should aim to help the boys to become more efficient farmers by developing proficiency in (1) the selection, operation, care, and repair of farm machinery and equipment necessary in modern farming, and (2) doing the ordinary repair and construction jobs that could and should be done by the farmers in their communities.

With this thought in mind, the group then outlined some definite interests, ideals, appreciations, and abilities they felt should be developed in the course. These were as follows:

Interests

1. In a job well done.
2. In establishing a good home farm shop.
3. In labor-saving devices.
4. In having a well-kept farm.
5. In new developments in farm equipment.
6. In farm-mechanics literature.
7. In keeping farm equipment in good condition.

Ideals

1. A place for everything and everything in its place.
2. A desire to make the best use of time.
3. A desire to own good tools and equipment.
4. A desire to be satisfied with only the best the individual can do.
5. A desire for a convenient, well-kept farmstead.
6. A desire for fair play.

Appreciations

1. Of the value of time, material, and money.
2. Of the value of standard tools and equipment.
3. Of the value of a well-kept farm shop.
4. Of good workmanship.
5. Of the value of co-operation.
6. Of the value of labor-saving devices.
7. Of the value of doing a job when it should be done.
8. Of carrying the job thru to completion.
9. Of honesty and fair play.

Abilities

1. To use farm-shop tools properly.
2. To organize one's work efficiently.
3. To decide when to hire skilled workers.
4. To determine when a job is well done.
5. To read common blueprints and drawings.
6. To select and use farm tools and equipment wisely.
7. To do clear thinking.
8. To co-operate with and appreciate the other fellow.
9. To realize and correct one's shortcomings.
10. To determine what equipment to buy.
11. To estimate a bill of material and order it properly.
12. To keep tools in proper working condition.
13. To plan and make improvements for the farm home.
14. To do common repair and construction work on the farm.

Book Review

FARM SHOP PRACTICE, Mack M. Jones, McGraw Hill Co., New York, 1939. 307 pp., 360 illustrations. List price $2.75. This book deals simply and concisely, yet with adequate detail, with tools and basic tool processes used in the farm shop. The book is planned to permit all possible flexibility in its use. It treats tools and tool processes separately and apart from any particular set of jobs and projects. For use in projects, a job analysis would break the project down into skills for which this book would furnish guidance. The book consists of eight parts dealing with: Farm Woodwork and Carpentry, Tool Sharpening and Fitting, Cold-Metal Work, Pipework on the Farm, Soldering and Sheet-metal Work, Farm Blacksmithing, Farm Concrete Work, and Harness, Belt, and Rope Work. The text is thoro and clear. The illustrations are well chosen. Questions and a reference list follow each chapter.—A.P.D.

I look on that man as happy, who, when there is question of success, looks into his work for a reply.—Emerson.

How Much Study in Farm Shop?

MACK M. JONES, Department of Agricultural Engineering, University of Missouri

We have all heard it said that practice makes perfect. Too many have believed it and have wasted a lot of time in futile practice. Practice, to be profitable, must be practice of right methods, for once a wrong method is learned it is difficult to learn the right. It is most important, therefore, when a student uses a tool for the first time, or performs a process for the first time, that he should do it right. How is he to know what is right? We have depended a lot in the past on demonstrations and individual instruction and these are most valuable—we might say indispensable to good shop teaching. But they are not enough. They need to be supplemented by study on the part of the student. The really successful shop teacher has learned that without a certain amount of diligent study, only meager and unsatisfactory results may be expected. If only a limited amount of time can be allotted to shop work, much more rapid progress will be made and higher achievements attained in the end, if a definite part of the shop time, say a fourth or even a third, is used for *systematic* study.

Shop work is quite fascinating to most boys and they are anxious to get into the shop and get to work, so it may be difficult to get them to study as much as they should. Some system of regular lesson assignments, followed by recitations, class discussions, and demonstrations, seems to be one of the better methods of getting the desired amount of studying done. It is recognized more and more that the student should study shop work much as he would study any other school subject.

Because of the wide variety of mechanical work on the farm and the multiplicity of jobs available for practice work in the school shop, a well-organized series of lessons on tools and tool processes is needed to serve as a nucleus around which the course can be built and to serve as a guide to keep the work definitely related to fundamental principles and to the most important phases of the work.

In most schools it is possible for only a few students immediately to put into practice in the shop the principles covered in a discussion or demonstration, mainly because of lack of tools and equipment to accommodate the whole class on the same kind of work at the same time. It is very desirable, therefore, that the student review in a suitable text or reference the main points or principles of a new subject before he starts laboratory work on it.

It is generally not possible to cover a subject thoroly in a discussion or demonstration in the time available. Nor can a student retain all that is brought out in a discussion or a demonstration. Also, students are frequently absent from class. It is doubly desirable, therefore, for the students to make use of books, charts, and other reference material to supplement class discussions and demonstrations, and to help solve their own problems and difficulties as they arise in the shop.

Studies and Investigations

C. S. ANDERSON

Summer Activities of Teachers of Vocational Agriculture

P. G. FRAZIER, Research Specialist, State Board for Vocational Education, Des Moines, Iowa

P. G. Frazier

THE Iowa State Plan for Vocational Education, similar to the state plans of other states, includes in its requirements for the establishment and maintenance of a vocational agriculture department that school boards shall employ qualified teachers for 12 months in the year, and outlines the activities of these teachers.

The Problem

This study was undertaken in an attempt to determine the general pattern of activities of active teachers of vocational agriculture in Iowa during the summer of 1937. A knowledge of the general pattern of activities should be valuable to instructors and superintendents in evaluating their local program of summer activities.

This study includes 128 departments of vocational agriculture in Iowa which had been in operation one or more years before the study was made. Of these departments 11 had day, part-time and evening classes; 87 had day and evening classes; 9 had day and part-time classes; and 21 had day classes only. The period of time covered by the study was from the time schools were dismissed in May to the last day of August.

Data were collected on a report form not specifically designed for this study, and, therefore, did not include all of the factors which were essential for a complete study. This form included a daily record of places and persons visited, nature of the work and miles of travel in line of duty. These data were collected from teachers each month and the report of each teacher was certified by the superintendent of schools or a member of the board of education.

Analysis of the Data

Three limiting factors are evident in the study. First, not all teachers were engaged to give full time to summer activities. Of the 128 instructors, 44 gave full time to agriculture during the school year, 12 from three-fourths to full time, 53 three-fourths time, 9 from one-half to three-fourths time, and 10 one-half time. In general where teachers gave three-fourths or more of their time to agriculture during the school year, they were paid an additional salary for full-time employment in agricultural activities.

Second, because of the variation in the closing dates of schools in which departments were located and since all reports terminated with the last day of August, the summer activity period of all teachers was not exactly the same for all departments.

Third, since no provisions were made for a time study of activities, a strict interpretation of the division of time could not be made. However, an approximate distribution of time based on the major work of each half-day was made.

In presenting the data in the original study, of which this is a brief summary, attention was given to the number of teachers who actively engaged in each type of summer activity for each month of the summer period. In this summary, because of limited space, only averages for the entire summer are included. These averages are based on the number of teachers who participated in each type of activity, rather than on the total number of teachers. Special attention is given to enrollment in classes and departments, since enrollment has a very definite bearing on teacher activity.

Enrollment by Classes and Departments

There is a great variation in the teacher-pupil load in the different types of departments. This load varies from a total median enrollment of 43 pupils in departments having day classes only to 129 pupils in departments having all types of classes, with an average of 86 pupils per teacher for all departments. The median enrollment by types of classes varies from a maximum of 62 in evening classes, 44 in day classes, and 40 in part-time classes to a minimum of 52, 36, and 25 respectively. It is therefore evident that the teacher-pupil load varies directly with the type of department, being least in those departments having day classes only and increasing as other types of classes are included in the departments.

TABLE 1. Number of Teachers Who Engaged in Each Type of Activity

Activity (Summer Average)	No. of Active Teachers in Depts. Having				Total for All Departments
	Day Classes Only	Day and Part-time Classes	Day and Evening Classes	Day, Part-time, and Evening Classes	
Number of teachers	21	9	87	11	128
Summer travel	21	9	87	11	128
Visitations	21	9	87	11	128
Tours and trips	20	9	86	11	126
Meetings	19	9	77	9	114
Other	13	6	64	10	93
Days of work*	21	9	87	11	128
Test plots and visitations	21	9	87	11	128
Tours and trips	20	9	85	11	125
Office	15	9	84	11	119
Meetings	19	9	81	10	119
Prospective pupils	10	8	49	7	74
Community service	6	3	23	6	38
Professional improvement	8	3	23	3	37
Publicity	4	4	16	6	30
Demonstrations	3	1	12	2	18
Teams trained	2	2	6	1	11
Other	15	7	74	11	107
Number of activities	21	9	87	11	128
Visitations	21	9	87	11	128
Tours and trips	20	9	85	11	125
Meetings	19	9	82	10	120
Community service	17	9	81	11	118
Test plots and demonstrations	12	8	72	11	99
Publicity (articles)	13	8	65	9	95
Teams trained	10	7	66	10	93
Individuals visited	21	9	87	11	128
Day classes	21	9	87	11	128
Part-time classes		9		10	19
Evening classes			81	11	92

*Based on major activity of half days of work.

Number of Active Teachers

Altho all teachers included in this study were actively engaged in the summer program, it is quite evident that not all of them engaged in each type of activity. Therefore, it is essential that a study should first be made of the actual number of teachers participating in each type of activity. This is reported in Table 1.

Summer Travel: Activities ranked in order of importance according to teacher participation, in Table 1 show that travel on visitations ranks first; tours and trips, second; meetings, third; and "other" travel, fourth. This general statement is true for all teachers and for teachers in each type of department, except in the case of teachers in departments having all types of classes, in which case 11 teachers participated in travel on visitations, tours and trips, 10 teachers in "other" travel, and 9 teachers traveled to meetings.

Days of Work: Figures from this table also show that a majority of teachers participated in the first five activities listed in the table ranked in order of importance. Variations from this general statement are found in the case of teachers having day classes only, in which a larger number participated in meetings than in office work; and in the case of teachers having all types of classes in which all teachers participated in the first three types of activities.

Number of Activities: All instructors participated in at least one of the seven types of activities listed in this section of Table 1, and were active in visitations, but a decreasing number participated in each of the other activities which are ranked in the order of their importance. The activity pattern of teachers by departments is comparable and in general follows the pattern for all teachers except in the case of those in departments having all types of classes.

Individuals Visited: Each teacher included in this study was actively engaged in pupil visitations during the summer, and since each department included day classes, each teacher visited day-school pupils. Of the 20 teachers having part-time classes, 19 visited part-time pupils and of the 98 teachers having evening classes, only 92 visited such pupils.

Activities of "Active" Teachers of Vocational Agriculture

Summer Travel: Figures presented in Table 2 show that on an average each teacher of vocational agriculture in Iowa traveled 1729.4 miles during the summer months included in this study. The total travel varied with department enrollment, in that teachers in departments having all types of classes traveled an average of 2537.9 miles, while those in departments having day classes only traveled an average of 1486.7 miles. However, it should be noted that instructors of both day and part-time classes traveled an average of 1814.5 miles, as compared with an average of 1676.9 miles for teachers of day and evening classes.

These data also show that, ranked in order of importance, travel on tours and trips ranked first; visitations, second; meetings, third; and "other" travel, fourth; except in the case of departments having day and part-time classes where average miles of travel on visitations exceeded that on tours and trips.

Days of Work: The total number of days of work based on the major activity of each half-day of work varied from 59.4 days to 67 days, the average being 64.9 days during the summer. The number of days of work varied directly with the extent of the department both as to enrollment and type of classes included.

Altho the pattern of activities based on days of work varied considerably in the different types of departments, as a general pattern, test plots and visitations ranked first; office, second; professional improvement, third; tours and trips, fourth; and meetings, fifth. Participation in each of the other activities accounted for from one-half day to three days. These were, of course, variations from the general pattern.

Number of Activities: When the summer activities of teachers are analyzed from the standpoint of the number in which each engaged, it is found that on an average each teacher engaged in 157.3 activities. Here again the activity of teachers varies with the type of department and the total enrollment. Teachers having all types of classes engaged in 191.9 activities as compared with 115.9 activities for teachers in departments having day classes only, 157.4 activities for those in departments with day and part-time classes, and 161.2 activities for teachers of day and evening classes. Figures for Table 2 show that visitations, which rank first, account for a majority of these activities in all departments; test plots and demonstrations rank second; tours and trips, third; community service, fourth; publicity (articles), fifth; meetings, sixth; and teams trained, seventh. Variations from this general pattern are numerous.

TABLE 2. Summer Activities of "Active" Teachers of Vocational Agriculture

Activity (Summer Average)	In Departments Having				Total for All Departments
	Day Classes Only	Day and Part-time Classes	Day and Evening Classes	Day, Part-time & Eve. Classes	
Number of teachers	21	9	87	11	128
Summer travel (average miles)	1486.7	1814.5	1676.9	2537.9	1729.4
Tours and trips	630.4	629.8	648.1	1105.5	684.6
Visitations	498.6	643.7	591.7	916.6	608.0
Meetings	377.3	493.5	429.7	517.0	452.9
Other	68.0	71.3	87.3	102.5	85.2
Days of work (average)*	59.4	62.8	65.8	67.0	64.9
Test plots and visitations	20.4	26.9	24.1	26.6	23.9
Office	18.2	28.4	11.2	12.9	14.9
Professional improvement	17.3	6.3	22.6	1.2	14.2
Tours and trips	8.4	7.4	10.1	10.9	9.9
Meetings	6.0	7.4	6.2	7.2	6.3
Prospective pupils	3.3	1.7	2.3	3.4	2.9
Community service	1.9	2.6	3.6	2.0	2.7
Demonstrations	1.0	1.0	1.8	1.0	1.5
Publicity	1.5	1.0	1.1	0.8	1.1
Teams trained	0.7	1.0	1.1	0.5	1.0
Other	4.5	3.5	5.6	5.7	5.3
Number of activities (average)	115.9	157.4	161.2	191.9	157.3
Visitations	87.0	122.8	127.6	151.9	122.7
Test plots and demonstrations	11.8	6.3	10.8	8.9	10.4
Tours and trips	6.8	6.9	8.0	8.6	7.8
Community service	7.7	8.4	7.4	8.6	7.6
Publicity (articles)	5.4	6.9	5.7	8.4	5.9
Meetings	5.4	5.1	4.7	7.3	5.0
Teams trained	3.5	3.3	3.9	3.9	3.8
Visitations	87.0	122.8	127.6	151.9	122.7
Day classes	87.0	96.2	93.6	97.1	93.0
Part-time classes		26.5		28.4	27.5
Evening classes			36.4	29.0	35.6
Individuals visited	72.3	94.9	102.2	122.6	98.5
Day classes	72.3	72.2	73.2	77.1	73.3
Part-time classes		22.7		23.5	23.1
Evening classes			31.2	24.1	30.1

*Based on major activity of each half day of work.

Visitations and Individuals Visited

Visitations: In carrying on a summer program of supervised farm practice, visitations are the most important single activity, both from the time expended and number of activities; therefore, this activity should be further analyzed. If the number of visitations made by all teachers and by teachers in each type of department is compared with department enrollment it is found that a sufficient number of visitations were made to include all pupils.

However, a closer scrutiny of these data reveals that visitations were concentrated on day-school pupils rather than spread over the total enrollment. To illustrate, in departments having day, part-time and evening classes, teachers made a total of 151.9 visits (Table 2) to an average enrollment of 127 pupils, but 97.1 of these visitations were to the 41 pupils enrolled in day classes, while 28.4 visits were made to the 27 part-time pupils and 29.0 visits to the 59 evening-school pupils. Comparisons of visitations and enrollments in other departments and for all departments reveal a similar situation.

Individuals Visited: According to figures from Table 2, based on individuals visited each month, the number varied from 72.3 pupils in departments having day classes only to 122.6 pupils in departments having all types of classes, and the average for all teachers was 98.5 pupils. A comparison of the number of individuals visited with average enrollments indicates that not all pupils received visits from their teacher during the summer. However, day-school pupils received major attention in that the number of individuals visited is approximately twice the enrollment in each type of department.

Visits to Part-Time Students

Pupils in part-time classes were visited less frequently, and many not at all. Teachers of part-time pupils in departments having no evening schools visited an average of 22.7 individuals in classes with a median enrollment of 40 pupils, while teachers in departments having all types of classes visited 23.5 individuals out of a median enrollment of 25 pupils. Only 30.1 pupils out of an average enrollment of 64 pupils in evening classes were visited during the summer. In departments having day and evening classes 31.2 pupils out of an enrollment of 56 pupils were visited, and in departments having all types of classes, 24.1 pupils out of an average enrollment of 59 pupils were visited.

Extent and Duration of Activities

Since the activities of teachers have been studied from the standpoint of miles of travel, days of work, and number of activities, it is possible by relating these factors to determine the number of miles of travel per activity, and the duration of the activity. To illustrate, figures from Table 2 show that on an average each teacher traveled a total of 432.9 miles in attending 5 meetings; therefore, each teacher traveled an average of 87.7 miles to each meeting. Also, since the 5 meetings consumed 6.3 days of work, each meeting was of approximately 1.3 days' duration.

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Future Farmers of America

L. R. HUMPHERYS

The Camp That Arkansas Built*

V. H. WOHLFORD, Director of Radio and Recreation,
Division of Vocational Education,
Hot Springs, Arkansas

V. H. Wohlford

LEADERS in vocational education in agriculture are today faced with a challenge. They are becoming increasingly aware of their responsibility toward rural youth in the development of leadership, citizenship, and suitable recreational attitudes and abilities. Many teachers have sensed the opportunities inherent in the informal environment of a summer camp for the development of character traits and abilities desired in a good citizen. We are finding state camps being developed in several states for use by members of the F.F.A.

First Steps Taken In 1928

Members of the Arkansas association, in 1928, realized that the process of education takes place not only in the nine months of school thru the study of text books, bulletins, and reference materials and the application of this knowledge; but that education is also made up of leadership abilities and habits of tolerance with one's fellow citizens. This group began to plan means whereby the learning and experience-gaining process might be continued thru the summer months. Realizing that much could be gained in the training field if the boys were brought together, an idea was advanced concerning the establishment of a summer camp. A committee was appointed, consisting of Robert D. Maltby, then Southern regional agent for agricultural education; the late E. B. Matthew, then state director for vocational education in Arkansas; Fred A. Smith, now state director for vocational education in Arkansas; and R. B. Smith, past state supervisor. This committee reviewed the possibilities of establishing a camp. Sites were considered and examined and, after some length of time, a location was selected on beautiful Lake Catherine, one of the twin lakes near Hot Springs. The 40-acre site located in Garland County, on the south side of Lake Catherine about 12 miles from the Hot Springs National Park, was purchased from the Hon. Harvey C. Couch, President of the Arkansas Power and Light Company, by the Arkansas Association of F.F.A. In recognition of Mr. Couch's fine spirit of co-operation with the Arkansas Association, that organization voted to name the Arkansas State F.F.A. Camp for Mr. Couch and thus the name "Camp Couchdale."

Chapters Co-operate in the Work

When the state camp was started the site was thickly timbered. The co-operative spirit of all F.F.A. members in the state was demonstrated at once. Chapters came from thruout the state, spending several days each in clearing, making roads, building bridges, cutting wood, establishing base-ball fields, cleaning out the swimming hole, erecting diving platforms, and doing many other necessary jobs. While this preliminary work was being accomplished the boys and teachers lived in tents and did the cooking over open fires, all with one purpose in mind—a State F.F.A. recreational and leadership training camp for Arkansas.

As time passed it became necessary for permanent structures to be erected. Local chapters raised funds in co-operative ways for the purchase of materials used in construction of lodges, cabins, and the other necessary buildings. They came to camp in groups, donating time and labor and working together toward that worth-while goal. In looking back over the work program, we note that 21 chapters in northeast Arkansas co-operated in the supplying of funds and labor, and erected a lodge for their section of the state. A two-story lodge has been built by chapters in the northwest district. The south Arkansas boys have a large four-room lodge. Other chapters from thruout the state have built their own cabins. A wood-working shop, electrically equipped and with modern power tools, provides a training center for boys and teachers coming to camp. A co-operative camp store was established, offering for sale all the items needed in camp, deriving therefrom some profit for expenses of camp operation. Co-operation by all has made possible the erection of a large recreation hall and state chapter house used for meetings and conventions. Last summer this building provided the meeting place for 600 Future Farmers who assembled and carried on the business of the Arkansas Association. A colorful sight, indeed, when this fine group of boys gets into action for the good of the state and national program.

A large mess hall was constructed and is now being enlarged to care for the number which will attend Camp Couchdale in the summer of 1940. Work is now being done to make Couchdale a modern camp. Bath houses, modern in every respect, are being added; more barracks have been constructed; guest houses erected; sewage systems installed; and many of the cabins and lodges rock-veneered. The camp site is being beautified with shrubbery, walks, and other improvements.

To date, Camp Couchdale is valued at $60,000. The Arkansas Association of F.F.A. is responsible for this investment. These facts and figures are given to bring out the point that it *is* possible for a state association to have a Future Farmer camp. The boys have shouldered the entire responsibility for operating funds. Until the present year, annual dues have been only 35 cents per member. Camp Couchdale is today what we find it thru the co-operative efforts of the boys, their teachers, and the state staff. We are at present receiving some assistance in the form of labor from the National Youth Administration. This organization is doing a very nice piece of work for our association. This winter our camp is used as a training center for some 80 to 100 N.Y.A. enrollees, thereby more fully utilizing the services of the camp.

How Expenses Are Met

Here is the cost to farm boys coming to Couchdale for a week of organized recreation and leadership training. On Monday of each week, from the first of June to September first, school busses, trucks, and private cars laden with Future Farmers from all sections of Arkansas begin to arrive at Couchdale about noon. Registration, issuance of meal tickets, the entering of contests for individuals and chapters, and assignments to cabins represent the first order of business. The registration fee of 25 cents per member is paid for the week. This fee is used in the operation of camp overhead which includes payment of light bills, water bills, repair costs, recreational equipment, cots, mattresses, office supplies, cook hire, "k.p." expense, and other necessary items for proper functioning of the camp. This charge is as low as could be expected, and insures a well-organized week of recreation and leadership training. Meals at camp cost the boys 16 cents each. This nominal fee is made possible thru careful buying, meal planning, and economic service of meals. One F.F.A. member may stay from Monday noon thru Saturday breakfast for the sum of $2.49. Our records show that many Future Farmers have spent one week at Camp Couchdale and have gone home weighing more than when coming to camp. This fact alone is sufficient to vouch for the quantity, quality, and dietary balance of food served.

The capacity of the camp at present is 300 per week, making a total of 3,600 farm boys cared for during the 12-week camping season. Sleeping quarters and mess hall accommodations are being increased at the present time for next summer's season. The state chapter house is being remodeled and enlarged. The necessity for this enlargement is being brought about by an added interest from F.F.A. members in Arkansas. This improvement is also made possible thru the efforts and wise planning of the Camp Couchdale committee, composed of Dr. Roy Roberts, assistant teacher-trainer at the university of Arkansas, College of Agriculture; and C. R. Wilkey and O. J. Seymore, district supervisors of vocational agriculture. Behind all this are the efforts and guidance of our state director, Fred A. Smith, and state supervisor Henry L. Cochran.

Leadership Is Developed

One of the main purposes of the F.F.A. organization is that of leadership training. Our objective is to teach boys how to organize and accept group responsibility under new and varied conditions. The city boy, thru his Boy Scout movement and other organizations, has long had training in these lines, but farm boys have not had the opportunity except in unusual situations. When each new group of 300 Arkansas F.F.A. members comes to Couchdale, the first thing they do is to assume responsibilities. They set about to organize their student committees to meet the problems confronting them, and to assist the trained staff on duty thruout the camping season. This staff consists of a camp director, recreational assistant to the director, two American Red Cross life guards, an educational adviser, a cook, a force of "K.P.'s," camp store steward and the office personnel. Future Farmers in attendance at Couchdale are encouraged and requested to assume, individually, the many responsibilities necessary in the successful operation of the camp. The discipline committee helps take care of camp property. The health and sanitation committee is assigned the duties of health and has charge of the sanitation contest which is carried on each week. This committee also assists in seeing that the camp is kept clean. The recreational committee, together with the recreational director, assists in arranging and administering a well-planned recreational program. Other educational features are cared for by specific committees of F.F.A. members and their instructors, dealing with problems which arise and requests made by the group in camp.

Camp Couchdale's recreational program is so set up and organized as to provide some form of participation for every boy. This recreational program includes organized sports and swimming, boating, fishing, water carnivals, hikes for nature study, boxing, wrestling, short plays, pillow fighting, story telling, hog-calling contests, and many other games for the hour after supper. A large outdoor ring has been built with seats hewn from native logs. Around this electric-lighted sawdust ring the 300 boys assemble for an hour or two of organized, well-planned group games before going into the large state chapter house for indoor games such as checkers, dominoes, ping pong, shuffle board, darts, cards, indoor horse shoes, chess, and other games. Tournaments are run off between members and chapters. Great interest is shown and a high degree of competition is found prevalent. This recreational program is organized and administered so as not to have any lost motion or idle boys becoming bored with time on their hands. We have learned thru the 11 years of working with young men that they crave action. This is afforded them, and when the lights blink at 10:30 p.m. all are ready to go to bed to sleep until the breakfast bell at 5:45 awakens the camp for another day of activity. This activity develops strong bodies, wide awake minds, and a truer, finer, more enthusiastic Future Farmer, one who goes back to his home the organization and to put into practice the recreational training learned.

Officer-Training is Provided

At least one hour each day is spent by the 300 young men at camp in leadership training classes. All presidents of local chapters meet as a group, with one of them acting as chairman and a teacher of agriculture as adviser. They hold a discussion on problems confronting the local chapters. Each president gives his solution of these problems and relates experiences peculiar to the section and community of Arkansas from which he comes. In this way many worth-while ideas are advanced and utilized in other local chapters the next year. In like manner one would find the vice-presidents, secretaries, treasurers and reporters threshing out their troubles, contributing to the betterment of all chapters in Arkansas. The treasurers' group enumerates many methods of raising funds. When this information is taken back to a local chapter meeting it serves as valuable food for thought and planning. Study is also made of the official treasurer's book and time is spent on the keeping of records and thrift accounts. The secretaries study their official book and spend time in considering duties of this office. The remainder of the 300 not holding offices in the home chapter are grouped for study of parliamentary procedure, membership duties, and participation. They study the F.F.A. organization from a state standpoint as well as from a national viewpoint. Many other timely and important subjects are brought out and considered by the group.

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Developing Community Pride

H. P. WRIGHT, Adviser,
Morgan, Utah

Morgan F. F. A members pruning in the chapter nursery

FOR a number of years the Morgan chapter of Future Farmers of America has been active in promoting activities in beautifying the home, school, and community grounds. The present program has developed to a point where the Future Farmers, the local board of education, and the patrons of the community co-operate with one thought in mind—the beautification of the home and the community.

The efforts of our chapter began in a modest way with the purchase of several thousand annual flowering plants in flats from a near-by nursery. These plants were set out in cold frames and sold to the Future Farmers and the patrons of the school at cost. This project grew to a point where virtually every family in the community was sharing in the benefits of it.

With flowers blooming in every yard, a demand developed for a flower show. The officers of the F. F. A. co-operated with the Mormon Women's Relief Society and other organizations in the planning of an annual flower show during the fall of the year. This flower show has come to be an event in which a great many of the people participate, an event which is looked forward to with pride and satisfaction. A specialist in landscaping is secured to judge the flower exhibits made by the Future Farmers and other persons in the community.

The chapter expanded its efforts in securing perennials and in planting them on the school grounds for the purpose of supplying the needs of the community. For the past four years our chapter has co-operated with the local board of education in growing ornamental trees and shrubs in a nursery on the school grounds. These trees and shrubs furnish plant material to beautify many of the farmsteads in our school district.

Funds to initiate the nursery project and buy nursery stock were furnished by the local board of education. Chapter members have planted, cultivated, and pruned the nursery. Thru this co-operative project it is possible to sell nursery material at a low cost. Thousands of shrubs and trees are taken from the nursery each year. However, one requirement is made in the sale of nursery stock to Future Farmers and patrons of the school: namely, an acceptable planting plan of the farmstead which must be submitted before the shrubs are sold. Each purchaser agrees to follow the plan he has submitted.

Many of our Future Farmers have, as a result of their instruction in agriculture, drawn plans for the home farm and used the nursery stock to put the plan into operation. The nursery on the high-school grounds has increased in size and has become a perpetual influence toward home and community betterment, has developed community pride for things beautiful, and is making the community more livable.

Development of the F.F.A. Program of Activities[1]

BURTON K. THORN, Adviser,
Adrian, Michigan

B. K. Thorn

TWO years ago at our annual summer conference for teachers of agriculture Mr. W. A. Ross, Executive Secretary of the Future Farmers of America, gave an inspiring talk on the very topic to which I have been assigned, "The Development of the F.F.A. Program of Activities." Among other things he gave rules for success which will apply as well to one thing as another. They were as follows: 1. Make your plan in writing. 2. Have it criticized by those whom it will affect. 3. Put it in operation. 4. Keep it open for revision but not so open that it is drafty. 5. Keep it in operation till it is discontinued. This talk, and particularly these rules for success, have stayed with me and have been a source of inspiration to me in advising my chapter ever since. Incidentally, this same talk has inspired others, for I could name another Michigan teacher of agriculture who attended and who, three times in my hearing, has said that Mr. Ross's talk served as a turning point in his experience as the adviser of an F.F.A. chapter. I sincerely hope that I may offer some practical idea which someone will take home and put to work.

Briefly, I shall outline for you the steps used in our chapter in planning and carrying out the program of activities. These will include some procedures which failed as well as those which succeeded.

Assuming that my topic means not only planning the program of work but also carrying it out, or "developing" it to the extent of accomplishment, my outline consists of three parts—

1. Building a program
2. Carrying out the planned activities
3. Characteristics of a successful program

1. Building a Program

Too often an annual program of work is just a list of things the chapter intends to do. In addition to these I believe it should include the following: First, specific objectives or goals to be aimed at and accomplished for each activity. Second, ways and means by which these goals may be attained. Third, responsibility for each activity should be assigned to individuals. Fourth, the program of work should not be considered completely planned until all of this material is made into one large chart which can be put up to constantly remind the group of what is to be done. This chart should also record accomplishments.

In building a program, as well as in any phase of Future Farmer work, a good set of officers is of paramount importance. Every one of the few years in which I have advised chapters there has been wasted timber or misfits. One year the two best leaders were nominated for president. The best man won and the runner-up was left without a job. Another year the boys nominated a popular fellow for reporter who won over a more capable candidate. Not much reporting was done that year by the reporter. Altho I have never tried it, I have come to believe that a nominating committee consisting probably of the outgoing senior members should recommend a set of officers to the group and, of course, permit them to nominate others if they wish. In most cases this would result in a better choice of officers.

In building a program there is danger of including activities which will be detrimental to a successful year's work. We have an F.F.A. basketball team and had one last year. We drove 75 miles to play one game. The next F.F.A. meeting we had less than a 50-percent attendance. Two boys caught cold and were out of school several days. It developed that one boy had obtained the family car on false pretenses to make this trip. Repercussions followed. I said, "Never again." All these incidents may have been happenstance, but we are playing fewer F.F.A. basketball games this year and playing them nearer home.

It seems that a criterion of some sort is needed by which to measure each proposed activity and from which to determine whether or not it will add to the total accomplishment for the year or will subtract from it. We know that according to the Smith-Hughes Law, the ultimate objective of all vocational agricultural instruction is to increase proficiency in farming. In its broad sense this statement has been interpreted to include the development of the farm boy since we cannot have more proficient farming without more proficient farmers. The F.F.A. with its nine objectives has entered this picture to emphasize the development of the farm boy. The nine objectives, which are so familiar to all that I will not name them, serve as a good criterion of proposed activities.

When it comes to actually setting up the program the most effective work will, no doubt, be done by those chapters which elect their officers in the spring before school closes to take office in the fall when school opens. This gives them some time before school is out to plan their program and to set up committees, and all summer to anticipate their work. In the spring before school is out the outgoing president may, at a regular meeting, call for discussion of the old program. The success or failure of each activity should be decided and suggestions for improvements should be obtained from the members. The outgoing president should, at the conclusion of this meeting, confer upon the incoming president the authority to appoint a program-of-work committee which will be instructed to develop a tentative program based on the suggestions received and including such new items as the needs of members and of the community may warrant. This program should be submitted to the chapter for criticism. The committee should then revise the program to meet the desires of a majority of the members. It should then be formally adopted by the chapter and put to work.

What It Means to Build a Program

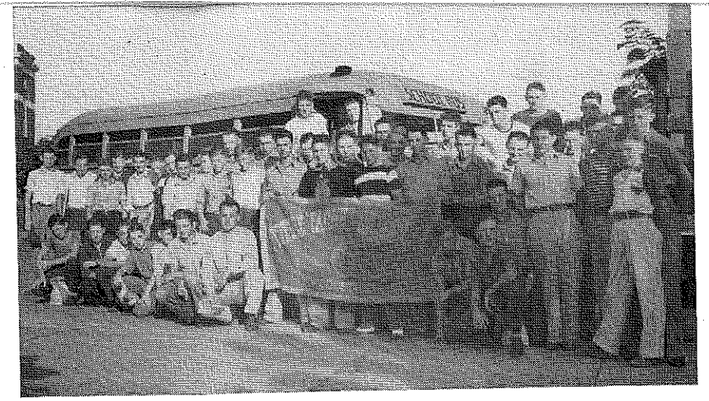
It has been said that F.F.A. programs should not be written, they should be built. I confess that the first time I advised a chapter in building a program we wrote it. It was in a new department and we were starting from the bottom. We searched the F.F.A. manual, my notes from college methods courses and the programs of outstanding chapters everywhere from Kokomo to Hoboken. When we were thru we had a fairly ambitious manuscript. Needless to say, much of it never was completed, which was probably a good thing. I wish to emphasize this: we never started to *build* this program until we tried to use our *written* program. From that time on we built by cutting out unsuitable items and by adding those activities which, as time went on, we found were needed by the members and in the community.

May I illustrate "written" and "built" programs by using two activities which our present program includes? Our community is not a poultry section. It is a dairy, and cattle-and lamb-feeding area. Practically all farms have a small, neglected flock of chickens. The county agent has tried to get the teachers of agriculture to do something about it. A year ago last summer I took some work in egg-grading and last winter an extension course in poultry. My interest began to run high. When we ordered our new equipment for this year we asked for egg scales and candlers. When we planned the F.F.A. program for this year I convinced the boys that we should encourage poultry improvement projects. So, I suppose to humor me, they put in the program of work "Encourage participation in poultry improvement projects." Now most of those boys think poultry raising is women's work and despise a hen unless she is stuffed with dressing and roasted all nice and brown. We have no poultry improvement projects. I assure you we need them, and we will have them sooner or later, but we will not get them by writing in the program of work "Encourage participation in poultry improvement projects."

On the other hand, an item which was *built* into our program last was adopted altho no item had been written concerning it. During the year the senior group began to realize that they would soon be out of school and for most of them their formal education would be completed. One day two of them came to me and asked if it might not be possible the following winter to have a series of meetings for those who were out of school. We had planned to start a part-time class anyway, so I certainly welcomed this suggestion. As a result the senior class was made into a key committee to represent the respective communities in which they lived and to be responsible for a "winter short course" which is just getting under way at the present time.[2] This activity was built into the program thru the discovery of a definite need.

A Profitable Summer Outing

PHILLIP ALAMPI, Adviser
Woodstown, New Jersey



Woodstown, New Jersey, Chapter F. F. A. on Annual Trip

MUCH has been said and written concerning what constitutes an appropriate and a profitable summer outing for a chapter of Future Farmers. Our chapter took what I consider to be an appropriate outing which resulted in a liberal education for each one of the members. I would not advocate that such a trip be taken every year, but I do believe that there is education beyond the classroom and the farm. A few of the incidents in our trip may indicate some of the educational values.

Fifty persons in all constituted the party, including the chapter members, the adviser and the operator of the bus. The cost of the trip was $10 per boy plus a small balance which was taken from our treasury. The money was earned by showing moving pictures, holding cake sales, conducting group projects, and by individual labor on farms.

The boys cooked their own meals and "roughed it" by sleeping out under the stars. The baggage, food, stove, ice box, and cooking utensils were transported very satisfactorily in a truck owned by local people.

OUR trip was well-planned in advance so that every minute counted. We had in mind seeing not only outstanding farms, but also industrial centers. Aside from providing opportunity to see these various important centers considerable information was given to the boys which will aid them in determining occupational choices.

The boys had an opportunity to see an anthracite coal production center in eastern Pennsylvania. They visited the Goodyear Zeppelin air dock, which is the largest building in the world without interior supports. The structure is 1200 feet long, 325 feet wide, and 200 feet high, covering 8½ acres.

POSSIBLY one of the great highlights of the trip was the World's Poultry Congress and exposition at Cleveland. We were told that over a million persons attended this exposition in one week. You can imagine how thrilled our boys were to find chickens, ducks, and other fowl from extremely far off lands. We saw roosters from Japan with 17 tails. Truly, this was a remarkable show. We visited the Cleveland Municipal Airport, which has a five hundred million candlepower floodlight, largest in the world. Our journey took us to Niagara Falls and all of the great wonders in connection with this world scene. We were particularly interested in the egg and apple farm in Trumansberg, operated by Professor James E. Rice and his sons, James Jr., Paul, and John. Here is a splendid example of farming on a partnership basis. The father and the sons each have their assigned job on this farm. The marvelous birds and animals that live on this farm are an inspiration to any farm boy who has a desire to see the best in the country.

Following our tour of this farm we had an opportunity to view the campus of beautiful Cornell University after which we crossed the George Washington bridge, visited the World's Exposition and traveled thru the Holland tunnel as we left New York. We were particularly awed by the Newark airport costing over a million and a half dollars and providing a cover for 36 transport planes.

After arriving back in our state we pointed our truck towards home feeling that we had sampled the sights of America both in the field of agriculture and in industry.

Teachers who are planning a trip should plan it on the basis of what boys can see and do. If there is definite educational value along with the social aspects there is no reason why such a trip would not be profitable to similar groups from F.F.A. chapters.

2. Carrying Out the Planned Activities

Some people are born planners, some are doers. The carrying out of a successful program of activities involves much planning, but more doing. When the program is well planned the battle is only well begun. From this point on the need for capable, well-trained officers and interested, ambitious members becomes more and more apparent. The value of having responsibility assigned shows itself increasingly. Devices which help include a calendar, listing the activities in the month in which they should be completed. A checkup at every meeting to see what progress is being made is also very helpful.

3. Characteristics of a Successful Program

My last point serves as a summary and a conclusion. I speak of the characteristics of a successful program. A successful program will distinguish itself from an ordinary one in at least seven ways:

1. The objectives are definite.
2. The goals are attainable.
3. The work, social, and recreational items are balanced.
4. Ways and means of reaching objectives are determined.
5. Each member has some responsibility.
6. A year-round program including summer activities is planned.
7. The program is a continuation and an improvement over the past year's program

1. Address delivered at the Annual Convention of the American Vocational Association, Agriculture Teacher's Sub-section, Grand Rapids, Michigan, December 9, 1939.
2. On January 22 this group met for the third time. Dairying has been selected as the topic for this year. Interest and attendance have increased at each meeting.

Book Reviews

The Sociology of Rural Life, T. Lynn Smith, 595 pp., illustrated, published by Harper & Brothers, New York. Price $3.50.

This work is a study of the rural population, rural social organization, and the social processes operative in a rural society. The author attempts to correct some current misconceptions about rural living: he uses a large number of well-selected illustrations, maps, and diagrams that aid in clarifying such fundamental factors as settlement patterns, land division, land tenure, and the size of agricultural holdings; and his interpretation of rural social relationships is carried out with both scientific insight and practical realism. Bibliographies and aids to teachers in the form of carefully prepared questions at the end of each chapter will prove of great convenience for those not having access to large libraries. While the book was written for students of rural sociology, it will prove of value to all workers engaged in activities designed to improve the welfare of the people on the land. *The Sociology of Rural People* should find a place in the professional library of all teachers of vocational agriculture.—A.P.D.

Approved Practice in Farming and Flower Growing, L. C. Schank, 167 pp., paper cover, (planographed), price $1.25. This book contains condensed outlines of standard farm practices for the major jobs in livestock, dairy, poultry, and crop enterprises. A statement of objectives is given for each enterprise, including production, financial and long-time-development objectives. The book is available thru the author addressed at Fallon, Nevada.—A.P.D.

(Continued from page 215)

Each Friday night after the supper hour, and following the ring games, the entire camp assembles in the state chapter house to witness a model F.F.A. meeting. Individuals are selected to fill the stations of officers. Parliamentary procedure is discussed and practiced. A business meeting is carried on. Entertainment is provided by string bands, piano players, brass bands, short plays, jokes, and other features. Guest speakers, either from Hot Springs, Malvern, Little Rock, or other places are secured for the Friday night general assembly. This address is of an educational nature. The subject may be on banking, insurance, health, agriculture, credit, forestry, religion or any subject of vital interest to Future Farmers. We have had guest speakers from the states of Texas, New York, Washington, and Oklahoma. These speakers had been our guests at camp for several days previous to the meeting. In closing the Friday night model F.F.A. meeting, awards are made to winning chapters and individuals.

Regular broadcasts are carried each week over radio station K.T.H.S., Hot Springs, during the summer encampment period. The boys in camp work out and present the program. In this way skill is acquired in both program planning and presentation. This ability is carried back to the local chapters and ties in with the local F.F.A. radio programs which are broadcast from nine stations in Arkansas each week thruout the year on our Future Farmer Forum Hour. We hope to have facilities available next summer for the broadcasting of camp programs direct from Couchdale, thus enabling more of the 300 boys to participate.

On Wednesday afternoon of each week the busses, trucks, and cars loaded with Future Farmers embark upon the weekly sight-seeing and educational tour of Hot Springs and surrounding country. Visits are made to government-supervised bath houses, the hot water

Summer Activities

(Continued from page 213)

Activity Pattern

In summarizing the data previously presented, Table 3 shows the activity pattern of active vocational agriculture teachers. Since these data are self-explanatory they are presented without comment.

TABLE 3. Activity Pattern of "Active" Teachers of Vocational Agriculture

Activity (Summer average)	In Departments Having				Total for All Departments
	Day Classes Only	Day and Part-time Classes	Day and Evening Classes	Day, Part-time, & Eve. Classes	
Miles of travel	1486.7	1814.5	1676.9	2537.9	1729.4
Days of work*	59.4	62.8	65.8	67.0	64.0
Number of activities	115.9	157.4	161.2	191.9	157.3
Visitations	87.0	122.8	127.6	151.9	122.7
Individuals visited	72.3	94.9	102.2	122.6	98.5
Median enrollment	43	68	91	129	86
Average enrollment	41	74	103	127	93
Number of teachers	21	9	87	11	128

*Based on major activity of each half day of work.

hour is made. From this beautiful mountain the entire city of Hot Springs, located between mountain ranges, can be viewed—it makes an inspiring sight with its many neon lights.

Results Measured in Stronger Local Chapters

I am certain each of you can appreciate the untold value of such an experience to these young men and the abilities acquired after one week of actual participation in a well-rounded, well-organized program. We know that such participation is to have a decided influence upon the boys and upon the local chapter when the boys return, filled with ideas and inspiration to develop their chapter and coordinate the local program more closely with the state and national. We in Arkansas are proud of our camp because of the fact that it represents the work of the Future Farmers themselves. It is still in its infancy and great work yet remains to be done. But with all the work and effort put forth we are sold on the idea, and know from experience that the development and improvement of the Arkansas Association will more than pay the cost.

The 7,000 members of the Arkansas Association of F.F.A. wish to extend to each of you and to the rest of the 207,000 Future Farmers a most cordial invitation to visit their camp next summer and witness the growing organization in action.

*Address delivered at the Vocational Agriculture Section, American Vocational Association Convention, Grand Rapids, Michigan, Dec. 9, 1939.

Responsibilities

(Continued from page 209)

for which he can use information from a man with special training in agriculture. Such problems as crop rotation, drainage, erosion, insects, and disease control could be mentioned as examples.

In conclusion it might be said that not all farmers are open-minded enough to take advantage of the help that they can receive from teachers of agriculture. But, on the other hand, there are many who need it and are glad to get it. That is why the teacher of agriculture has a challenging task to perform.

Indian Schools

(Continued from page 205)

lands to be overgrazed and eroded by maintaining large herds of second-grade stock. The development of a better grade of horses, cattle, and sheep will cut down the necessity for such large herds, offer the same return, and eliminate much of the overgrazing of tribal lands.

Activities Emphasizing Indian Culture

While Fort Sill Indian School is predominantly an agricultural training center, facilities and teachers are available for those students who wish to enter courses in arts, crafts, and merchandising after they leave the elementary grades. Instruction in painting, in wrought-iron handicraft, and in other arts and crafts is offered at the school. The Indian students who take up this work are encouraged to work along the lines of their own tribal and racial cultures, to develop and follow the motifs of Indian art which are distinctive and part of their heritage.

In the art and craft work the same co-operative method operates. Under the supervision of competent art and handicraft instructors, these students, as part of their training, have decorated the campus buildings with murals and wrought-iron work of a high quality. Pictures and wrought-iron work completed by students are offered for sale in the craft buildings, and part of the proceeds go to the student artists.

The craft buildings which are being erected by the WPA will increase the facilities for vocational training. Included in this group of buildings will be a store where farm produce will be sold, a wrought-iron shop for the production and display of wrought-iron ware, and a filling station. Offering training in management and merchandising, these centers will be completely under the supervision of students.

Plans for Further Expansion

As a further expansion program it is planned to construct several new dormitories at this school. These will vastly improve the living quarters for the students. The intention is to provide dormitory space for each of the graded co-operative groups so that a community of students of the same age and with similar project work will be housed together.

In all of the Indian-Service schools there are over 60,000 acres available for co-operative farming by Indian students. And while the co-operative idea is being used in the schools to teach the young Indians methods of farming and of working together for their mutual benefit, the adult Indians are being encouraged to organize production and service co-operative groups for the farming of land they own, and for the merchandising of their products and handiwork. Also, Indians are being advised to terminate land-leasing and resume the operation of their own properties.

Thus such schools as that at Fort Sill are not only developing young Indian citizens who are competent and trained in modern agricultural methods but they are also serving as centers and examples for Indian adult education as well.

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*See complete directory of state directors; state and assistant state supervisors; regional or district supervisors; colored supervisors; teacher-trainers; itinerant teacher-trainers; research workers in teacher-training; supervising teachers; and colored teacher-trainers, in the December issue (separate insert).