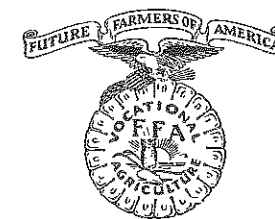


A democracy will not separate its work and its culture. One of the important tasks of education is to extend the worker's insight into the social utility and significance of his work, the scientific background of what he is doing, his relation to other workers, and what his work means to other people.—A. J. Stoddard.



The Agricultural Education Magazine

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Editorial Comment

Programs of Continuing Education: Are They to Be Central or Subordinate?

THE development of comprehensive programs of all-day, part-time, and evening-school instruction in an increasing number of departments of vocational agriculture represents one of the most encouraging trends at the present time. The tendency for younger teachers to organize young farmer and adult farmer classes, as reported in this issue by Fay of Wisconsin, is a healthy condition which should soon prevail generally.

This trend should be accompanied, however, by a change in the thinking which teachers do regarding course-building—including the setting up of objectives—and regarding planning and evaluating programs in their communities. Frequently the point of view is voiced that continuation classes are mere additions or accretions to the "regular" work of the department, the all-day class work. One man expressed it this way, "The superintendent and I have decided that I had better devote all of my time to the all-day classes the first year. If I have time the second year a part-time class could be organized." Is it too much to expect that a few years hence teachers will typically have young-farmer and adult classes to which they will give first attention, with an all-day class to be added later "if time is available"? This would probably be too extreme a position to take, altho it is more logical than the first one quoted.

In the text of the Vocational Education Act in which purposes are set forth it is significant that in indicating the groups for whom the work is intended "those who have entered upon farming" are listed ahead of "(those) who are preparing to enter upon farming." This order was not an accidental one. It represented the point of view of leaders in vocational education at that time.

Last winter at the A. V. A. convention in St. Louis it was called to our attention that statements of objectives should not be made in terms of all-day instruction only, but should recognize all groups. It is disappointing, however, to note how frequently writers and speakers on course-building and instructional methods neglect to include out-of-school groups in their recommendations or in their thinking. A fertile field awaits the person who will do for part-time and adult instruction what has already been done for all-day work in the way of developing principles of course-building and instructional techniques.

This all-inclusive concept must also enter into research. Here and there this is being done. In the study recently reported by Aderhold in this magazine, out-of-school groups received just as much consideration in determining the needs in Georgia as did other groups. Few, if any, previous studies of this type have done this.

It begins to appear that we are emerging from a stage wherein we say that out-of-school instructional programs should be considered in planning agricultural education; and that we are entering upon a period when many will demonstrate their belief in it by the things they do.

Professional Improvement and Advancement in the Profession

FEW groups of teachers in the secondary school have obtained more professional improvement beyond initial preparation for their profession than have teachers of vocational agriculture. The term *professional improvement* is used here to mean completion of organized course work beyond the kinds and amount required for initial certification to teach.

The results of a study of the professional improvement status of a sampling of teachers of vocational agriculture in ten states showed that 85 percent of those teachers with three or more years of experience had completed some professional improvement.

completed was 16.5 hours, with a median of 12 hours. The range was from one to 72 hours. Seventeen percent of these teachers held the master's degree and more than half of the remaining 83 percent were working toward advanced degrees.

Course work in education predominated in the amount of professional improvement obtained. Agricultural economics and farm management courses were second to education courses in frequency and in amount. Agricultural engineering courses ranked third in frequency, but were last in the number of hours of work completed. One probable explanation of the frequency with which agricultural engineering appeared in the programs of professional improvement is the lack of preparation in this field which characterized the initial preparation of many of the more experienced teachers. As farm shop has grown in recognition as a part of the program of vocational instruction in agriculture these teachers have felt the need for preparation to teach it.

Increases in professional improvement tend to accompany increases in the years of teaching experience, but the rate of increase is proportionally greater among the less experienced teachers. This finding in the study contains two implications—(1) that teachers obtain relatively more professional improvement during the earlier years of teaching experience, and (2) that relatively more professional improvement has been obtained during the more recent years of the existence of the program of vocational education in agriculture. The latter implication finds some foundation in the increased opportunity for professional improvement of teachers of vocational agriculture in recent years.

In view of the very commendable attitude toward professional improvement shown by teachers of agriculture, we might expect to find a favorable relation between professional improvement status and professional advancement as measured by salary change, size of school served, and in terms of expressed opinions of teachers regarding their professional status. The evidence presented in the study did not bear this out. Teachers who had completed the greater number of hours of professional improvement course work had not obtained professional advancement any more frequently than teachers who had completed less hours. However, the evidence showed that an advancement in professional employment status is accompanied by the tendency to obtain professional improvement.

This matter of the relationship between professional improvement and professional advancement is one of the problems confronting teacher-training, supervision, and administration in the field of agricultural education. State programs of agricultural education should give greater attention to the advancement of teachers as a function to be determined professionally and planned co-operatively. Such planning can hardly overlook giving consideration to a relationship of professional improvement.—W. A. Smith, New York.

Future Farmers of America

IF ONE were in need of a renewal of faith in farm youth and their ability to direct the future of agriculture, the National F. F. A. convention held this fall definitely furnished it. The F. F. A. is increasingly being recognized as an organization of promise and strength by those not directly connected with agriculture. The following quotation from an editorial in the *Kansas City Star* of October 18 is significant:

"Pessimists about the future of agriculture in this country will receive a sharp setback in their attitude of gloom if they look over the record of the winners of the Star Farmer awards at the American Royal.

"Here is a group of boys who conclusively demonstrate that there is opportunity on the farm—ample opportunity. Progressive, intelligent thinking, industry, and interest pay rich dividends. . . .

"Farming in America is obtaining a powerful impetus toward betterment in the new enthusiasm, brains, and industry coming into it from the ranks of the Future Farmers of America."

A. K. GETMAN

Professional

R. W. GREGORY

Contributions of Leading Americans to Agriculture—George F. Warren—1874-1938

DR. VAN B. HART, Extension Professor, Farm Management, Cornell University

TWO contributions of inestimable value to agriculture were made by the late Dr. George F. Warren. One was the establishment of the business side of farming as a recognized science; the other was his proof that the United States could determine its own price level by adjusting the gold content of its monetary unit. In both the field of farm management and of prices, Dr. Warren based his conclusions on facts rather than opinions and to this can be attributed the general acceptance of his work by the scientific world.



Van B. Hart

A Seeker of Facts

Until Dr. Warren entered the field of agricultural research, most recommendations concerning the business organization and operation of farms were based either on opinions or on what happened in a single instance. Neither the "arm-chair philosophy" method nor the drawing of conclusions from a single experiment satisfied the practical and scientific mind of George F. Warren. When others were sitting at their desks and writing about "a little farm well tilled," and "five acres is enough," or were expounding the virtues of some "model farm," he was visiting many practical farmers and getting from them records of acreages and of farm receipts and expenses in order to determine whether small farm businesses really did pay better than large ones. As Dr. Warren himself said, "The actual facts in the case showed that the only thing wrong with the theory that small farm businesses paid better than large ones was that it just wasn't so."

This desire on the part of Dr. Warren to "get the facts" prompted him to develop the survey method of obtaining, analyzing, and interpreting economic data on farm businesses. He was the first person to use scientific methods to study the economics of farming. He recognized that, unlike research in the field of chemistry and physics, a farm business could not be set up in a laboratory, and therefore took as his experimental equipment farm businesses already in operation.

In the same way that the chemist had found that certain combinations of elements give definite results, Dr. Warren

such as size of business and rates of crop and animal production, bear a definite relationship to farm income. One of the lasting monuments to Dr. Warren in the field of farm management is the term "labor income." In his desire to scientifically measure the financial success of farm businesses, he developed the labor-income method of computing the returns to the farmer for his year's work. Labor income is now the most widely used single measure of profits in farming.

Some of the principles of farm management established by Dr. Warren's studies were in conflict with both popular opinion and the teachings of many agriculturists. However, the simple and practical answer he so often gave to his critics was "Well, here are the facts as shown by the experience of practical farmers."



George F. Warren

Dr. Warren later applied the methods used in making farm-management studies to problems of marketing, of rural government, of land utilization, and to many other rural problems.

Farm-Management Studies Led to Prices

Early in his farm-management studies, Dr. Warren became interested in an economic factor affecting both farm and urban incomes, namely, changes in the general price level. In the same thorough manner in which he had investigated factors affecting profits in farming, Dr. Warren studied prices. He

periods of economic prosperity and depression. He definitely established the principle that these violent changes in the general price level in the United States have been due to changes in the supply of and the demand for gold.

Dr. Warren probably did more research in the field of the relationship of the quantity of gold in the world to price levels than has any other person. It was he who first urged that the United States reduce the gold content of the dollar. In the period 1930 to 1933, he pointed out that the abnormal demand for gold, caused by many countries returning to the gold standard, had made gold so valuable that a small amount of it would exchange for a large amount of other commodities. Also, he stated that it was impossible for people to sell enough commodities to get enough gold to pay their debts. In 1933, Dr. Warren maintained that the United States was faced with the alternative of writing the debt level down to the price level by the vicious process of wholesale bankruptcy and foreclosure or of raising the price level by devaluing the currency. Fortunately, those in position to take action believed that Dr. Warren was right, and the gold content of the United States dollar was reduced, the price level was raised, and the country did not go thru wholesale bankruptcy and foreclosure.

Not a Prophet but a Fact Finder

Although he made no pretension of being a prophet, Dr. Warren repeatedly predicted important changes that later occurred in prices of farm products and of other commodities. In the same way that he had studied cause and effect in the field of farm management, he went back into history and pointed out the relationship that had existed previously between different economic factors and prices. In his homely way, he said, "We have the same situation today as we had back in those times and it looks as though we might get the same results."

A Teacher of Men

The establishment by Dr. Warren of the fact that definite cycles exist in the purchasing power of cattle, hogs, and horses, and his ability to explain those cycles, were of inestimable value to farm people. His prediction of the wholesale collapse of prices following the World War and his foretelling the spectacular drop in prices which took place following 1925 to 1929 served as a warning to many farmers who "trimmed the sails of their businesses to meet a

Dr. Warren's reputation as a scientist and teacher drew many graduate students to Cornell University. The Department of Agricultural Economics and Farm Management at Cornell, of which he was the head, is the largest collegiate department of its kind in the world. Many of the men who studied under Dr. Warren now hold prominent positions in this and many foreign countries.

Biographical Sketch

Dr. G. F. Warren was born at Harvard, Nebraska, and grew up on a Nebraska farm. After graduating from the University of Nebraska in 1897, with the degree of bachelor of science, he spent five years in Nebraska as principal and superintendent of schools. He next served as horticulturist at the New Jersey State Experiment Station. Dr. Warren came to Cornell in 1902 for graduate work and received the degrees of bachelor of science in agriculture, master of science, and doctor of philosophy.

In 1906 he was appointed assistant professor of farm crops at Cornell, and while a most successful teacher in that field, his primary interest was in the business side of farming and along with farm crops he taught his students farm management. In 1910, the farm-management teaching which he had started in the farm crops department had developed to the point where a separate department of farm management was established in the New York State College of Agriculture, of which Dr. Warren was made head.

In 1921, Dr. Warren was in Europe as a representative of the United States Department of Agriculture, and in 1924 he was again in Europe as a special representative of the Federal Tariff Commission. In 1928, at the request of the German government, he headed a group of American economists who made a study of the production and distribution of milk in Germany. In 1929, Dr. Warren was one of the American representatives responsible for the organization of the first International Conference of Agricultural Economists which was held in England. From 1929 to 1932, Dr. Warren was a member of Governor Roosevelt's Agricultural Advisory Commission and also served in this capacity under Governor Lehmann.

Dr. Warren was a member of numerous scientific and honorary educational societies, among which are Sigma Xi, Phi Kappa Phi, Gamma Alpha, Alpha Zeta, American Statistical Association, American Farm Economic Association, American Economic Association, Econometric Society, International Agricultural Economic Association, and Academic Mondiale de Agriculture. He was the author or co-author of a number of books that are recognized authorities in the field of farm management and prices. His "Elements of Agriculture" and "Farm Management" are standards for their respective fields. Co-author with Professor F. A. Pearson, he wrote "Prices," "The Agricultural Situation," "Gold and Prices," and "World Prices and the Building Industry."

A Permanent Monument

In the death of Dr. G. F. Warren, at Ithaca on May 24, 1938, farm people

of the factors affecting farm incomes, his research in the field of money and prices, the part that he played in our national monetary revaluation program, and his making the subject of farm management a recognized science were of immeasurable value to agriculture.

Back of Dr. Warren's accomplishments in the field of farm management and prices was a rugged but sympathetic personality in which a keen sense of

humor, a love of children and of family life, an interest in clean and healthy play, and a love of flowers and plants, were well balanced against farm management and "gold and prices." These personal characteristics, together with an untiring devotion to the problems of agriculture, built for him in the hearts of farm people a permanent monument that cannot be measured in terms of index numbers nor in labor income.

Who Teaches Part-Time and Evening Schools in Agriculture in Wisconsin?

IVAN G. FAY, Teacher Education, Madison, Wisconsin

FOR many years the organization and teaching of part-time and evening schools has been considered a vital part of the program of vocational agriculture in Wisconsin. During this time several questions have emerged.



Ivan Fay

What factors influence success in this kind of work as measured by the quantitative standard of most schools held? Is the teacher under 24 years old handicapped by his youth in contacting either young men or adult farmers in contrast with more mature teachers? Is experience in teaching agriculture a factor? Is the low-salaried man attracted by the extra remuneration of \$5 per lesson for part-time schools or \$4

per lesson for adult schools to a greater degree than is the high-salaried man? Does the teacher with fewer than 20 farm boys in his all-day department find more time for part-time and evening-school work than does the teacher with 50 or more such boys?

In an attempt to find a partial answer to these questions, the 199 part-time and evening schools held in 1937-38 were studied. Some general information is given in Table 1 concerning the part-time and evening program in Wisconsin. The four county schools of agriculture and the four city vocational schools employing full-time men for part-time instruction were omitted in this study.

Tentative Conclusions

1. Teachers—young or old, experienced or inexperienced or differing on any other factor—seem to find the

(Continued on page 111)

TABLE 1. GENERAL INFORMATION CONCERNING THE PART-TIME AND EVENING PROGRAM IN WISCONSIN

Number of departments of vocational agriculture in Wisconsin.....	158
Number of departments included in this study.....	150
Number of part-time schools held by 94 departments.....	101
Average number of lessons per part-time school.....	17.7
Average attendance per school.....	15.2
Schools with average attendance under 10.....	12
Schools with average attendance over 20.....	17
Number of adult schools held by 78 departments.....	98
Average number of lessons per adult school.....	12.6
Average attendance per school.....	14.7
Schools with average attendance under 10.....	14
Schools with average attendance over 20.....	13
Number of departments holding part-time schools only.....	50
Number of departments holding adult schools only.....	35
Number of departments holding both part-time and adult schools.....	44
Number of departments holding neither part-time nor adult schools.....	21

TABLE 2. THE EXTENT TO WHICH TEACHERS OF CERTAIN AGES HOLD PART-TIME OR ADULT SCHOOLS, OR BOTH, AND THE AVERAGE NUMBER OF SUCH SCHOOLS HELD PER DEPARTMENT

Age of Teacher	Number of Teachers	Teachers Holding Part-Time or Adult Schools or Both		
		Number	Percent	Average No. Schools Per Dept.
40 years or older.....	17	12	70.6	1.11
31-39 years.....	43	39	90.7	1.44
25-30 years.....	54	46	85.2	1.35
24 years or under.....	36	32	88.0	1.28

Methods

A. M. FIELD

Housekeeping in Vocational Agriculture

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

TEACHERS of vocational agriculture do not include courses in home economics in their pre-service training, nor does anyone urge, at least in loud acclaim, that they should. But even so, accepting a position as a teacher of vocational agriculture brings an inescapable test of each teacher's ideals and ability as a housekeeper in his own department. So what kind of housekeeping do you do? (The word, as applied to vocational teaching, is Professor Kennedy's.) If the reports of the supervisors may be taken at face value, then the answers all too often are "N. G.," "punk," "rotten," and other strong slang phrases which, in more professional language, are stated as "very unsatisfactory."

Let's avoid generalizations and come at once to specific situations. First of all, we need some concept of a reasonably satisfactory classroom with respect to housekeeping conditions. One vocational teacher in Ohio has stated it this way, "Good housekeeping in a classroom is that which is revealed by its orderliness, cleanliness, attractiveness, and its radiation of an atmosphere of businesslike activity." If that idea doesn't suit you, then make your own statement; but state it you must if you are going to rate yourself at all critically and make any improvement.

Specifically, what does good housekeeping include? What are the parts that make up the whole? Going back to our ideal as stated, *orderliness* is first mentioned. What does this include? To me it means such things as the arrangement of tables and chairs; the appearance of cabinet contents such as apparatus, tools, visual aids, supplies, bulletins, and books; the appearance of tables, shelves, the teacher's desk, magazine rack, and window sills; and in the shop, the lumber rack, the arrangement or "leave" of shop projects under construction, and conditions around the forge, saw, and lathe. What is the right answer in each case mentioned? Very subjective, it is true. Shall we accept this simple rule? Any of the above mentioned conditions in my department will be rated satisfactory in orderliness if three or more of my average or better students rate them as satisfactory. "Boys, look at our lumber rack. Do you rate it satisfactory?" Tom: "Yes."



W. F. Stewart

in order—and so on to other situations, if you feel any shortage in your own judgment in rating orderliness.

Next is *cleanliness*. This centers largely around clean floors in the classroom and shop; in freedom from dust, particularly in the work areas—table tops, desks, and shelves. Of course, the janitor enters into this picture and usually should share his measure of responsibility. But if a janitor is careless, usually that carelessness is least where the teacher is particular, and is probably most noticeable where the teacher is slack and careless. After checking on your janitor, appraise the cleanliness of your rooms. If you doubt your ability to judge this, try the "pupil jury" again.

AND now *attractiveness*. Is anything needed beyond orderliness and cleanliness to assure attractiveness? I think so. It is the "plus," the "extra touch," the "spark of life," and the "and then some." More specifically, it may be shown by such things as appropriate pictures neatly framed and hung in good taste—local state farmers, type livestock, farm scenes; a bulletin board filled with live material in pleasing arrangement; possibly a catchy slogan or objective displayed for a time and then replaced; even a few potted plants to add that intangible something that prompts the boys to say, "I like our classroom the best of any in the whole school." This borders on the esthetic—the fine art of good taste—and here, if a jury is used, the boys may not do so well, but well enough, I dare say. If not, a jury selected for their experience and judgment in this field might be used; e. g. the lady teachers and your wife, (if any). (As a touch of humor, the present writer relates this personal experience from his early years as a supervisor. He was visiting a teacher who is now a county agent. In the discussion of room conditions he referred to the "mussy," unattractive appearance of the pictures and other material on the walls, and suggested that the teacher ask his wife to come to the classroom and suggest an arrangement of pictures while he, the teacher, placed them. The teacher's reply was considerably to the point and included just three words, "She arranged these.")

Finally, the *radiation of an atmosphere of businesslike activity*. The supervisors say that this is easy to sense but not so easy to analyze. To me it is the spirit of the department. Many may say, therefore, it is beyond the housekeeping area. Maybe so, but let's be sure it is present. My analysis shows that the personality of the teacher and the morale of the department are the significant elements. "Where there is no vision the people perish," said the prophet of old. And where there is no (plus) teacher-personality, the pupil-morale perishes—even worse, it dies aborning.

Weakly suggestive of this desired condition is the conduct of the class on

left, the atmosphere of industry in the shop, the respect shown for the teacher, the businesslike manner of teacher and pupils alike—not excluding appropriate humor—and the feeling of the group toward "our" department, "our" honor, and the respect of the community for "us" and "our" program.

And, speaking of personality, do you realize that your personality and your personal ideals of cleanliness and neatness have a great deal to do with the quality of housekeeping you do? Look at yourself as you are in school today, your personal orderliness, personal cleanliness, and personal attractiveness; in dress—harmony of suit, shirt and tie, press of clothes, shine of shoes, etc.; in toilet make-up—face, hair, hands, and nails; in other personal habits. Are you a reasonable display of these desired traits? One supervisor said that there appeared to be an unusually high correlation between the teacher's personal traits and those found in his departmental housekeeping. If that is true, then the answer to all of this becomes very personal. Where unsatisfactory housekeeping prevails, a change in the teacher's ideals is necessary, or the assignment for department housekeeping must be given to some boys who have the ideals and the judgment necessary to produce creditable conditions. But I can't believe that this is necessary. I have too much faith in our teachers.

WE NEED, first of all, to give some thought and time to bringing about what approximates our ideal classroom. This means, among other things, becoming conscious of orderliness, cleanliness, and neatness in our classroom. Too many of us are too busy with other things, we think, to give time to this phase of teaching. As a matter of fact, it doesn't seem to take very much time on the part of those who are continually conscious of good housekeeping. Incidentally, if the janitor is negligent in cleaning and dusting the agricultural room, an appeal to the superintendent may well be in order. Then it will help both teacher and pupils immeasurably if a few minutes—even a very few minutes—are taken occasionally just to talk about the ways in which the pupils think their classroom could be made more orderly, kept cleaner, or made more attractive. Before very long pupils will be carrying part of the burden without any suggestions from others. That will show that they have been sold on the idea, and that their esthetic education has been increased. In time, under such a routine, all will be sharing in a greatly improved department and will be wondering how they ever could have been satisfied in the old atmosphere of disorder, dust, and other depressing conditions.

These are a few suggestions on this subject of room arrangement and appearance. They seem to center around four thoughts for our consideration and help. First, let's be conscious of our

keeping. Second, let's really formulate a concept of satisfactory room conditions which we are going to try to maintain. Third, let's give some time and thought to a realization of these conditions. Fourth, let's bring our pupils into the participation for the educational benefit to them and for the effects, both preventive and remedial, in helping make our classroom more attractive.

Preparation and Use of Teaching Material by Regional Groups

S. D. McMILLEN, Teacher, Kingwood, West Virginia

HOW can a small group of teachers, working together on common problems, help each other in planning and carrying out a better program in each community? This and many similar problems have been considered by the regional teacher organizations in West Virginia. For the purpose of developing a superior program of teaching and community activities, the various departments of vocational agriculture within the state have been divided into regions. These regions are made up of eight to twelve departments, and all teachers represented participate in the regular meetings held during the year. The agriculture in our region, the northern part of West Virginia, being quite uniform, we have found that many of our problems are very similar, and that by planning our work together, a lot of unnecessary duplication of effort may be avoided.

At our first regular monthly meeting held in September our most common problems were presented and analyzed by the group.

From a large list three were selected as needing our immediate attention:

1. A method of lesson- or job-planning which would provide the student with a usable and up-to-date guide of problems that must be solved in studying each job within the various enterprises;
 2. A complete and up-to-date file of all publications, books, bulletins, and illustrative material for classroom use in teaching all farm jobs;
 3. A plan for marketing the products produced by the vocational agriculture students in their home farm enterprises.
- I mention these three problems as examples of the many that are being developed by our regional groups, and will point out a few of the factors we have considered in working on the first problem mentioned.

WE FOUND from our discussions that all teachers were spending considerable time working up study questions to be used by the students in solving problems related to the various class and shop jobs. Many were experiencing difficulty in securing a series of questions that would completely cover the problems to be considered, and which would provide up-to-date and usable references. We decided that the group might be able to help each individual teacher by working out a study sheet for as many common jobs as possible during the year.

Using only the

would be a part of the supervised practice program in all departments as a basis for starting our work, all were analyzed into the seasonal jobs that would be taught during the year. Such an analysis of a baby chick enterprise showed that the following jobs would be taught at all schools.

1. Procuring baby chicks.
2. Procuring brooder.
3. Brooding chicks to eight weeks.
4. Brooding chicks from eight weeks to 24 weeks.
5. Putting the brooder house in condition.
6. Providing range and green feeds.
7. Controlling chick diseases and vices.
8. Fattening cockerels.
9. Dressing broilers.

Other jobs within the baby chick enterprise would be taught by some teachers, but only those which were a part of the teaching plans in all schools were considered.

All enterprises were analyzed in a similar manner, and a complete list of jobs that would be needed during the year was prepared.

The next problem which arose was how a study sheet might be worked up that would be usable for all teachers. The following plan was tried out and found to be successful. Each teacher selected the jobs in which he was most interested, prepared a list of study ques-

tions that the students could use as a guide in helping them solve the problems for that particular job, and provided a complete and up-to-date reference list for these questions.

The sheets when completed by the individual teachers were presented to the group for any changes that might be needed. The references were checked and corrected, and the completed sheet was then assigned to one teacher to be mimeographed for all other teachers in the region.

When the guides were completed all teachers in the region secured as many as needed for their own use. These sheets were used by the teachers as a guide when studying a particular job, and by the pupil in helping him secure information needed in solving his problems.

All the work in preparing sheets was done by the teacher and paid for by the individual teachers in proportion to the number of sheets they secured. We now have a list of 70 jobs which have been completed. Others will be added as time permits.

We are finding these sheets very valuable in our work in this region, but many changes and improvements must be made before they can be successfully used in all schools.

Keeping Boys Informed on Farm Markets

JOHN G. DAVIS, Teacher, Scotia, Nebraska

IN TEACHING students the fundamentals in price fluctuations in relation to livestock supply and demand, it has been my experience that it is difficult to keep before the student a clear-cut picture of the prices of the important farm products, such as grain and livestock, as they change from day to day and from week to week. I also have experienced difficulty in creating permanent interest in this subject. For a boy to properly visualize the seasonal and day-to-day trends in market prices, it is, perhaps, best that he actually engage in some sort of a physical and mental undertaking to impress more clearly in his mind the actual changes that occur.

In casting about for a way to provide the boy with the desired mental and physical co-ordination of the prices on farm produce in relation to their changes and trends, I conceived the idea of presenting the prices on farm commodities to the students in a visual way with the use of a semi-graphic chart.

In constructing the semi-graphic chart, N. Y. A. labor was used. However, one might just as profitably have the graph made by the students in the shop. The main part of the graph was made of masonite and, when finished, was a board eight feet long and 10 inches wide. This board made a background for the letters and numbers. In letters two and one-half inches high on the top part of the masonite are the words: "Hogs, Beef, Poultry, Corn, Wheat, Oats, and Rye." Each word takes up a foot of space in length. Equally spaced under the name of each commodity, five inches from the bottom of the board, are four right-angle screws. These right-angle

bers designating the price of each farm product on the chart. The price figures are made of black construction paper pasted on cardboard figures of the same size, and are four inches in height. In the top of each number, placed so that the number will balance, is a hole one size larger than the end of the right-angle screw. Located at the top of this chart, so that it seems to be a part of it, is a piece of cardboard containing the following words: "Top Prices At Omaha." (The word "Omaha" could be replaced by the name of any local marketing center.) The surface of the masonite board is painted white and all letters and numbers are painted black so as to make a more vivid contrast.

Each morning during the school week a student enrolled in the animal husbandry course makes the necessary changes in the market prices on the semi-graphic chart changing the numbers to fit the new price. This change made by the student is based on the market quotations in a daily marketing paper which is a regular part of the periodical library of the department. At the end of each week a new pupil takes over the responsibility of keeping the prices up to date on the semi-graphic chart.

In attaining the aims set forth in the beginning paragraph this semi-graphic chart has been a success. It has also been a success in a way that I had not anticipated, in that it has trained the students to properly read market quotations and prices. Having this chart constantly before the pupils in the front of the room has created and heightened the interest of the farm crops and soils, farm management, and animal husbandry classes in price fluctuations in relation to livestock supply and demand.

I also have found that students in the advanced classes, after a year in the animal husbandry class during which time they have checked the markets from the semi-graphic chart, have built up enough permanent interest to continue to carry on their study of the

Supervised Practice

H. H. GIBSON

Supervised Practice in Farm Organization

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IN SUPERVISING work in farm organization by boys and farmers it is surprising to find so large a number who work from year to year without a definite well-balanced program on an unorganized farm. I am inclined to believe that most of the farmers' problems and failures can be traced to a lack of managerial abilities. Good farm management and economic adjustment, as I see it, are the foundation of a farmer's success. In speaking of "farm management" I am thinking not only of the efficient use of land, labor and capital, but also of the farm, livestock, crops, machinery and equipment, and the efficient marketing of products from the farm.

It may be safely said that the average farm has from two to four times as many fields as there should be, and that rarely can a farm be found with a systematic crop rotation. Probably one farmer in 75 has drawn a map of his farm to scale and planned his field layout for the most economical operation, although such a map is considered the fundamental part of intelligent farm planning. Since 1938 a farmer has been able to obtain a map of his individual farm at the county agricultural agent's office, as a result of extensive survey work conducted by the soil conservation service in this area.

At the present time there are a number of boys and farmers in the Myrtle Point community who are practicing a profitable farming business as a result of instruction in farm management.

Before entering into a discussion of accomplishments of the supervised organization I feel it profitable at this point to review the procedure used in carrying on this instruction.

During the summer, arrangements are made with several farmers to use their farms for a management study thruout the school term. These farms are usually within three or four miles of school in order to make field trips more convenient. It is very important that the program be sold to the farm owner, because his information regarding the farm is essential. Then, too, any criticism of the problem by the students will not cause a misunderstanding.

How Farm Organization Is Studied

Early in the fall the class studying farm management makes a field trip to these farms for the purpose of rating



R. W. Schaad

acting as a buyer. The farm receiving the highest rating by the class is the one selected for the class problem. Considerable discussion and class debate can be carried on at this point of the project.

When the farm is selected, the class is taken on a trip to the county court house to obtain information in regard to the taxes, deed, or any legal transaction or history of the farm. (The consent of the farm owner is obtained before conducting this trip.) This is very worth while since it gives the boys instruction in business. The assessor will have a blueprint of the farm and valuable information which the boys should know at this point of the study.

In constructing the map of the farm there is an excellent opportunity to give the boys some practice in leveling for topography, surveying for drainage, fence lines, and so on; soil study in making borings for soil type, soil acidity tests, water table tests; and map drawing for topography, drainage systems, roads, and fields.

A special trip may be taken to the farm to get the inventory, sales, receipts, purchase items, or other such information for the records. If at all possible this should be done at a time when the farmer will not be too busy and have to lose time from his work.

After the above information is recorded in the student's notebook he proceeds to make an outline report of the original farm according to the following description: To prepare a map of the original farm showing legal boundaries of the land (as obtained by notes and bounds in the abstract of title); location and character of all fences, lanes, gates, fields, streams, ditches, uncleared land, waste land, wetland, pastures, erop land; chief soil type areas; acres in each area; and other important data.

The caption of this map gives the name and address of the owner of the farm, the total number of acres, legal description, direction and distance to town and shipping station, the scale of the drawing in feet per inch and by graph, points of the compass, the name of the student preparing the map, and the date.

Students Given a Chance to See the Farm as a Whole

A brief description of the farm as found under the original map is then written up and included with the records. This includes the total area in crop, pasture, uncleared land, wet land, waste land; character, depth and condition of the soil; technical names of the soil with maps of the same; brief history of crop yields and lands for several years past; cropping systems; conditions as to

of uncleared land; kind and condition of fencing; roads; and distance to shipping point.

Following this original description each student is required to write a statement of the present management and business of the farm. This includes a farm management survey form for the past year's business, covering detailed inventory of all farm property, land, buildings, livestock, and machinery; all expenditures, receipts, and so on. The boys then prepare a summary of the year's business.

It is very important to follow this summary of the year's business with a brief, tabulated statement showing the present production program, source of income, feed produced, manure and straw produced, fertility income and outgo, man and horse labor program, and duty of machinery; with notes as to tillage, manuring, cropping, and feeding methods now used.

A description of the original farmstead may be prepared in a plan by showing accurately the location and dimension of all buildings, lanes, fences, garden, orchard, water supply, and permanent trees. The floor plans of any permanent buildings are drawn to scale in order to determine the capacity for livestock, feed, and machinery.

A brief statement is written as to the character, capacity, and condition of buildings, yards, and orchards. An accurate route of travel on the farmstead morning, noon, and night in doing the usual chores, or getting ready to go to the field is charted in order to get the actual distance traveled in miles per year. This is a very important item in the farm labor program.

The reorganization plan of the farm includes the following: a map showing a complete revision of the above factors; a description giving the weakness of the old plan and the advantages of the new plan; new field layout, showing the size of fields, width and length of lanes provided, fences, drainage required, and cost of its installation; clearing required and its cost; a complete new farmstead arrangement showing gains achieved; and, finally, a report of the new business organization showing all possible enterprises. These will include the soil improvement program, the new cropping system, new livestock program, new marketing program, the amount of capital involved, and returns expected. A definite time period is advisable, possibly 10 years, in which the owner may actually complete the reorganization according to the plans without having to be rushed into it.

A Case Farm Described

In the fall of 1935 the advanced agriculture class selected a 120-acre dairy farm for its farm management and organization problem. The farm is located six miles from the school and a mile from the main highway on a gravel road and is accessible during

near the river and the soil ranges from sandy loam to silty clay loam types, sloping gently away from the river, and ranging in acidity from pH 5 to pH 6. The drainage is good, although water overflows part of the land for several days at a time during the season of heavy rainfall, which generally is in the months of October and November.

When the inventory was taken the farm was found to have 30 fields of irregular sizes and shapes and ranging from one acre to 8.4 acres in area. (See fig. 1.) The crops consisted of 37.7 acres of red and alsike clover, 1.5 acres of oats, and 20.3 acres of Grimm alfalfa for hay; 24.2 acres native meadow grasses and 13.2 acres of red clover and grass for pasture; 8.8 acres of carrots, turnips, and mangel beets for late summer and fall succulent feeds; and 6.3 acres of corn for ensilage. There was no definite plan for the rotation of these crops. Lime had been used to some degree to correct the acidity of the soil in alfalfa, but this was more or less on the trial basis.

The line fences were in good condition; but cross fences were quite poor. The two barns on the farm were not far from falling in, while the dwelling house was quite new, and other small buildings were in average condition.

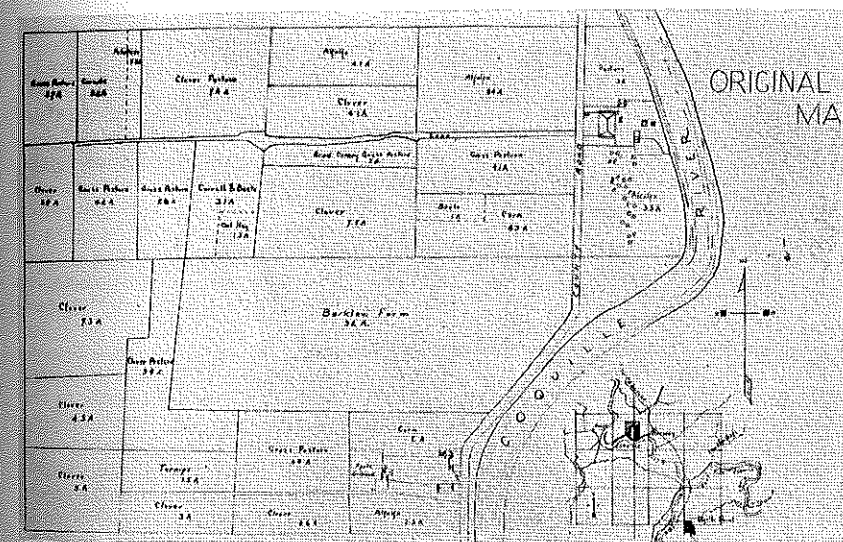


Fig. 1. Inefficiency of labor, high fencing costs, and variations in the cropping system from year to year reduce the profits of the farm.

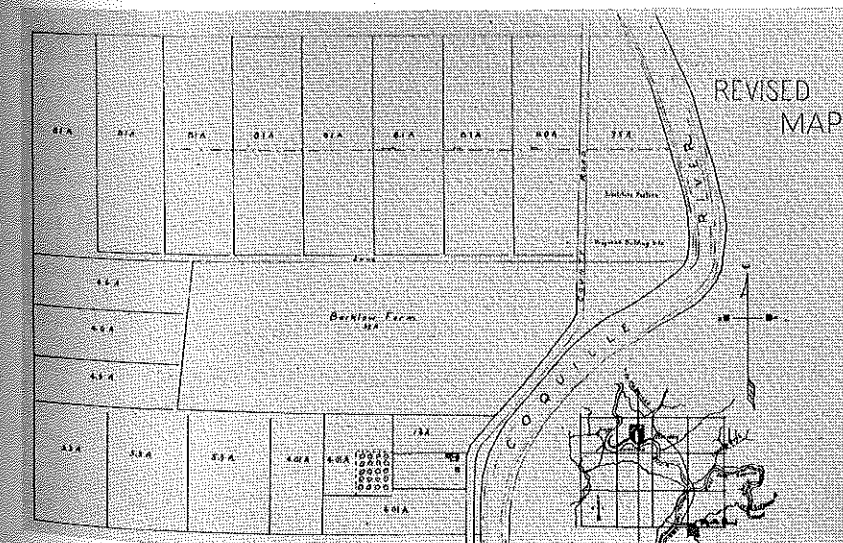


Fig. 2. The cropping system and the livestock program for a farm should be planned together in order that they will utilize the available cropping area to the fullest extent and increase it as far as possible.

There were 53 head of Jersey cows, 15 two-year-old Jersey heifers to freshen in the spring, 13 head of spring Jersey heifer calves, one 4-year-old Jersey bull and one yearling Jersey bull; three draft horses, two colts, and one saddle horse; two Chester White brood sows and 19 shotes; and 85 Rhode Island Red hens on the farm at the beginning of this survey. The young dairy stock is pastured on rented range during the summer and early fall months; there is an average of 10 head for annual replacements.

The owner is one of the more industrious and progressive farmers of the community, also one of our best evening-school members. At the time this organization work began, he had one hired man working with him on the farm, while two sons worked in a nearby sawmill, and a third son was a senior in high school. All three of the boys were members of the vocational agriculture classes and conducted supervised farm programs during their high-school training. At the writing of this report we find one of the boys still working in the sawmill at \$4 a day while two of the boys operate the farm along with their father, each receiving \$90 a month and free rent, milk and land for garden.

The boys are working into a partnership arrangement which is included in this revised organization plan and is to be completed by 1945.

The Farm Is Reorganized for a Gross Income of \$10,000

Space does not permit a complete description of the original or revised organization plans and for this reason a summary of the present conditions as they are working after a period of four years will be compared with the final plan.

Some of the major weaknesses as found in the original plan were the inefficiency in the proper use of land, labor and equipment. The crop rotation plan was indefinite, it lacked sequence. There was an unbalanced supply of feed from year to year. Too much land used for pasture was in low-yielding, poor, native grasses. The soil was high in acidity and low in phosphates; the yield of legumes was rather low. Too much land was in lanes and fences, and since the acreage of root crops was high in order to provide supplementary feed during the late summer, this required an enormous labor program. An overhead irrigation system has been recommended in the revised plan to provide summer pastures instead of root production.

The inventory of January 1, 1939, shows quite a different picture from that of four years previous. There are now 69 head of producing dairy cows with an average production of 370 pounds of butterfat, 14 two-year-old heifers, 16 spring calves, two registered Jersey sires, four draft horses, and 50 Rhode Island Red hens. A carefully planned disease control program has been followed for a number of years, and the dairy herd is now credited as free from disease.

The crops now total 25 acres of irrigated alfalfa, red clover, and rye grass, ladino clover, and English rye grass pasture in six-field rotation of about 4 acres each; 20 acres of non-irrigated red clover and alsike and English rye grass pasture; 11 acres of corn for ensilage, six acres of beets, turnips, and carrots for winter feed; 47 acres in alfalfa and red clover hay; and eight acres in oats and vetch hay.

Last winter the owner applied 28 tons of shell and lime on 14 acres of alfalfa land, and this spring he applied 3,000 pounds of treble-phosphate on 30 acres of legumes. The barnyard manure is applied to the corn and root land. The fields are being planned and arranged to meet the revised requirements. (See fig. 2.) Cross fences are being removed and replaced with movable electric fence.

During the summer of 1937 an electrically equipped overhead irrigation system with 2400 feet of six-inch main and 520 feet of three-inch movable laterals was installed to irrigate 60 acres of crop and pasture land. (See dotted line fig. 2.) The yield of pasture has increased three-fold.

In the summer of 1938 a new 70-cow dairy barn and milk house were built. In the fall of the same year a four-room bungalow type house was built for one of the boys. This summer the old dairy barn is being remodeled into a feeding and sleeping shed to provide shelter for

(Continued on page 118)

Farmer Classes

V. G. MARTIN J. B. McCLELLAND

A Complete Educational Program for Young Farmers

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Ames, Iowa



J. A. Starrak

IT IS the studied opinion of this writer that, in the years immediately ahead of us, teachers of vocational agriculture will find their greatest opportunity for service and for the expansion of their programs in that area which deals with the education of the out-of-school farm youth. The large numbers of young men between the ages of sixteen and twenty-four living on farms, their relatively inadequate educational status and opportunities, the unsatisfactory occupational status of such a large proportion of them, the quite prevalent neglect they are suffering at the hands of existing organizations and institutions, and the resulting urgent need for assistance and guidance, taken singly or together, serve to emphasize the great responsibility and opportunity for service which confront each and every teacher of vocational agriculture in this nation today.

The failure of the public school to provide proper and adequate educational opportunities for rural youth has resulted in the creation of several new agencies and in a new emphasis in the program of other agencies designed to give to rural youth the assistance they so seriously need. Chief among these agencies are the co-operative extension service with its work for young people, the Civilian Conservation Corps, the National Youth Administration, non-collegiate courses in agriculture in state colleges, and the junior programs of different farmers' organizations. Altho the situation is improving, there has been a serious lack of co-ordination of the services being rendered by these various organizations. In many instances this has resulted in wasteful duplications of their efforts in some favored communities, and utter neglect by all of them of large areas where the need is great. Meritorious as the activities of these agencies may be, taken together they are as yet merely scratching the surface of a large, urgent, and tremendously important problem.

It now appears that the public school is at length awakening to the realization of its responsibilities, and today educational history is being written by our teachers of vocational agriculture who are pioneering in the field of part-time education. It would appear that the local teacher of vocational agriculture must be the person to take the initiative and the major responsibility in grandline

of underprivileged farm youth the educational opportunities which are held to be the sacred rights of children in a democracy, but which have not been made available to millions of our out-of-school rural youth. The stage is set for such an expansion of our program of vocational education in agriculture as has never been witnessed in any other phase of education, provided a sufficient number of our leaders and teachers in vocational agriculture catch a clear vision of the great opportunity which exists to render greatly needed service to so large and important a portion of our population.

Special Editor's Note: Doctor Starrak spent the spring and early summer in Washington, D. C., assisting Dr. R. W. Gregory in the preparation of a bulletin dealing with the program in vocational agriculture for out-of-school farm youth. For several years the conditions and problems of rural youth have constituted one of Doctor Starrak's major interests. His sojourn in Washington presented the opportunity to study the problem quite thoroly and to take advantage of the large amount of material which Doctor Gregory has collected as a result of his activities in this field for the past two years. The bulletin referred to will be published in the near future by the Office of Education.

All this is a sort of introduction to the main burden of this story. The limitation of space at this writer's disposal forces him to confine the remainder of his remarks to one phase of the whole topic, namely, the type of educational program which is needed by the out-of-school farm youth.

The Complete Part-Time Program

Because part-time education in vocational agriculture has developed more or less spontaneously over a wide area, and with no attempt at standardization, great variations exist in current programs. As a result of experience and experimentation of a sizable group of pioneer leaders, however, there is gradually emerging and taking form the pattern of a comprehensive integrated program of part-time education in agriculture, the broad outline of which, at least, is rather clearly discernible.

This comprehensive program, which, by the way, must be as carefully planned and organized as that of the all-day students, may be regarded as consisting of two rather distinct but closely co-ordinated parts or phases. The first of these includes the more strictly instructional elements of the program, while the second is concerned with the establishment of the young men in farming. The remainder of this article will be confined to the first, namely, the in-

The instructional part of the program, where it has been well developed, comprises three phases, each of which is coming to be regarded as an essential and integral part of an adequate and effective educational program. These are generally agreed to be (a) the individual supervised farm practice program, usually carried on the home farm, (b) the intensive systematic instruction in technical agriculture and closely related sciences, and (c) the continuing closely organized group or association of the out-of-school farm youth of the community.

The Individual Supervised Farm Practice

The important contributions which supervised farm practice can make to the effectiveness of high-school programs of vocational agriculture have been amply demonstrated. Supervised farm practice is now quite generally regarded as an essential element of the high-school work. There would seem to be many good and obvious reasons why it should occupy an even more important place in the part-time program. One important reason is that the long-time production projects can be made to play a large part in the progressive establishment of the individual young man in farming on his own. This suggests that greater emphasis might well be given to the selection, development, and expansion of long-time production projects in the part-time than in the all-day program.

The same general principles and techniques which have been found effective in the organization and direction of the supervised farm practice of the regular high-school student in vocational agriculture apply to that of the out-of-school young man; and it may be safely assumed that our readers are already well enough acquainted with them to make any further elaboration at this point superfluous.

The Intensive Systematic Instruction

In no small degree the effectiveness of the total educational program for the out-of-school farm youth will be determined by the quality of the systematic class or group instruction given.

In the first place, this class work presents the opportunity to develop an understanding of the important principles, basic techniques, and other generalized truths which are involved in the efficient organization and management of farm enterprises. Secondly, if properly designed and executed, it may contribute greatly to the general enrichment of the lives of the farm youth in cultural and social directions by making up the deficiencies which exist in their general education.

This systematic instruction may consist of two general types of courses. One type is represented by one or several courses, or units planned well in advance and offered at certain predetermined periods during the year. A second type

teachers is of an emergency nature, organized quickly to satisfy the needs for immediate instruction on some unusual or abnormal situation which develops quickly and cannot be foretold. While technical agriculture constitutes the main content of this systematic instruction, some instructors have found it desirable to include other types of subject matter, such as farm arithmetic, civics, English, etc., where the need is evident.

The instructional unit should provide for both class and individual instruction. For obvious reasons class instruction is desirable but the necessity for individual or small group instruction may arise because of wide differences often existing in part-time classes in the ages, educational status, and home situations of the members. Needless to suggest, the content of this systematic instructional unit should be based largely upon the problems and experiences of the home farm and especially upon those arising in the supervised farm practice of the young men. While these instructional units should be planned well in advance, the instructor should not hesitate to change his plans in order to take advantage of changes in conditions. For instance, the unit of systematic instruction offered during the preceding winter may have been in the management of the dairy herd. A unit on another phase of agricultural production may have been planned for the current fall. When the class convenes, some time might well be devoted to a consideration of the experience which the members have had during the intervening summer months. For instance, a drought may have occurred during June and July, and resulted in a shortage of feed which class members had planned to grow. The steps to be taken, should similar conditions again prevail, could well become the problem for study for one or more meetings.

The Young Farmers Association

There seems to be a real need for some sort of a continuing, year-round, well organized group composed of and managed by the out-of-school farm youth. Considerable variation is observed among existing groups in name, organization, and program of activities, but the main function seems to be to provide a rallying point for the young farmer, to facilitate the promotion of desirable group activities, educational and recreational, and to give the whole educational program continuity and permanence.

The program of the young farmers association should be regarded as primarily educational, broadly interpreted, and the activities promoted by it should be chosen to make some definite and concrete contribution to the cultural, social, economic, and recreational needs of the members.

The activities engaged in and sponsored by existing young farmers associations, while many and varied, may be roughly classified under the following categories: (1) business meetings of the organization, (2) community co-operative service projects, (3) educational tours, trips, and excursions, (4) social and recreational, and (5) promotional.

All the activities of the organization should be carefully planned and co-

the other parts of the total program.

The content must be based squarely upon the known cultural, social, and recreational interests and needs of the young men; it should be varied enough to provide opportunity for the exercise of each individual member's initiative and special abilities; and above all it should make definite and worth-while contributions to the achievement of the larger general objectives of the total local program of vocational education in agriculture.

Schools in Wisconsin

(Continued from page 105)

organizing and teaching of part-time or evening-schools equally attractive.

2. There is scarcely a measurable difference in the amount of part-time and evening-school work done by teachers of differing ages up to the age of forty. For teachers over forty there is a marked

decrease in the number who carry on this work.

3. Experience seems to be an insignificant factor in predicting the part-time and adult classes that will be organized by a teacher.

4. Salary seems to be a contradictory factor. The 59 departments with lowest salaries averaged 1.18 schools each. The 12 highest averaged 1.08 schools per department. The 79 departments in the total middle salary brackets averaged 1.48 schools.

5. The size of the all-day department measured by number of farm boys enrolled seems to have an inverse effect on the number of part-time and evening schools held by the teacher. Departments with fewer than 20 boys made the poorest record of all—88 schools per department. A measurably greater amount of part-time and evening-school work was done by teachers with a larger enrollment of farm boys in their all-day department than was done by teachers with lighter enrollments.

TABLE 3. THE EXTENT TO WHICH TEACHERS OF CERTAIN YEARS OF EXPERIENCE HOLD PART-TIME OR ADULT SCHOOLS, OR BOTH, AND THE AVERAGE NUMBER OF SUCH SCHOOLS HELD PER DEPARTMENT

Years of Experience in Teaching Vocational Agriculture	Number of Teachers	Teachers Holding Part-Time or Adult Schools, or Both		
		Number	Percent	Average No. Schools Per Dept.
10 or more years	31	26	83.9	1.35
5-9 years	27	23	85.2	1.40
1-4 years	64	54	84.4	1.28
First year in agricultural teaching	28	26	92.9	1.35

TABLE 4. THE NUMBER AND PERCENTAGES OF TEACHERS IN CERTAIN SALARY GROUPS HOLDING PART-TIME OR ADULT SCHOOLS, OR BOTH, AND THE AVERAGE NUMBER OF SUCH SCHOOLS HELD PER DEPARTMENT

Salary of Teacher of Vocational Agriculture	Number of Teachers	Teachers Holding Part-Time or Adult Schools, or Both		
		Number	Percent	Average No. Schools Per Dept.
More than \$2400	12	10	83.3	1.08
\$2000-\$2400	35	29	82.9	1.45
\$1600-\$1999	44	40	90.1	1.50
Under \$1600	59	50	84.8	1.18

TABLE 5. THE NUMBERS AND PERCENTAGES OF TEACHERS OF DEPARTMENTS WITH CERTAIN NUMBERS OF ALL-DAY FARM BOYS HOLDING PART-TIME OR ADULT SCHOOLS, OR BOTH, AND THE AVERAGE NUMBER OF SUCH SCHOOLS HELD PER DEPARTMENT

Number of Farm Boys in All-Day Department	Number of Teachers	Teachers Holding Part-Time or Adult Schools, or Both		
		Number	Percent	Average No. Schools Per Dept.
70 or more	10	8	80.0	1.40
55-69	23	22	95.7	1.43
40-54	45	37	82.3	1.33
30-39	31	28	90.3	1.38
20-29	32	27	84.4	1.31
Under 20	9	7	77.8	.88

Studies and Investigations

C. S. ANDERSON

A Study of the Association of Certain Factors With the Careers of Young Men From Michigan Farms

G. P. DEYOE, Teacher Education, East Lansing, Michigan

THE general purposes of this study are (1) to determine the occupational distribution of young men from Michigan farms who attended certain high schools which maintain departments of vocational agriculture, and (2) to investigate the association of certain personal and sociological factors with educational attainments, occupational distribution, and occupational status. In addition to the presentation and interpretation of the data for these aspects of the study, at various points suggestions are offered relative to implications for agricultural education.



G. P. Deyoe

Values of the Study

Teachers of vocational agriculture and others in agricultural education, as well as many people outside of this field, are concerned with the careers of young men from farms. Information relative to the subsequent careers of farm-reared young men who received instruction in vocational agriculture is of value in determining the extent to which they are engaged in occupations for which this training is most likely to be functional. Furthermore, for purposes of guidance, it is valuable for teachers and others to know some of the factors which are associated with the occupational distribution of farm-reared young men, with advancement in the occupation of farming, and with certain types of educational attainment. As the result of this study, opportunities for improvements are seen more clearly, general impressions are confirmed or disproved, new problems for study are brought into focus, and data and techniques are provided which may be useful in the development of related studies. In these and other ways, this study should in some measure contribute to the development of educational programs which will function more fully in meeting the needs of boys from farms.

Summary of Important Findings

Findings related to occupational distribution:

vocational agriculture in certain Michigan high schools from 1918 to 1935, data collected at the close of that period showed 60.5 percent in farming, 6.6 percent in occupations related to farming, and 32.9 percent in non-agricultural occupations. The corresponding percentages for those who left high school during the last five years of the period studied are 70.9, 4.0, and 25.1; for those out of school five years or more, the percentages are 51.6, 8.9, and 39.5.

2. Taken separately, several factors are shown to be significantly associated with likelihood of farming. The young men most likely to be farming (1) left high school recently, (2) took two years or more of vocational agriculture, (3) were reared on farms which rate above average, and (4) performed considerable home work about the farm during the period of attendance at high school. Other factors associated with likelihood of farming include (1) having one brother or none, and (2) having one project or more per year of vocational agriculture. Of town-reared young men, only a small percentage engaged in farming.

3. Certain of the factors associated with likelihood of farming are inter-related. When these overlapping relations are sifted out, it appears that for no one of the preceding factors is the net effect sufficient to be significantly associated with likelihood of farming; but the cumulative effect of two or more factors is significant. Some factors of an objective type which, when applied cumulatively, result in increasing likelihood of farming are (1) two or more years of vocational agriculture, (2) one brother or none, and (3) one project or more per year of vocational agriculture. Factors somewhat subjective in nature which have value in addition to those named are (1) being reared on good or medium farms, and (2) performing a considerable amount of work on the home farm during the period of attendance at high school.

4. The group engaged in occupations related to farming is significantly different from the groups engaged in farming and non-agricultural occupations in having larger percentages who (1) graduated from high school, and (2) "showed evidences" of leadership. This group has the highest average number of brothers; and among those who are high-school graduates, larger percentages attended the state agricultural college than for either of the other two groups.

5. As compared with the other two groups, those in non-agricultural occupations who (1) had one year of vocational

agriculture or none, and (2) did little work on the home farms while attending high school.

6. The group engaged in occupations related to farming and the group engaged in non-agricultural occupations differed from the group engaged in farming in that larger percentages (1) left high school prior to 1930, (2) came from poor farms, and (3) came from backward communities. For the high-school graduates, larger proportions in the first two occupational groups attended college, than for those engaged in farming.

Findings related to farming status:

1. Of the group of 818 farm-reared young men with one year or more of vocational agriculture who were farming at the time the data were collected, the percentages engaged as laborers, partners, operators, renters, managers, and owners are 28.0, 44.6, 7.6, 4.7, 4.7, and 10.4, respectively.

2. For this group of farm-reared young men with one year or more of vocational agriculture, the three types of farming status which are most important in the agricultural ladder are laborers, partners, and owners. For those out of school five years or more as compared with those who left school more recently, the portion farming as laborers decreased from 40.2 percent to 12.6 percent, while the portion farming as owners increased from 4.9 percent to 17.4 percent. No significant changes were found in the other types of status. The percentage farming as partners constitutes over 40 percent on both a long-time and short-time basis and thus comprises the largest group for the young farmers of Michigan included in this study.

3. For young farmers who have been out of school for five years or more, those who left high school as graduates are less likely to be farming as laborers and more likely to be farming as owners than those who left before graduation. The same is true for those in the former group who were graduated with considerable vocational agriculture as compared with those graduated with little or no vocational agriculture.

4. As compared with the young men farming as laborers, in most cases larger percentages of those in other types of farming status performed considerably more work on the home farms while attending high school, showed more leadership ability, and came from farms where improved methods were used. The latter groups also averaged fewer brothers and more projects per year of vocational agriculture.

5. For those out of school several years and now farming, upwards of 70 percent have been engaged almost exclusively in farming since leaving high school.

"Typical" Farmer From Group Studied

From the data collected in this study,

istics of a person more or less typical of the farm-reared young men, now farming, who attended certain Michigan high schools which maintain departments of vocational agriculture. This "typical" person, from the group studied, is a high-school graduate with at least two years of vocational agriculture. He comes from a farm which rates above average, on which general farming is conducted. The community in which he grew up rates average or better. He probably has no more than one brother. He performed considerable farm work at home during the period of attendance at high school. While taking vocational agriculture he conducted at least one productive enterprise project per year. He is farming with his father either as a partner or on an allowance or wage basis. He has engaged in no occupation other than farming for any significant period of time. The chances are about "fifty-fifty" that he left high school within a period of about five years, and that he has shown evidences of leadership in his activities in school or out. If asked why he is farming, his reply frequently will indicate a liking for farming or the opportunity to engage in it, or both.

Major Implications

In a broad overview of this study, it becomes apparent that the likelihood of

engaging in farming is associated with many factors. Data have been presented which in some measure demonstrate the relationship of certain of these factors to the probability of farming. While it is difficult to isolate the influence of each factor individually and to trace each factor thru its varied ramifications it seems quite evident that several of the factors under consideration are indicative of opportunities, interests, and initiative on the part of various individuals who comprise the group of young men included in this study. Relative to opportunity, it has been shown that for those engaged in farming, large percentages came from better-than-average farms and have one brother or none. To some extent, interest and initiative, in addition to opportunity, are implicit in the data which indicate increased probability that those engaged in farming took more than one year of vocational agriculture, performed considerable work on the home farms while attending high school, and had one project or more per year of vocational agriculture. The number of projects in turn is to some extent associated with opportunity, at least for those with three years of vocational agriculture, as it was shown that those with one project or more per year were more likely to have come from good farms than those with fewer projects. Furthermore, in statements from

some of these young men, interest and opportunity are frequently mentioned as factors in influencing them to farm.

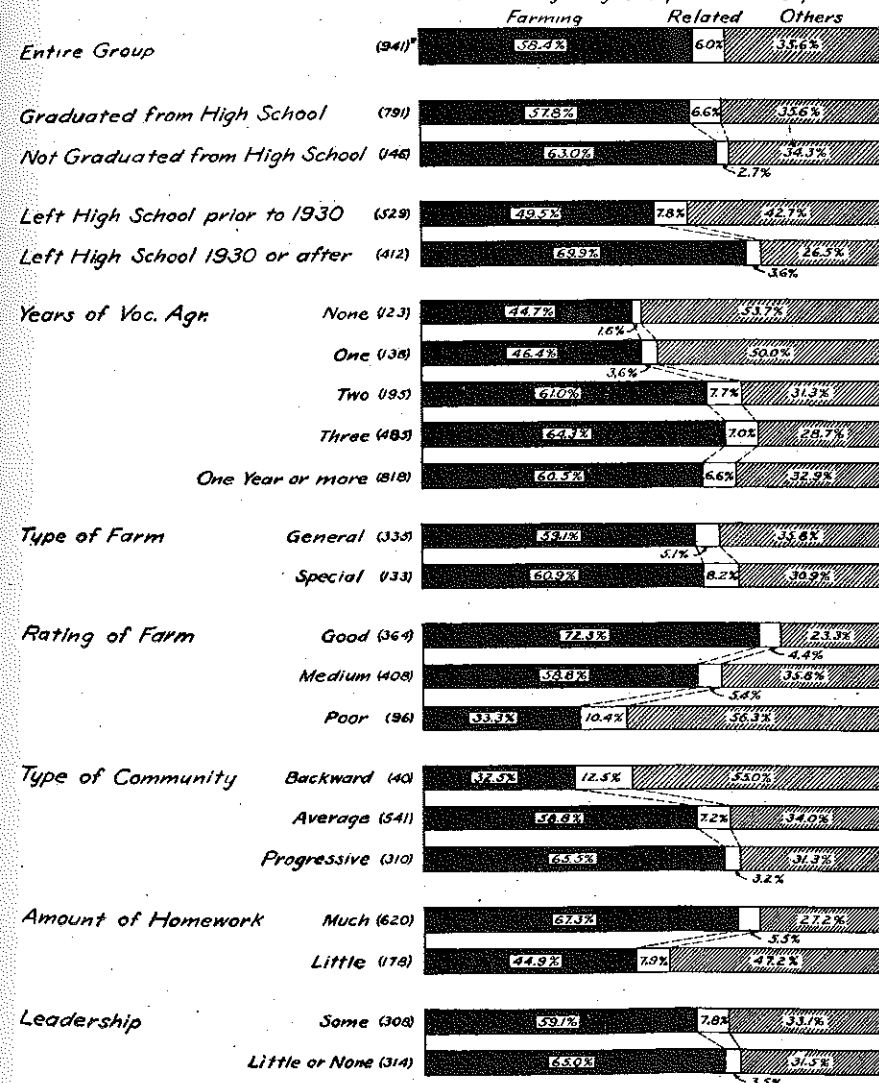
In portions of this study, data are presented which suggest that certain personal qualities and opportunities are also associated with likelihood of farming above the status of laborer. These qualities and opportunities are implicit in data relative to leadership ability, amount of work performed on the home farms, number of projects, number of brothers, and methods in use on the home farms.

The fact that small percentages, only, of town-reared boys actually engage in farming is probably explained in part by lack of opportunity. It also appears likely that some of the farm-reared young men who are engaged in occupations related to farming did not become farmers due to limited opportunity for farming. This is shown by the larger proportions who came from poor farms and the larger average number of brothers than for those who did engage in farming. Their interest in farming is suggested by the large percentages who had two and three years of vocational agriculture; and their initiative is indicated by the large percentages with evidences of leadership.

IT SEEMS likely that information presented in this study has considerable value for the guidance of farm-reared boys in Michigan. Knowing certain items of information for given individuals, it is possible to predict with increased accuracy the likelihood that they will enter farming and advance in it. This is not equivalent to claiming that cause and effect relations are demonstrated in this study. For example, of the group studied, those boys who have had two or three years of vocational agriculture are most likely to farm; but it has not been shown that this situation exists because they received that training. The relation is evidently a complex one and may involve personal interests on the part of the boy, his opportunities for farming, and other factors which contributed to his decision to take two or three years of vocational agriculture.

In various ways, guidance may be made increasingly effective thru the use of information of the type presented in this study. Knowing that various conditions and circumstances are likely to handicap certain individuals with interests in farming and aptitudes for it, teachers of vocational agriculture and others should be in a position to render valuable assistance. Young men of promise may be aided in exploring opportunities for placement on their home farms and elsewhere, and ways and means may be found for many of those farming as laborers to reach an improved status earlier than otherwise. With the large percentages of young men farming as partners, and to some extent with those in other types of farming status, it is quite evident that parent-son relations are important in establishment in farming. No doubt, in the solution of some of the problems basic to improved relationships between parents and sons, teachers of agriculture may be of assistance. For some farm-reared young men with training in vocational agriculture, it is likely that opportunities for success are greatest

Percentages by Occupational Groups



Factors associated with occupational distribution of farm-reared young men who attended certain Michigan high schools which maintain departments of vocational agriculture

Future Farmers of America

L. R. HUMPHERYS

F. F. A. National Convention

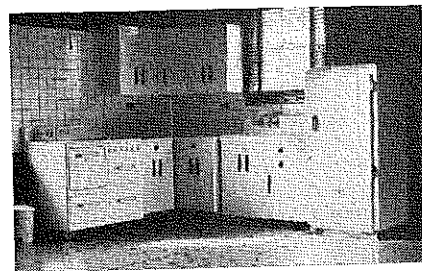
Stamping Ground Repeats in Spite of Disaster*



Stamping Ground, Kentucky, F. F. A. chapter, winner of the 1939 National Contest, chapter house in background

THE Stamping Ground, Kentucky, F. F. A. chapter, Ivan Jett, adviser, has been judged the outstanding chapter of the North Central Region and of the entire United States for 1939.

Rising above the discouragement which would follow the loss of school building and equipment in the disastrous fire of April 30, 1938, this chapter has this year repeated its achievement of 1936-37 when it first led the nation as the outstanding chapter. With 32 active members and the adviser, this



All-electric kitchen in new addition to chapter house recently completed by Stamping Ground Chapter

chapter reports a list of accomplishments which requires several hours just in the reading. Extending its activities far beyond the environs of the vocational agriculture department and the school this chapter has made itself a power for progress over a wide area of the Kentucky bluegrass country.

Only a few of its accomplishments are listed and in the fewest words. These

skills, they averaged three productive projects per boy (85 percent of their projects were of the continuation type), and their total project income was \$10,411.18, or an average of \$325.34 per member.

As a chapter, they made \$243.60 on a co-operative tobacco project. They mixed feeds for hogs, poultry, dairy cows, and sheep. As a co-operative they loaned money to boys for project work. The chapter purchased stock and supplies co-operatively and organized a breeders' association.

The savings of individual members averaged \$278.08 each. Thru hard work the chapter investment was increased by \$5,400. Already owning a twenty-two by thirty feet fully equipped chapter house, the boys built an addition to double its size.

For some time the Stamping Ground chapter has made a practice of tithing. One tenth of all earnings of the chapter is set aside for religious purposes.

For recreation, 12 boys of the chapter attended the state camp. The chapter had a father-son banquet, seven parties, and two "wiener" roasts, and took an extended tour to Washington, D. C., New York, and Canada.

An attractive leather-bound book twelve by twelve by four inches tells the story of a chapter bound to succeed.

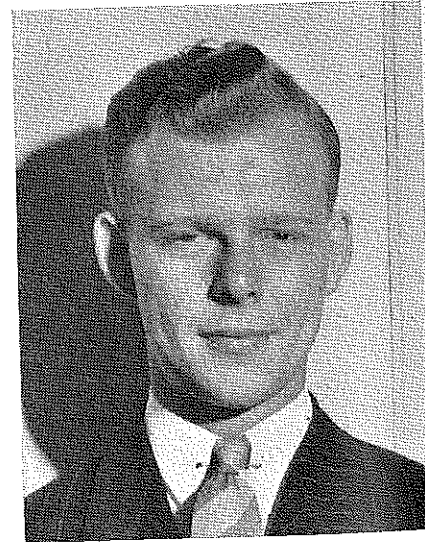
Other regional winners in the national chapter contest are Albion, New York, North Atlantic; Deer Lodge, Montana, Pacific; and Moultrie, Georgia, Southern.

*Materials for this story and others on these pages

Star Farmer of America, 1939

FROM a group of 166 boys who were awarded the American Farmer Degree, Norman W. Kruse, of Loretto, Nebraska, was selected as "Star Farmer of America" in connection with the 12th National Convention of Future Farmers of America held in Kansas City, October 14-19.

A member of the vocational agriculture classes at Albion, Nebraska, this curly-headed young farmer started his formal supervised farming program in 1935-36 with two Shorthorn heifers and three Spotted Poland sows. He made a labor income of \$278.77 that year, in addition to helping his father operate the 400-acre farm. This current year Norman's project program includes 4



Star American Farmer, 1939, for entire United States, Norman W. Kruse, Loretto, Nebr.

litters of hogs, 3 Milking Shorthorn cows, 5 heifers, 12 ewes, 50 acres of corn, 45 acres of barley, 4 baby beeves, and 10 acres of sorghum. His labor income to date, from projects taken from his record books, is \$2,009.08, and his working capital now amounts to \$2,570.08.

As young Kruse advanced in school, the size of the home farm grew from 400 to 840 acres. Although home work increased accordingly, he found time to participate extensively in school and vocational agriculture activities. He held the presidency and other offices in his local F. F. A. chapter, was awarded the State Farmer Degree, and was the 1938 delegate from his state at the national convention in Kansas City.

Besides assisting his father and a neighbor to exhibit show herds of Milking Shorthorns and Aberdeen Angus,

and markets during his four years. His scholarship record in high school places him in the upper 10 percent of his class.

In view of this award, Kruse also becomes Star Farmer for the North Central region. Star Farmers for the other regions include: Dan Mizner, Deer Lodge, Montana, Pacific; G. Wallace Caulk, Woodside, Delaware, North Atlantic; and Arthur and Albert Lacy, identical twins from Hondo, Texas, who received the award jointly for the Southern Region.

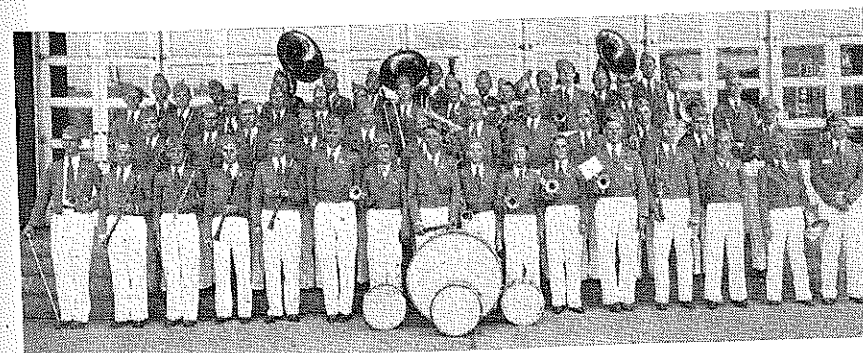
Honorary American Farmer Degrees were awarded to Dr. R. H. Woods, president of A. V. A., H. B. Allen, father of Future Farmer work in Greece and the Near East, J. B. Rutland, adviser of the Texas Association, Ivan Jett, adviser of the winning Stamping Ground chapter, and J. C. Penney, chain store merchant and farmer and backer of many farm youth movements.

Winning F. F. A. Public Speaker

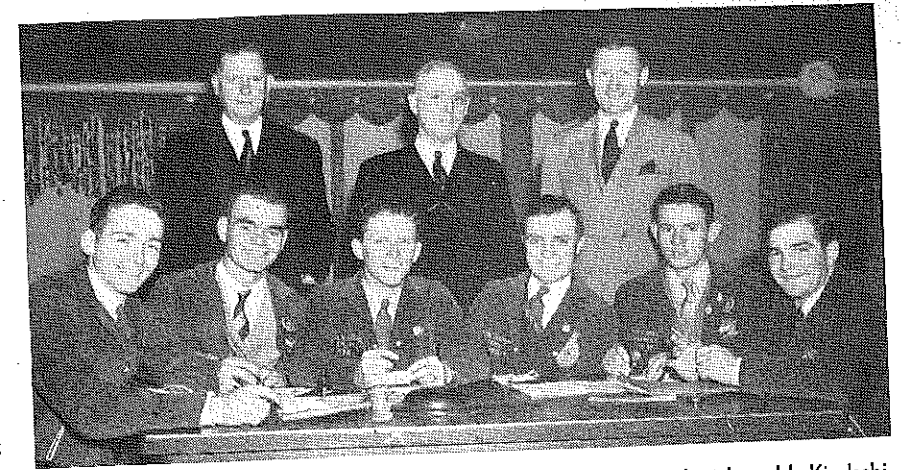


James Wayne Poucher, Largo, Florida, winner of the 1939 F. F. A. Public Speaking Contest with the subject, "Soil Conservation—Man's and Nature's." Wayne is a brother of Lester Poucher, 1937-8 National President of F. F. A. Following Mr. Poucher in the order named were Harold Hoffman, Walnut, Illinois; Francis Landis, Laton, California; Seisuke Akamine, Hawaii; and Francis Mansue, Allentown, New Jersey.

TEXAS F. F. A. BAND



The Texas F. F. A. band, led by the Pennsylvania F. F. A. band in furnishing music for the



NEW NATIONAL OFFICERS, 1939, seated, from the left: President Ivan H. Kindschi, Prairie du Sac, Wisconsin; Student Secretary Kenneth Julian, Mesa, Ariz.; First Vice-President Billy Bryan, Forrest City, Ark.; Southern region; Second Vice-President Ervin Dennison, Austin, Minn.; North Central region; Third Vice-President Elmer Dennis, Moundsville, W. Va.; North Atlantic region; Fourth Vice-President Edgar Spiekerman, The Dalles, Oregon, Pacific region. Standing, from the left: Henry C. Groseclose, National Treasurer, Virginia Polytechnic Institute, Blacksburg, Va.; J. A. Linke, National Adviser, U. S. Office of Education, Federal Security Agency, Washington, D. C.; W. A. Ross, Executive Secretary, U. S. Office of Education, Federal Security Agency, Washington, D. C.

Honors to Texas Association F. F. A.

TEXAS Future Farmers, 23,131 strong, boosted the Lone Star State into first place in the state association contest at the national F. F. A. convention held in Kansas City in October.

With 553 chapters scattered over 265,000 square miles from the Panhandle to the Rio Grande, the state association has been judged most effective in its organization and activities. For this achievement, the Texas F. F. A. received a \$60 award provided by the National Grange.

Bound in project-produced sheep skin, the voluminous report of the association indicates extensive activity and progress among the chapters and individual members. Every department in the state has a chartered chapter with over 91 percent of all students active members of the F. F. A. Five hundred forty-nine chapters participated in planned recreational activities. Three hundred sixty-six members attended the 1938 national convention, 545 chapters held speaking contests, 553 chapters engaged in home-improvement projects with 20,490 boys participating,

528 chapters carried on organized conservation work with soils, water, trees, and wildlife, and 480 chapters were active in pest eradication.

Among other activities the report lists co-operative financing of projects, rural fire prevention, and radio programs. The state association maintained a 100-piece band, and each of the ten areas had bands competing in the state contest. The state association delegation this year is accompanied by a 50-piece band.

State associations next in rank are Wyoming, Montana, Virginia. Florida and West Virginia tied for fifth place.

Who Should Do It?

1. Set up the meeting room and care for the paraphernalia and equipment.
Answer: The farm watch dog.
2. Keep a scrapbook of news articles.
Answer: The news reporter.
3. Sign and issue F. F. A. membership cards.
Answer: The secretary.
4. Appoint nominating committee.
Answer: The president.
5. Introduce guests.
Answer: The president.
6. Post schedule of meetings.
Answer: The secretary.
7. Have copies of the State and local constitution.
Answer: The secretary.
8. Prepare a budget of proposed expenditures.
Answer: The treasurer.
9. Send in all State reports.
Answer: The secretary.
10. Memorize the opening and closing ceremonies.
Answer: All officers.
—Nebraska F. F. A. News

Results of National Contests

THE following states were represented by teams of vocational agriculture students who won contests in which they competed at the national convention of F. F. A. in Kansas City, Oct. 18-19: livestock judging, New Mexico; dairy cattle judging, Sterling, Illinois; poultry judging, Brigham City, Utah; meat judging, Sterling, Illinois; and milk judging, Peotone, Illinois.

The Chapter Reporter

LESLIE NELSON, Adviser,
Box Elder Chapter, Brigham, Utah



Leslie Nelson

THE meaning of the term Future Farmer and the standing of the chapter in the local community will depend in a large measure on the effectiveness of the reporter. His is the job of informing the public on the objectives, the activities, and the accomplishments

of the boys who are learning the business of farming. The chapter members and adviser may be doing a perfect job in discharging their responsibilities, but if their light is hidden under a bushel they are deprived of support that is justly theirs. Even tho the accomplishments are small, if they are given the right kind of publicity, public opinion will rise to support the program.

Why Publicity?

Too often we consider publicity only from the standpoint of giving out news. We think that the only reason for a reporter and a publicity committee is to supply the people with news of achievements and accomplishments. In the light of the objectives of the organization of Future Farmers of America this is only one of the reasons for reporting chapter events. There are at least two other very important reasons for having a reporter and a publicity committee. The first one is based on the fact that most human beings have enough ego that they like to see their names in print, especially when connected with some very enterprising achievement. The fact that some boys are given special mention in the press often encourages other fellows to excel in their achievements and do things they would not otherwise do.

Another important reason for giving publicity to Future Farmer efforts lies in the fact that such publicity makes some of the aspects of farming which frequently appear dull and drab take on a romantic touch. It adds excitement and glamor to ordinary tasks. Many a boy has waded thru the slop and soap in fitting a heifer for show because he had hopes of seeing his name in print. The reporter must understand that his job is more than to make a meager write-up of chapter happenings. He will know that he has to play up the things that pet human vanity and pride. He should know that he must make dull, lifeless facts into stirring stories of achievement.

The Reporter's Job

With this approach in mind let us consider the broader aspects of the job of the reporter. First, he should inform the school patrons and chapter members concerning the activities of the chapter and chapter members. To function effectively he should not attempt to do all the work himself, but should arrange for

responsibilities. Under this plan green members are being trained for leadership in the years ahead. This committee should hold regular meetings. Every member on the committee should be given definite assignments.

Nor does the written story meet all the requirements of news writing. A good picture adds life and human interest that can be obtained in no other way. To be effective a picture must tell a story. A few simple rules in taking photographs will increase the effectiveness of the illustrated news item. In taking pictures of animals, one should be sure that the pose is satisfactory, take special care in providing the proper foreground and background. A picture should not be taken in front of a junk pile. (Better not to have the junk pile!) Close-ups of people should not be taken if they are looking directly into the sun. They should be as natural and relaxed as possible. If pictures are taken of more than one person some group interest or activity should be portrayed. When photographs are sent away the name and address of the sender, the identification of the person, and objects on the picture should be properly identified. It is always well to avoid too many details in a photograph. There should be a definite message in every photograph.

Relations With the Local Editor

The reporter should never fail to provide the editor of the local paper with a cut of the F. F. A. emblem to head the column. This cut will add distinction and call attention to Future Farmer items. People will begin to look for that familiar emblem, and the news that accompanies it. One more thought on the first duty of the reporter. He must become acquainted with the editor of the local paper. The editor will lend him assistance in preparing articles, will teach him the publisher's language, and allow all the space that the news justifies.

The second duty of the reporter is to see that the state reporter receives adequate information about chapter happenings. If every reporter would realize that all state news items come from local sources and send in reports to the state reporter promptly, publicity of the state association would be a simple matter. News items should be reported while they are "news," not after they are history. It is also important that the state reporter be supplied with photographs to liven up his news items.

The Reporter as Chapter Historian

The third duty of the reporter is to keep a file of all printed news clippings dealing with the activities of the local chapter. At the end of each year this file should tell a story of the chapter better than in any other single way. Such a file may often serve as a source of material to be used in a school annual. This collection of news clippings filed in the chapter library from year to year also gives new officers definite help in plan-

perenced officers will not only be able to profit by past mistakes, but they will receive many ideas for new accomplishments. Then, too, a file of news items can become a part of the permanent chapter history.

This leads us to the point that the fourth duty of a reporter is to act as historian for the chapter. As is well known, a historian's job is to make an accurate but brief record of major events as they happen. If this chapter history is to be kept—and there are many reasons why it adds to a chapter's success—it should contain not only the events of the chapter but several items of human interest as well.

The reporter's fifth duty is in connection with the chapter library. He should be assigned the responsibility of building up the chapter library with desirable books, and of encouraging the members to read them. The reporter, with help, can accomplish this assignment in a number of ways. He might assign one of his committee members to give a brief report of each book purchased. Or he might refer members and officers to books in the library for the solution of individual problems.

Minimum Essentials in Writing

A major responsibility of the reporter is to become acquainted with accepted standards in writing. To qualify in this respect he will need to start early. He should discuss his problems with the teachers of journalism in his school and the reporters and editors of the local papers. He should always keep in mind that every publicity item should answer the questions: who, what, when, where, why, and how? A good reporter should know what is interesting in his field. With this point in mind a few items of interest are listed which may help some F. F. A. reporter.

Co-operative efforts in buying and selling furnish material in which the public is interested. Outstanding individual records in production of crops and livestock not only provide interest but also have educational value. Where the cost of production is cut by improved methods the public should be informed of this fact. Chapter and individual activities in the community such as beautification, landscaping, and pest control are of perennial interest. Social events furnish good material for the reporter's pen. These should include father-and-son outings, banquets, co-operative parties with the home economics club, and many other social items of interest.

In all news writing the reporter should use plain paper, date every item, leave liberal margins at the top and side, type the article on one side of the paper, with double space, and number each page. The story should be told with simplicity and should have a real "punch" in the opening statement. One should always check punctuation, spelling, and sentence structure before news is released.

In Summary

It is the responsibility of the chapter reporter, together with his co-workers, to inform the public of chapter activities, co-operate with the state reporter, keep an official file of all news items, compile important chapter events for

ing and effective use of a library.

An efficient chapter reporter understands the meaning of the term Future Farmer, has a nose for news and takes the public into his confidence. Let it be emphasized that efficient chapter reporters don't grow on trees. The chapter adviser, after all is said, must assume considerable responsibility in setting up a training program, not only for the reporter, but for all other officers. As with the adviser, so with the chapter.

Writing F. F. A. News

REPORTERS, you hold positions of responsibility in your chapters. The degree of success which you attain will depend primarily upon your ability to write interesting, readable news, and the faithfulness with which you discharge your duties.

With school in full swing, news will be increasingly plentiful. Alert reporters will be constantly on the lookout for material that will acquaint the public with the work of their chapters.

News carefully written by chapter reporters usually is much more usable and interesting than clippings of chapter news from local newsletters, school papers, or newspapers. News that must be gleaned from the regular correspondence received in this office is welcome but often lacks certain data that are supplied in regular articles by reporters.

How should F. F. A. news articles be organized and submitted to papers?

1. The opening paragraph or paragraphs is known as the lead. This should be short.
2. Sentences should not be long.
3. Information telling what, how, where, when, and who should be included in the first paragraph.
4. The how and why may be dealt with more completely in the body of the story.
5. Do not write the headings. The editors will do that.
6. Talk or write to the editors of the publications to which you will contribute to determine their particular desires.

HERE are some suggestions on punctuation, spelling, use of figures, and preparation of copy:

1. Type stories if possible, using double space.
2. Turn in clean, neat, and legible copy.
3. Write on one side of the paper.
4. Allow adequate margins.
5. Do not use long, elaborate, or technical words when shorter or more understandable ones will do.
6. Always spell out a number which starts a sentence.
7. Use figures for time, ages, dollars and cents, dates, and percent. They are given to us: 8 o'clock, 12 years old, \$1.50, 7 percent. Use figures for any number over 10.
8. Never spell a name wrong.
9. Break words at the end of lines between syllables.
10. Use punctuation to make your meaning clear but do not over-punctuate.
11. Use the proper identification for persons.
12. Use abbreviations and capitals

13. Fifty to 150 words make desirable length paragraphs.

SOME other factors to be considered in writing desirable F. F. A. news follow:

1. The article should be new, well planned, and adapted to the understanding and the interest of the readers.
2. Use facts, rather than personal opinion.
3. Write in the third person.
4. Write with accuracy as to facts, names, and dates.
5. Write with clearness which makes the meaning impossible to mistake.
6. Announcements of work done or of meetings held make good news material. Your articles should be the source of ideas for other chapters.

7. Be concise for most effective expression.

8. Tell what you are doing and how you do it.

9. Include well chosen pictures. Facts plus names of persons concerned, minus all expressions of opinion, equal news.

The following are some desirable publications for F. F. A. news:

- Local school papers
- Departmental newsletters
- Local, district, and state newspapers
- Farm magazines
- The American Farm Youth Magazine
- The Iowa Future Farmer
- The National F. F. A. Radio Bulletin Board

—From *The Iowa Future Farmer*, Sept., 1939.

F. F. A. at the Missouri State Fair

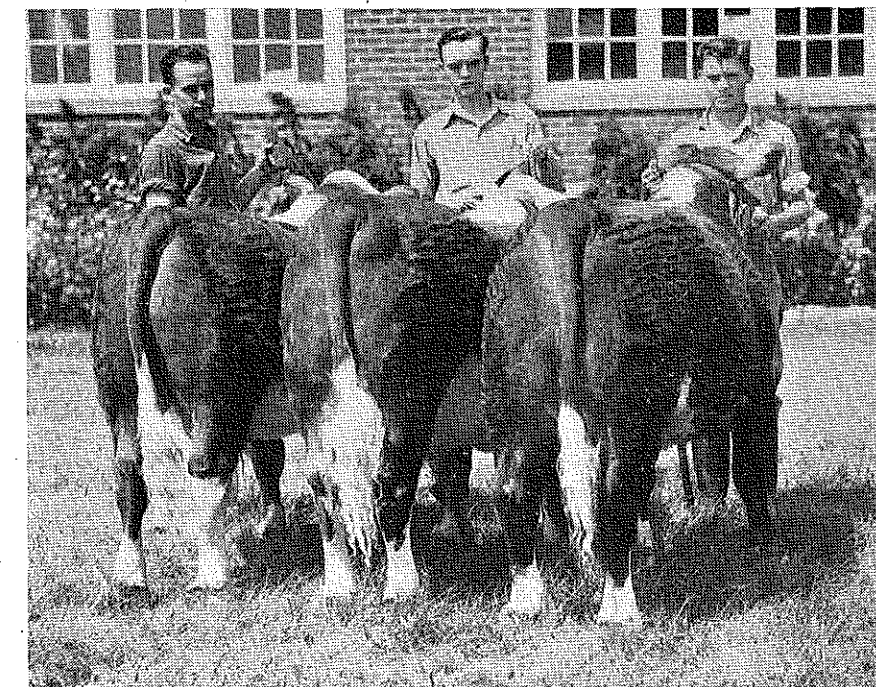
J. L. PERRIN, State Supervisor,
Jefferson, Missouri

AT THE 1939 Missouri State Fair a special division was provided for Future Farmers by the management of the fair. This year there were 616 head of livestock shown by Future Farmers. Most of this livestock was purebred with the exception of some of the beef calves. The swine show was the largest, with 352 head. There was also a large increase in the vocational sheep division with a total of 149 sheep. The number of entries in the beef calf division was not especially large due to the fact that no sale follows the show. However, 55 baby beeves were shown. In the junior dairy division, the vocational boys showed 60 head.

The Governor of the State of Missouri, Lloyd C. Stark, gives a large loving cup as a sweepstakes trophy to the school which makes the best exhibit of livestock at the state fair. The Nor-

borne vocational agriculture department, L. C. Thornton, instructor, won the trophy for the third time in 1939. This gives the Norborne school permanent possession of the trophy. Another trophy will be started next year.

The state fair is the first of a series of shows participated in by Missouri Future Farmers. August 30 to September 1, the Mid-West Vocational Agriculture Livestock Show is held at Kansas City. The National Stock Yards Fat Hog Show for vocational agriculture students is held September 6 and 7. The Southwest Missouri Vocational Agriculture Fat Stock Show is held at Springfield, Missouri, August 31 and September 1. A Marketing School for vocational agriculture students is held at St. Joseph, Missouri, September 15. A number of vocational agriculture students in Southeast Missouri participate in the Mid-South Fair at Memphis, Tennessee, September 11-16. The climax of the show season for vocational agriculture livestock is at the American Royal Livestock Show held at the same time as the National Convention in Kansas City.



First prize school group of three steers in the Vocational Agriculture division at 1939

Book Reviews

Turkey Management, by Stanley J. Marsden and J. Holmes Martin. 708 pp., illustrated, published by Interstate Printing Company, Danville, Illinois, price \$3.50. The book covers all phases of the turkey industry. The choice, organization, and presentation of the subject matter have been admirably done. The authors have attempted to bring together the scientific and the practical fields, and to state, in terms understandable to the layman, the results of experiments with recommendations for practical procedures. Controversial matter has been treated in an impartial manner. Noteworthy, too, is the fact that the authors have expressed their own opinions on such points rather than to side-step the issue. Repeated references to the literature have been avoided, which should appeal to the layman, while the extensive references that appear at the conclusion of each chapter will be of much assistance to investigators. The book should prove of interest and value to hatcherymen and turkey raisers. It should prove especially helpful to teachers of vocational agriculture.—A. P. D.

The Story of Meat, Robert B. Hinman and Robert B. Harris, 254 pp., paper cover, illustrated, published by Swift & Company, Union Stock Yards, Chicago, price \$1. *An excellent contribution to our meats literature, covering the entire history of the meat industry in an accurate and pleasing manner. This publication should prove of interest and value to students and teachers alike.—A. P. D.

*Free to teachers of vocational agriculture and county agents upon request.

Winning Future Farmer Speeches, Vol. 1, by L. S. Judson, 365 pp., published by Interstate Printing Company, Danville, Illinois, price \$2. A collection of the winning 1938 state, territorial, and national F. F. A. speeches, with constructive criticism by the author. Part I, consisting of three chapters, treats "Hints on Writing the Winning Speech," "Hints on Delivering the Winning Speech," and "Hints on Judging Contestants in Public Speaking." Part II carries the 1938 winning F. F. A. public speeches together with constructive analytical comment by the author. Dr. Judson's constructive critiques are designed to stimulate thinking, and assist those who desire to improve their speaking ability. This book should be helpful to all who are interested in learning to speak well in public, and should prove especially interesting to F. F. A. members and advisors.—A. P. D.

The Western Horse, Its Types and Training, by John A. Gorman, 278 pp., illustrated, published by Interstate Printing Company, Danville, Illinois, price \$1.67. This interesting book describes breeds, types, and crosses of breeds that are found in the western states, and presents the methods of training. The chapter on wild horses will be of interest to readers throughout the land. The section of the book dealing with the training of horses is presented with the hope that it will help readers to have a better under-

Farm Organization

(Continued from page 109)

the dairy stock in winter. The swine enterprise was discontinued because of the extra labor involved and also because the grain for fattening must be shipped in. Aside from what has already been mentioned, the revised working plan of the farm calls for an annual requirement of 70 head of producing dairy stock, 15 head of two-year-old heifers, and 15 heifer calves for replacements; two registered Jersey sires, four draft horses, and 50 hens of a dual purpose breed.

The building program is practically completed with the exception of a machine shed and the rebuilding of some fence.

The cropping program (See fig. 2) includes one eight-year field rotation, with three fields used annually for pasture; one three-year 4½-acre field rotation; one three-year 5.3-acre field rotation; and one three-year 4-acre field rotation. The rotations include the use of perennial legumes and grasses such as alfalfa, ladino clover, and English rye grass, red and alsike clover, and the use of vetch and oats or peas for catch crops. There is a need for 12 acres of ensilage corn and six acres of roots. The roots are fed in the late fall previous to and during the calving season. In the fertility program, the plans are to continue the use of barnyard manure on the corn and root crops, to apply phosphates in alternate years to the fields in legumes, and to use lime to correct acidity of land in legumes.

The revised plan further recommends that as the program develops the 32 acres surrounded at present by this farm should be purchased and included in the farming operations.

On the basis of the revised plans this farm should produce an annual gross income of approximately \$10,000, considering that the butterfat price in cheese and milk is 35 cents per pound, as compared with a gross income of \$6240 in 1935, when the swine enterprise was included and the revised plan was not in effect.

Reorganizations That Are Carried Out Under Supervision

After the reorganization plans are completed it is important that full cooperation be given the owner and that an occasional visit be made to the farm to assist in carrying out the plans. In this particular project the owner is so thoroly sold with the new plan that he is ahead of schedule in carrying it to completion. Each school year at least one of the farms organized in the past should be discussed and visited along with new plans that are being worked on by the farm management class.

Since this work was started, excellent results are showing up on the farms where boys are engaged in the evening-school and all-day farming programs.

If planning and organization thru supervised practice are a means of improving the efficiency of our all-day, part-time, and evening-school members it will meet a great need. Wilber J. Fraser states in his book *Profitable Farming and Life Management*: "The vital need of agriculture today is not so

as for men with the training, courage, and sincerity to utilize fully the ability they already have in learning the facts of their work and applying them to best advantage to meet their particular needs. When he sees what should be done, he should consider how he, himself, with his own means and ability, can apply the facts to improve his business. He should make a practical plan of his own, one that he can actually carry out to fit his particular needs."

Young Men From Farms

(Continued from page 113)

in occupations related to farming.³ Many of these young men could benefit from continued education of some type. Teachers of agriculture may guide young men in the selection of places for further education, and in some cases they may provide guidance and training thru part-time classes organized for young farmers.

As the result of this study and others,⁴ it becomes increasingly evident that guidance is an important function of teachers of vocational agriculture. In order to carry on the activities of guidance in an effective manner, it is important to know the interests, aptitudes, and placement opportunities for boys who are prospective and present students of vocational agriculture. Opportunities and responsibilities for guidance do not cease when students of vocational agriculture leave school. Contacts should be maintained with these young men; and assistance should be rendered to the end that, insofar as possible, they will become established on a satisfactory basis in farming or related occupations. Undoubtedly, certain teachers of vocational agriculture have rendered valuable assistance along these lines, but it is likely that many teachers have overlooked or disregarded opportunities for services of those types.

For Michigan young men from farms who have taken vocational agriculture, much remains to be done in studying their careers and their advancement in farming and other occupations. Problems for investigation include the isolation of additional factors associated with occupational choice and advancement, replacement trends among farmers in selected communities, opportunities for placement in farming, methods by which young men become established in farming, guidance techniques effective in placement and advancement, parent-son relationships in placement and advancement, and opportunities in occupations related to farming and other non-farming occupations. As information is gathered and interpreted, activities associated with guidance and education and with occupational placement and advancement should become increasingly effective.

1. The complete study is published in Bulletin 256, *Young Men from Michigan Farms*, by G. P. Deyoe, available from the State Board of Control for Vocational Education, Lansing, Michigan.
2. Thruout this study, statistical significance was assumed if the probabilities were at least 95 out of 100 that the difference could not have occurred by chance.
3. Byram, H. M., "Opportunities for the Farm-Reared Boy," *Occupations*, Vol. 17, No. 2, November, 1938, pp. 114-121.
4. Lathrop, F. W., "Recent Studies in Vocational Agriculture Related to the Establishment of Young Men in Farming," *The Agricultural Education*, 10, No. 3, March

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