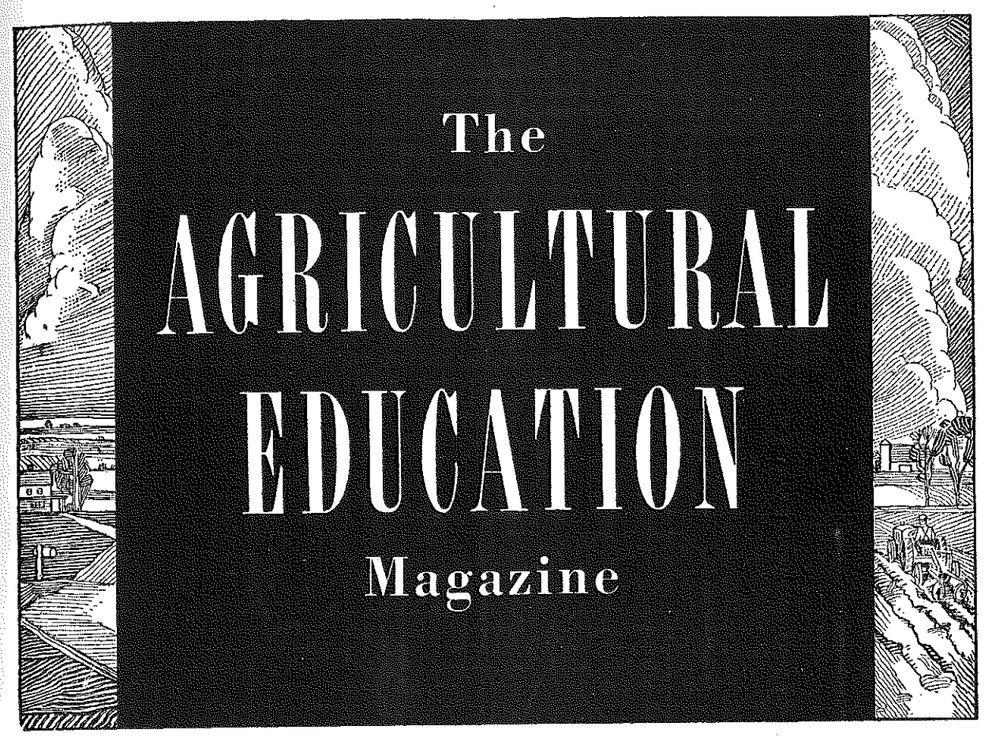
Vol. 13 September, 1940 No. 3



The defense against a bad idea is a better idea; the defense against a half truth is a truth; the defense against propaganda is education; and it is in education that the democracies must place trust.

—*William F Russell*

The Agricultural Education Magazine

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

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

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

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Editorial Comment

American Education Week, November 10-16, 1940

WITH a world at war we are acutely aware of the measures being taken to strengthen our own National defense. American Education Week this year takes on new meaning as we think of what the schools can do in the National emergency.

Democracy and democratic institutions in this country are in a precarious position. New needs have arisen in providing economic security and in implementing and safeguarding our resources. With billions of dollars being poured into defense programs the schools are more than ever confronted with the problem of adequate support in the face of already inadequate budgets and increased responsibilities placed upon them.

The subject for American Education week this year is "Education for the Common Defense." Following are the topics for each day:

Sunday, November 10.....Enriching Spiritual Life
Monday, November 11.....Strengthening Civic Loyalties
Tuesday, November 12.....Financing Public Education
Wednesday, November 13....Developing Human Resources
Thursday, November 14....Safeguarding Natural Resources
Friday, November 15.....Perpetuating Individual Liberties
Saturday, November 16.....Building Economic Security

There is no doubt about the key position of vocational education in the National emergency. Large expansions of the trade and industrial programs are already under way to provide additional trained industrial workers. Whether new demands will be placed upon agricultural education we do not now know. However, three of the above topics have important implications for agricultural education: developing human resources, safeguarding natural resources, and building economic security. Vocational agriculture is capable of tremendous accomplishments in the development of human abilities and in conserving natural resources. Our economic security will depend in large measure upon our ability to produce and conserve. Every European country engaged in the war, either now or in the recent past, has suffered and is suffering because of a shortage of food. Agricultural education stands in a strategic position to prepare for National defense along this front.

It is important that parents, taxpayers, and others understand the crucial importance of maintaining programs of vocational education at this time. American Education Week offers an opportunity which should be made use of by vocational educators to interpret the objectives and activities of programs of agricultural education to the public.

Doing To Learn

THIS statement is found in the motto of the Future Farmers of America, but it can be applied to the entire field of vocational education and should be an important factor in the whole educational program. All education, insofar as possible, should be placed on an activity basis, because we learn more thru actually doing a thing than by reading or being told about it. Tying up practice to instruction is the best means of learning. William James said that the results of education should be behavior. Herbert Spencer's principles of education can be summed up in "preparation, presentation, and application." It has been said also that "education is the training we get in thinking and doing" and that "education is what we have left after we have forgotten all that we ever learned," i. e., what we are able to do as a result of our education. The teaching process is not complete until it is actually applied in life situations or activities. If the teaching of citizenship does not result in better citizens, then the element of doing as a means of learning has been lost in teaching the subject. The Master Teacher had this to say: "Therefore whosoever heareth these sayings of mine and doeth them, I will liken him unto a wise man which built his house on a rock."

Since application, or doing, is an important factor in education we must concede that vocational agriculture is one of the most suitable courses in the high school for the application of this principle, because the student in his supervised practice is continually testing out the class instruction and determining whether it is true or false. In other words, he is learning by doing. You may tell him that it pays to test his seed corn or it pays to feed a certain ration for egg production in poultry but he will really know the truth of the instruction when he has put it to the test and checked the results. You cannot teach a person how to drive an automobile by telling him how it is done. He must learn by taking hold of the wheel and actually performing all the operations necessary in handling a car.

When a boy I often watched how easily my father handled a big plow in breaking his land. It looked so easy and the plow ran so smoothly that I thought I could also turn an even furrow. Finally my father let me take hold of the handles—but this proved to be a different story. I fell down in the furrow and the plow wobbled and ran out of the soil. It was only thru long trial and error that I finally learned to plow an even furrow. I never understood fully what an acre of land was until one of my teachers took me into the field and with a surveyor's chain we measured off an acre of land. This principle can be applied to almost all phases of education. We in agricultural education especially should apply it in all teaching processes.

In the training of teachers, as an illustration, all of the activities of the teacher of agriculture should be provided in the student-teaching centers in order that the student-teacher can have real participation in these activities before going on the job as a teacher of vocational agriculture. The teacher is certainly handicapped if this is not done. Also the trainee should have up-to-date, practical farm experience in the many jobs of the successful farmer, including the farm skills and the many phases of farm management. Many of the students in training come from poor farms and lack modern farm experience. This should be carefully checked with each student before he goes on the job, because his up-to-date farm experience means much for his success as a teacher of agriculture and expecially as a teacher of practical farmers in evening classes.

If our primary objective is to train present and prospective farmers for proficiency in farming, then it is very important that the teacher of agriculture set up with each student a long-time supervised practice program in order to give the student as much training and experience as possible in the farm activities which he should be able to successfully perform when he becomes established on a farm of his own. The teacher should constantly keep in mind that if he wishes to get real results in developing the abilities of his students he must provide a comprehensive activity program as a necessary part of his teaching procedures.

Remember that *Doing to Learn* is being recognized as one of the fundamental principles of education.—J. A. Linke, Washington, D. C.

Community Responsibility for Youth

"THE rise of dictators abroad has shown both the susceptibility and the potential danger of frustrated and neglected youth, for it was largely on the shoulders of youth who grew to maturity during the post-war years of adversity that dictators were able to climb to power.

"The formative years of boys and girls born since 1930 have largely been spent in a period of depression and change. Many have grown up in homes overshadowed by want and insecurity. . . .

"Society in each generation has an obligation to provide for youth full opportunities for vocational exploration, training, and public service. The existence of a world crisis, by making clear to the nation the need for internal as well as external strength, serves only to emphasize this present obligation. . . . . There is all the more reason for strengthening this weak point in the national fabric as soon as possible, now that its dangerous nature is evident."—From *Community Responsibility for Youth*, American Youth Commission.

A. K. GETMAN

Professional

R. W. GREGORY

From a Superintendent to a New Teacher

> Fortunate, indeed, is the teacher of agriculture who works with a superintendent who understands the aims and possibilities of vocational agriculture, and who helps him thru efficient supervision to more efficiently carry out the many activities making up the program. One superintendent has followed the plan of writing his recommendations in the form of a letter. This makes possible the checking later on by both parties. Following is a letter written by this man to a teacher of agriculture who was new in the community. The second letter was sent several months later. The many helpful suggestions included warrant the suggestion that this technique be tried out by other administrators and teachers. —*Editor.*

DEAR MR.———:

About four weeks have now passed since the opening of school in September, and inasmuch as this is your first year in———there are many things we should discuss together in respect to the general agricultural program and its local and rural projects.

After all, your work will largely determine the success or failure of our agricultural program. I desire to have a strong agricultural program at———, and you are the one who will mainly be responsible for helping me to realize this ambition.

In setting up a good, progressive agricultural program, I am concerned particularly about two things:

1. "What the community about a local high school should expect from the agricultural instructor."
2. "What I should expect, as superintendent of schools, from an agricultural instructor while he is directly teaching in the———schools and also during his visits in the surrounding community."

It is likely as we proceed to evaluate our agricultural program that our point of view may change from time to time, but if you will call at my office occasionally we can work with each other to formulate those objectives which should assist in making it possible for——— high school to have one of the best agricultural programs in the state as well as assisting you to be one of the best agriculture instructors.

You might gain your inspiration for this type of work by evaluating your program on the following objectives.

1. Service above self for the school.
2. Service above self for the community.
3. Sincere, honest effort to sell the school program as approved or inaugurated by the superintendent. By the word "approved" I mean that in some instances you may be the one who first thinks of a particular idea, and after securing approval for same you can sell the idea to the community.

There are a number of items to which I trust you will give your most careful consideration:

1. Continue to Carefully Prepare Ditto Outlines of Trips Only After:

a. Previously arranging for such a trip with the family in charge of the farm you plan to visit. Careful class study of that trip will be an outgrowth of the class recitation. A copy of all these reports should be left on file in my office. While we have only had the acquaintance of each other for a period of four weeks in school work, I desire to take this opportunity to compliment you very highly on the carefully planned outlines you have offered me. Keep up the good work!

2. Mileage:

a. Keep a careful check on mileage, even tho we are paying you on a flat rate basis. Be able to justify the check that you have received, by keeping a record of the miles you have driven to projects in certain districts. The mileage report should be put up in such form that it will not put you and me under suspicion, if and when it might seem necessary or advisable to present same at one of the regular meetings of the board of education.

3. Keep an Accurate List of Every Project You Have Visited During the School Year:

a. Where you went.
b. The purpose, distance, and time.

4. News Reports:

a. Be sure to write up thoroly any work you are doing in your department which you feel is worthy of mentioning, and present it at my office. We might desire to publish it in several of the leading papers of the state.

5. Projects During the Summer:

a. Be able to justify the fact that you are paid on a 12-months basis while most of the other teachers are working only 10 months. Will it be possible for you to find enough work during the two summer months to justify your pay checks during that time?

b. Keep a careful record of where you go and what you do to such an extent that you and I are both above suspicion. Is there a possibility that there might be certain work about the school premises such as (1) caring for trees; (2) supervising projects on lawn and athletic field, of an agricultural nature that might well be included in your program?

6. Public Relations:

a. What are you willing to do in order that I might be able to consider you a number one man insofar as public relations are concerned in this outlying community? As your work gets a little better under way, possibly you might like to come to the office and discuss this matter in greater detail.

7. Co-operation With the Superintendent:

a. What can you do to assist me as a superintendent in making———one of the better schools in this area as well as making our own agricultural department one of the better departments in this area? How far should your responsibilities continue insofar as week ends and after-school programs are concerned?

8. Pupils From New Districts Being Transported Into———by Bus:

a. Contact pupils of such districts continually at their homes.

b. Impress parents of such communities and all other communities in your area that inasmuch as their children are now attending the———public schools, it is the policy of the school to render them every service possible, and that you are being sent into that community by the school to render them every service your department has at its command.

9. P. T. A. Programs:

a. In event they desire speakers or help on P. T. A. programs that is not in the field of your department, refer them to the superintendent of schools, who may be able to send teachers from other departments of the school to assist them with their programs.

10. Local Opinion of the———Public Schools:

a. Keep you ear to the ground regarding local opinion of the———public schools in these new communities. If certain information appears to be uncomplimentary to the school, advise the superintendent so that we may set up a constructive program immediately to correct such criticism.

11. Pictures:

a. For several years I have had a hobby of taking pictures and have the necessary equipment to do such work now. Further, the———high-school camera club is at your command. There is a possibility that during the year you may have certain projects that will be well worthy of having pictures taken of them. By taking pictures of such projects, we would have an illustrative program which we could use in selling the———public schools' agricultural program to the community.

I appreciate the fact that this is a large assignment—in fact, it may be too large. There is a chance, however, to render a real service to the——— public schools and to the rural patrons of the surrounding community. Further, you should personally receive a real satisfaction in attempting this progressive endeavor. I have a strong feeling that you and I can put this thing over.

Sincerely yours,

Superintendent

Five Months Later

Dear Mr.———:

Following your field trip this morning with your agricultural boys by bus to ———'s certified seed farm and ———' livestock farm, I took time to carefully read a dittoed sheet you had prepared for the boys in which you asked certain questions of them regarding what they were to see at these farms.

I wish to compliment you highly on having taken the time and forethought to prepare this material before your trip. This certainly is a fine teaching device which indicates you have prepared your boys to the best of your ability before attempting the trip. Other information you handed in to me also indicated that you had properly made arrangements with the principal for excusing the boys and that you had spent considerable time preparing the boys for this trip thru the medium of motion pictures and other purposeful teaching devices.

As you continue with your work always bear in mind that the main purpose of the school is the improvement of instruction. I trust you will build your program in the classroom around the thesis that "Every lesson should have a purpose that is definite, specific, and worthy." Apparently you have already appreciated the worth of this thesis.

Your work lends itself to those more practical things of the normal farm boy's life. However, I am sure that with careful thought for each day's work you can prove that the teacher of agriculture can have his classroom work as well organized and also have as much purposeful teaching as those teachers who are teaching science, English, mathematics, or Latin.

You are on the right track. Congratulations! Keep up the good work!

Sincerely,

Superintendent

Highlights of Pacific-Coast Regional Conference

H. A. WINNER, Teacher Education, Moscow, Idaho
and
A. W. JOHNSON, State Supervision, Bozeman, Montana

THE conference was held in Seattle, May 6–10, and opened with the agricultural group meeting jointly with the other three services—trades and industries, home economics, and business education. All State departments of vocational education in the Pacific Region were represented.

Immediately following the general session of all services the agricultural group met separately for the balance of the week. L. R. Davies, State Supervisor of Agricultural Education, Denver, Colorado, as regional representative on the Future Farmers of America National Advisory Council, gave a report on the activities of the council. Following this report, Earl R. Cooley was elected to represent the Pacific Region on the F. F. A. National Advisory Council for the year 1940–41.

J. A. McPhee, State Supervisor for California, and Mr. William Kerr, State Director of Idaho, reported on the meetings of the National Committee on Relationships with the Agricultural Extension Service, of which they are members. Edgar Spiekerman, National Vice-President of the Future Farmers of America from The Dalles, Oregon, brought greetings to the group from that organization.

Joint Meeting Held

A joint meeting of all services was held Tuesday night, May 7, immediately following the Regional F. F. A. Public Speaking Contest, at which time L. H. Dennis, Executive-Secretary of the American Vocational Association, addressed the group on the activities of that organization. F. E. James, publicity relations representative of Sears, Roebuck, and Company, also appeared before the group and presented the motion picture film entitled "The Green Hand." He stated that a schedule would be worked out for showing this film in schools that are interested in it.

A lively panel discussion was conducted on Thursday afternoon, May 9, on "An Evaluation of the Evaluation Program for Determining National Standards for Vocational Agriculture," led by H. E. Lattig, teacher-trainer, Idaho. A complete, mimeographed copy of the report of the regional conference will soon be issued by the United States Office of Education.

Report of Progress on National Evaluation Project

F. W. LATHROP, Secretary, National Standards Committee

DURING the past summer the writer and Mr. Ward P. Beard have been spending practically all their time in conducting demonstration evaluations. The demands from the various states for these demonstrations have been very heavy.

Demonstration evaluations have now been held in 25 states in all parts of the United States. Some of these evaluations have served not only persons within these states, but also persons from neighboring states. They have been attended by those who are to be responsible for evaluation within states, including in many instances teachers who are to serve on visiting committees.

The attitude of supervisors, teacher-educators, and teachers has been all that could be desired. The work of Mr. Beard has been especially well received and he has been an important factor in the success of the project to date.

When it became impossible to schedule evaluations in some of the northeastern states, Dr. C. H. Lane, the regional agent in the North Atlantic Region, took hold with his characteristic energy and enthusiasm and has conducted evaluations in several of these states.

Activities of the Committee

A meeting at Ohio State University was held in July which was attended by the chairman, Professor L. R. Humpherys, Dr. Ray Fife, a member of the committee, and the writer, in order to take stock of the progress that has been made and to make some plans for the future which will be submitted to the whole committee.

Many persons outside our field have become interested in this project and some plans have been made to apply the same evaluation technique which was originally developed by the Co-operative Study of Secondary School Standards to other educational areas. School superintendents have been very favorable to the project and have given us generously of their time. Effort has been made to obtain the criticisms of authorities in the field of educational research and measurement. We have had very encouraging reports to date.

Values of Project Cited

The most inspirational part of the project has been the contact which the evaluators have had with vocational students in visits to their homes. We have visited the sampling of vocational students, have seen their supervised farm practice, and have talked with the parents. In many cases the officers of the Future Farmer chapter have come to the school and conferred with us. In talking with these young men one cannot help being impressed with their development, which must have resulted from their participation in Future Farmer activities.

Teachers have indicated much interest in this evaluation technique and many of them are eagerly waiting to apply the technique to their own programs. We are moving in this direction as rapidly as possible but are somewhat delayed in this because we wish to evaluate a sampling of at least 500 local programs to give us a basis for revision of local, state, and Federal standards.

Personal and Professional

Word has been received of the death of Kenneth Sheldon, Supervisor of Agricultural Education and Agricultural Teacher-Trainer in Vermont. Mr. Sheldon will be succeeded by Professor W. Howard Martin, University of Vermont, Burlington, Vt.

Mr. H. H. Gibson, Professor of Agricultural Education, Oregon State College, taught two three-week post session courses for teachers of agriculture at the University of Hawaii during the past summer. Mr. Gibson also taught at Corvallis, Oregon, and at Ft. Collins, Colorado.

Dr. Sherman Dickinson, Professor of Agricultural Education, University of Missouri, appeared on the program of the annual summer conference of teachers of vocational agriculture in Arizona. In addition to participating in this program Dr. Dickinson assisted in conducting a three-week course for teachers of agriculture, and also assisted in committee work and in conducting evaluations of local programs of vocational agriculture.

The following teachers of agriculture appeared on the program of the American Institute of Co-operation, held July 8–12 at Michigan State College: Clarence Bundy, Iowa Falls, Iowa; George Mullan, Martinsburg, West Virginia; C. E. Rhoad, Westerville, Ohio; and W. G. Wiegand, Austin, Minnesota.

Many men owe the grandeur of their lives to their tremendous difficulties.—*Spurgeon.*

A. M. FIELD

Methods

Simple Agricultural Photography

H. M. PRIMM, Teacher,
Mt. Zion, Illinois

A COMPLETE and technical knowledge of photographic theory is not an absolute essential for success in the making of a few good photographs. Much time, effort, and expense, however, can and will be saved if the person interested knows at least a little about the subject. Such knowledge, of course, can only be secured by study and experience.

There are many reasons why a teacher should produce his own pictures. The more important may be listed as follows: 1. Many commercial aids received are antiquated and irrelevant to the question at hand. 2. Teacher-made pictures constitute the only source of many he may need. 3. They add a personal touch to his work. 4. Local "shots" are more interesting. 5. Teacher-made pictures aid the teacher in keeping a record of his department. 6. They enable him to "bring back home" many worth-while scenes experienced away from the community. 7. They enable him to better present his work to patrons and community groups. 8. They enable him to have additional "teaching tools."

Making Film Strips and Small Slides

The average teacher has probably produced nothing but common snapshots for his use. These, of course, are valuable, but the writer feels that film strips or the small slides are more valuable. (Equipment needed for the projection of transparencies is no longer too expensive for the average department to afford.)

A film strip can be used to develop one complete line of thought, or several of them, relative to some important subject. A strip, for example, could easily be produced depicting the International Livestock Exposition. All pictures in the strip are assembled in one succession (in the order of exposure of film) unless special processing methods are used. With 2" x 2" slides the succession of pictures can be a matter of choice, and poor ones can be left out.

The new Kodachrome film (producing natural color transparencies) can be used for producing either strips or slides, and the cost will be exactly the same for either. Snapshots, however, cannot be produced economically from this film. A new film, Dufay color film, is now on the market for production of snaps in natural colors. To date, however, the cost is very great for this type work.

The costs of producing strips with a 35 mm. camera are no greater than for producing ordinary snapshots. When commercial prices are used the cost per frame in a strip will be about eight cents. The production of slides is a little more expensive than this, and averages about 13c per slide. With the Kodachrome-type film the initial cost includes all processing charges. The exposed film must be sent to the Eastman Company at Rochester, New York, for this processing, and as has been stated previously in this article, either slides or a strip can be secured for the same price.

The equipment recommended by the writer for projection of still transparencies is a tri-purpose projector with at least a 300-watt bulb. With it a single- or double-frame strip can be projected, and the 2" x 2" slide also can be projected. It will accommodate color film as well as the ordinary black and white.

What Is a Suitable Subject?

A question frequently asked by many teachers is—"What type pictures should I endeavor to get?" The answer is very simple—get pictures that can be used. This, of course, needs some explanation.

What Is Wrong With These Pictures?

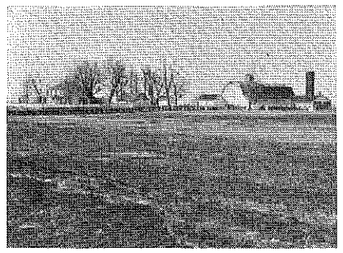


Fig. 1

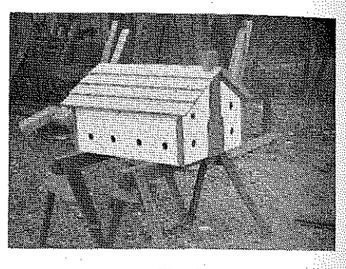


Fig. 2

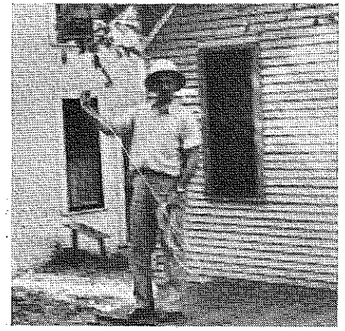


Fig. 3

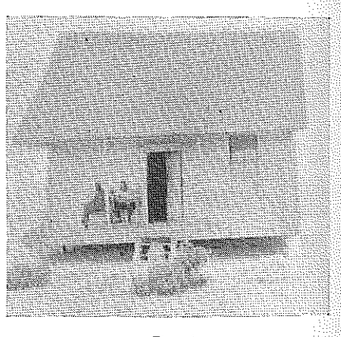


Fig. 4

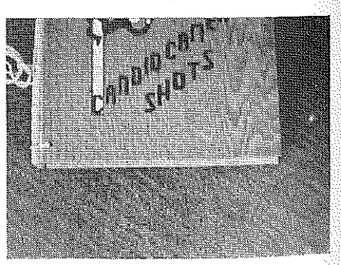


Fig. 5

These pictures are examples of mistakes frequently made in photography. They are the very common errors made by most beginners, and also by many experienced cameramen. An examination of them will enable the careful photographer to "steer clear" and secure prints more desirable.

Figure 1 illustrates a common mistake made by most beginners—including too much in one exposure.

Figure 2 illustrates another very common error—poor choice of background. This project would have shown to good advantage if the background had been in keeping with the subject.

Figure 3 illustrates what happens when the camera is moved as the exposure is made. Hold your breath, and make exposures longer than 1/25 second by use of a tripod.

Figure 4 shows perhaps the most common error of all—improper exposure. Do not guess exposure time; use a meter. It will be more than paid for by the film saved.

Figure 5 shows another common error—that of improper view finding. Do not "cut off" feet, legs, heads, etc. Learn how to use the view finder.

Probably no field offers more opportunity to photographers than does agriculture. There are myriads of things available for pictures—usable pictures. The average teacher has available as subject matter the many animals, buildings, fields, and farm machinery which he can find right at home. While visiting fairs and other expositions he can secure "shots" of the many prize-winning animals, the new farm machinery, the winning grain samples, the special exhibits, and many others.

The writer feels, however, that more important than any of these will be the pictures secured right at home. Boys' productive-enterprise projects furnish excellent subject matter, and the local folks will greatly appreciate seeing "shots" they are familiar with—in many cases of their own boys and girls and their activities. New F. F. A. members will strive hard to accomplish what an older member has done, and what the older members have done can be accurately and easily shown by pictures.

With the popularity of the miniature candid-type camera increasing by leaps and bounds, too many owners have the idea that all they have to do to make a good photograph is to look in the general direction of the subject and "shoot." This is, of course, far from the actual way good photographs are made. The skilled photographer makes his exposure only when he has satisfied himself that all factors are arranged as well as possible under the circumstances. The lighting, background, angle, and composition are all considered critically. In addition (this is very important), he has a clear conception of how the picture will appear after it is completed, and he has in mind the use to be made of the finished picture.

How Good Pictures Are Made

Exposure of the negative should be centered about the specific idea which is to be conveyed, and this particular idea should receive in the picture as prominent a place as possible. One should have all lines pointing in the general direction of the desired idea—*make everything in the picture contribute something to the desired effectiveness of that picture, or do not have it included in the picture at all.* If that bit of "something or other" in the background is not desired in the finished picture it should not be included in the exposure.

To be of value a picture must be interesting; that is, it should tell a story. Only one story should be attempted in any one photograph, and the story told should be interesting to anyone—not merely those few who may be acquainted with the subject.

Composition is very important in good picture making. To secure this we have four points in mind. They are: point of view, unity, balance, and emphasis. By point of view we mean the angle from which the picture was made. The camera should be shifted from one position to another until the desired effect is secured. By unity we mean that only one story should be told—there should be but one major interest illustrated, and the background should be in keeping with the story to be told. By balance we mean that the picture is not lopsided nor overdone on one side or the other. The interest is in the central part of the picture. By emphasis is meant the part of the photograph which stands out. This is secured by having objects so arranged that their lines direct attention toward the main point.

Avoiding Mistakes in Photography

A common mistake in photography, and one of the greatest, is poor exposure. Much film is wasted because of this fault. The finished product appears too dark, too light, or cannot be made out at all. To correct this fault an exposure meter should be used. It will be more than paid for by the film saved, and that certain picture the teacher so desires to be good will probably be good, and not faulty due to exposure difficulties. The operation of the lens diaphragm, stops, and shutter speeds cannot be discussed here. Suffice it to state that in operation they complement each other; and to avoid *guessing* the correct setting of them, an exposure meter is necessary. The poorest meter available gives better results than guessing.

Other mistakes in photography are: improper focus (resulting in a blurred image), improper view finding (resulting in part of the desired animal or view being "cut out" of the picture), and too small a picture resulting (the beginner, especially, has a tendency to include too much in one exposure).

The reader has already learned that every picture should tell a story and that proper emphasis is necessary. To be successful all these facts must be kept in mind, and each exposure should be considered individually, and as being different from all others. To secure good pictures the photographer must carefully plan for each exposure. Two major items to be considered are—*What story is to be told, and what use is to be made of the picture?* If these things are considered before exposure, and all that can possibly be done to correct them is done, results in agricultural photography will be gratifying.

"Learning by Seeing" in Vocational Agriculture

A. H. THALMAN, Instructor,
Graysville, Indiana

THE Graysville vocational agriculture department teaches by seeing and doing. In the first place we utilize the better of the innumerable charts, posters, and pictures available from fertilizer companies, U. S. D. A., breeders' associations, and other organizations. The appearance of the vocational agriculture classroom can be greatly vitalized by a display of charts, plants, and other materials neatly arranged about the room. We *may* have to solicit help from the ladies, but we should try to prepare our rooms so that students as well as visitors will find on entering just what type of work we are engaged in.

Plants representing native crops and weeds, as well as plants from other parts of the country, are hung on our walls. Tobacco in our agriculture room has attracted considerable attention from people here in western Indiana. On one wall we have sheaves of wheat, oats, and rye; on another, stalks (and roots, in some cases) of soybeans, alfalfa, red clover, and some of our worst weed pests such as Johnson grass and dodder.

Seeing Results of Crop Experiments

The third use of visual education in our department is crop-test plots on various farms thruout the township. At the outset it must be admitted that we teachers get as much or possibly more out of these plots than anyone else. Our students help plan the plots by suggesting varieties of fertilizers to be used, seed treatment, date to be planted, size, location, results to be expected and considered, and values of such plots.

We try to locate the plots in various parts of the township or community which the school serves. Farmers are very willing to co-operate, especially since we usually furnish most of the seed, fertilizer, or other materials.

"The class views soybean plots about September 10. We spend a great deal of time making large, appropriate signs, and use them year after year for different plots"

Furthermore, the seed and fertilizer companies have always been very liberal in their donations of materials for instructional use.

State experiment station specialists come to visit and suggest ideas on handling and improvement of the plots. Several crop men have been interested enough to furnish marking stakes, fertilizer, and scoring sheets to be used by the classes. C. E. Skiver of Purdue University came down and offered to top-dress a portion of our wheat-test plot with nitrate of soda. Our agricultural students did the work.

(Continued on page 58

Supervised Practice

H. H. GIBSON

Teacher Activities in Supervised Farming:

III. Supervision

CARL G. HOWARD, Teacher Education,
State College, New Mexico

C. G. Howard

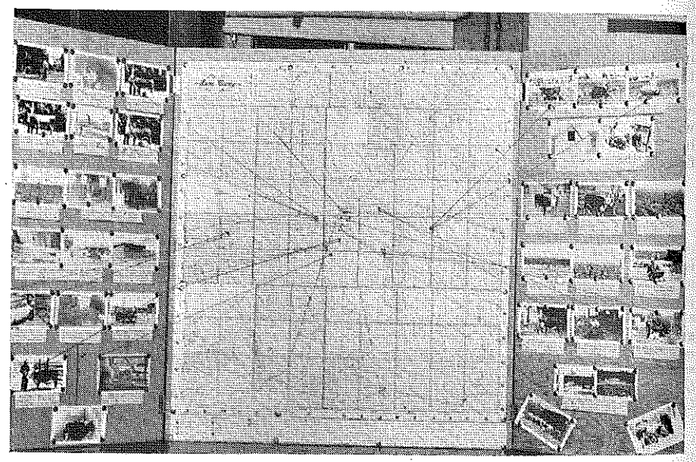
MUCH has been written about the supervisory activities in which the vocational agriculture teacher should engage if he is to carry on programs of supervised farming which are aimed at establishment in farming. Allowing for the promotional and instructional activities which are essential to educational and economic success with productive enterprises, the well-rounded program demands constant attention. Poor supervision may undo all that has been accomplished by the teacher in selecting, planning, and starting on the long-time program.

Selection of the farming type, the building of long-time plans, and adequate in-school and out-of-school instruction are necessary for success, but can be carried to fruition only with effective supervision. This was realized by a group of teachers of vocational agriculture in summer school who developed the following supervision analysis:

III. Supervision Activities in Which the Teacher Should Engage

A. He should define supervision as "any activity engaged in by the teacher in addition to his in-school instruction if it assists in improving his boys' supervised farming practices."

B. He should carry instruction as planned in class to the farm. To do this he should:
   1. Check on the extent to which boys are following detailed plans and instructions given on previous visits,
   2. Check validity of original plans in the light of actual developments,
      a. If valid, attempt to lead boy back to his plans,
      b. If invalid, attempt to work out with the boy legitimate and usable substitute plans,
   3. Discuss with boy and parents the elements of the supervised farming program to determine what have been completed, what should be dropped, and what additions should be made,
   4. Continue instruction in record-keeping by checking entries as made by boys,
   5. Rate or evaluate each element in the long-time program on each visit to the boy and his program,
   6. Place information on this evaluation in the hands of the boy,
   7. In the light of conditions found at the time of each visit, provide written instructions which should lead to improvement,
   8. Leave the farm when he has finished his work,
   9. Plan farm visits so that a definite contribution is made on each visit (this may best be done by adjusting "critical periods," geography, travel allowances, busy seasons, boy initiative, and extent of program to form a definite visiting schedule), and
   10. Report activities in supervision as well as mileage to school authorities.



"This panel is displayed in the classroom for all to see"

C. He should do everything possible to follow up former students until they are satisfactorily placed on farms. This means that he probably will assist boys in planning their operations from the time they leave the classroom until they are definitely established in farming. Some of the ways and means of doing this may be listed as follows:
   1. Continue productive enterprises,
   2. Conduct part-time classes,
   3. Help to form partnerships,
   4. Conduct farm-management surveys,
   5. Run placement opportunity service,
   6. Encourage boys to develop commercial enterprises to raise money for continuing expansion of productive enterprises.

D. He should allow for continued instruction as needed even after satisfactory placement thru the medium of personal contacts and evening classes.

E. He should remember that his responsibility for keeping in close touch with all of his students is a continuing and never-ending job.

A Michigan Teacher in New Mexico

In casting around to find a teacher of vocational agriculture who has done an outstanding job of supervision, W. G. Butterfield, of Deming, New Mexico, gets the call. Mr. Butterfield came to New Mexico from Michigan and had much to unlearn and much more to learn before he could teach vocational agriculture in the Deming High School with maximum effectiveness.

One of the state requirements for certification in New Mexico calls for one summer session in a New Mexico institution before payment for the second year of teaching can be legally made. Mr. Butterfield attended the summer session of 1938, at which the writer was a member of the visiting faculty. At this summer session Mr. Butterfield was introduced to an organized system of supervision which had been developed with several Idaho teachers of vocational agriculture during the few years just previous to 1938. A complete presentation of an integral part of this supervision work appeared in the January, 1939, issue of *The Agricultural Education Magazine* under the title of "Supervision Records." This material will not be reproduced in its entirety here, but some of its implications are essential to this article.

Assuming an intelligently elected, carefully planned supervised farming program on the part of the students in the class, followed by adequate individual instruction, success seems a foregone conclusion. However, Mr. Butterfield found it necessary to use many devices in bringing about this result.

Map Aids in Supervision

His first supervisory venture took the form of a map of county operating units cut down to a size covering the school patronage area and showing the home farms of all the boys enrolled in vocational agriculture. He set this up as the central panel of a three-panel display. The other two panels were hinged to the central panel and were about two-thirds as large. Each boy's home farm was located on the map and its outlines drawn in. The two hinged side panels were covered with rows of pictures. At some time during their productive cycles a picture was taken of the boy and each of his productive enterprises. On one of the side panels a horizontal row was assigned to each boy where pictures of the productive enterprises in his long-time program of supervised farming were mounted. A separate or individual color was assigned to each farm enterprise in which the boys in the class were interested. The map tack of the appropriate color was inserted on the center panel on the home farm of the boy. This was connected to one of the rows of pictures by a string of the same color. As an example, a boy might have cotton, sheep, and poultry as his three productive enterprises. Cotton might be assigned a green color, sheep, blue, and poultry, yellow. Within the boundaries of the outline of the home farm three map tacks would appear, one green, one blue, and one yellow. The green tack would be connected by a green string to the picture of the boy's cotton field; the blue tack would be connected by a blue string to a picture of the boy's sheep; while the yellow tack would be connected by a yellow string to the picture of the boy's poultry flock.

Every boy in the vocational agriculture classes in the Deming High School has the location of his home farm shown on the map and the productive enterprises of his long-time program illustrated. This panel is displayed in the classroom for all to see. Naturally, the boy with several pictures and several colors of string and map tacks is easily noticeable to anyone inspecting the panels, while the boy with a single enterprise is equally noticeable, unless everyone in the group is "projecting around" with single enterprises.

Planning Supervisory Visits

The wise teacher will cash in on the psychology of such a display by getting expanded activities where justified. This, however, is the least valuable use of the panel. The opportunity for school patrons to see the extent of the program reflects credit (or discredit if poor) on the teacher and the department also. The greatest use comes from co-ordinating the colors of string and map tacks, developing a series of lists of "critical periods"* showing the geography and farm-to-market highways, and the travel allowance of the teacher. The result is a series of loops or circles so organized as to catch a maximum number of critical periods on a maximum amount of miles traveled and time expended.

Boys are notified by Mr. Butterfield in advance of these loops or circles and warned to be at home if possible. All of this precedes the real supervision of the boys, naturally, but is indispensable from the standpoint of supervision.

Mr. Butterfield added to this a "supervision record" set up as described in *The Agricultural Education Magazine* for January, 1939, and the foundation of his supervisory success was established. There remained only the correlation of it all into a working unit.

Boys are informed in advance of visits, given a time range, and asked to be at home near that time. Critical periods near this time are covered in as great a number as possible, preferably preceding the critical times.

What Happens on a Farm Visit

Mr. Butterfield has routine procedure which he follows, with modifications, on each visit to the boys. Generally the boy and the teacher note the stage and condition of each productive enterprise; the nature of any improved practices and the results the boy is getting; the extent of the supplementary farm training; whether or not plans are being followed; and whether or not previous recommendations are being carried out. New recommendations are made, if needed, and any other interesting item is noted. Mr. Butterfield uses the form described in the "Supervision Records" article mentioned above and gives the white sheet to the boy, files the yellow sheet in his post binder for a permanent record, and slips the pink sheet in a Manila envelope to be attached to his mileage report for the month and to be a permanent activity record for the administration.

A file of these forms provides needed protection for the teacher since it answers the question of what he does on his trips. It makes a permanent record of his activities in two places which any board member, supervisor, or patron may see; and it leaves in the hands of each boy written instructions. If desired, seasonal grades or ratings may be given on the care the boy is providing for productive enterprises and the records he is keeping on them.

Greatest Merit of the System

The greatest merit of the whole system is that by careful advance planning an organization of work and effort is perfected so that Mr. Butterfield can render more service than he could in a haphazard fashion with the positive assurance that if he does the job his system will prove it to any critic. Conversely, however, if he is not doing the job that is also recorded in detail. The only reason for not developing some organized procedure, then, may be at least partially traceable to ineffectiveness on the part of the teacher, and this may be overcome if an analysis of the records is made and mistakes corrected. Mr. Butterfield's statement when asked how he liked the whole system was: "It is just what I have been looking for ever since I started teaching vocational agriculture."

* Lattig, H. E. *Practical Methods in Teaching Vocational Agriculture*, McGraw-Hill, 1931, p. 180.

Supervised Agriculture for the Entire Family

A. L. MORRISON, Teacher Education,
Auburn, Alabama

TWO years ago Mr. Cryar, a farmer of 45, attended a farmers' meeting conducted by the teacher of vocational agriculture. His oldest son, Burley, had entered this teacher's vocational agriculture class only a few days before. After the meeting Mr. Cryar introduced himself to the teacher and invited him to visit his farm, telling him that he was interested in farm improvement.

Within a few days the teacher visited the Cryar home and since that time has been a regular visitor. His first objective was to set up a sound farming program for this family and to get this program into operation as soon as possible.

In that first visit, Mr. Cryar and his two sons, Burley and Ross, together with the teacher, walked over all parts of the farm. Many needed practices such as terracing, growing winter legumes, pasture building, and fertilizing, were being neglected—the very things that are essential to good farming in that area. Because Mr. Cryar was genuinely interested in his farm and family, he gave much thought to the suggestions of the teacher. The first visit resulted in plans for practices that could be put into operation at once. Other plans were made at each visit.

A farmers' meeting was being held at Albertville every week, and the teacher was anxious to get this farmer to demonstrate as many practices as he could to other farmers living near him. This required many more visits to Mr. Cryar's place.

Mr. Cryar built new terraces and fences, planted Lespedeza Serecia and 10 acres of vetch, and started new orchards. He believed in the AAA program and in taking advantage of the soil-building practices; he began using more lime and phosphate fertilizers. He planted one and one-fourth acres in permanent pasture, used nitrogen for corn as side-dressing, and planted the best varieties of corn and cotton.

Making the Farm Home More Livable

While Mr. Cryar was enlarging and improving his farm program, Mrs. Cryar became interested in beautifying her home and making it more comfortable. Another room was added to the house; shrubbery was planted; the lawn sodded and fertilized; shade trees planted; and the house painted.

By 1939 a laying house was needed for Burley's 75 hens. A new barn was also built about this time.

Mr. and Mrs. Cryar attend all meetings in their community held by the teacher of agriculture. Burley Cryar has a good supervised practice program in operation which includes sow and litter, 75 new Hampshire layers, three acres of corn, and one-fourth acre of Irish potatoes. These projects are supplemented by improvement projects such as building hog pasture, planting legumes, repairing terraces, and using better fertilizer.

(Continued on page 58)

J. B. McCLELLAND

Farmer Classes

O. C. ADERHOLD

Pre-Service Education of Teachers for Conducting Systematic Instruction for Young Farmers in Ohio*

H. G. KENESTRICK, Teacher Education,
Columbus, Ohio

H. G. Kenestrick

EVEN tho young farmers differ greatly in many ways from all-day students, the major phases of participation experience necessary for trainees in order that they can learn to deal effectively with either of these groups are much the same. Four of the phases will be considered from the standpoint of teaching young farmers:

1. *Finding and solving the problems which the young farmers face in their personal farming situations.*

R. W. Gregory has pointed out that the building of the program of instruction around farming activities is mandatory if we are to have an educational program designed for vocational outcomes and ending in farming activities. Even tho the trainees could get from their training teachers a second-hand report of the problems faced by the young men, they need to and do go out personally to contact these young men on their home farms and find out, first-hand, what their problems are. They not only find out what the problems are, but they also learn the situation in which each young man is living and working and in which he must make his personal solution of his problems. Naturally, the trainees must confer with these young men on their home farms before they are in a position to plan for class teaching. In actually making the plans for class teaching, it is not enough for the trainees to know what problems face the young men and what factors must be considered in solving the problems. First of all, they must satisfy the training teacher that they personally have worked out one or more feasible solutions to the actual typical problem around which the discussion will center, which will stand the critical consideration of a practical farmer, young or old. Then, and only then, are they in position to develop a teaching procedure designed to lead the young farmers thru to the solution of the problem.

2. *Leading the members of the young farmer group to a definite decision on the problem under discussion.*

Just as in the case of teaching a group of all-day boys, problem solving must be carried to the point where there is substantial agreement in the group on the proper solution for the actual typical problem which has been chosen as a basis for teaching. This means no stopping short of the point where the decision is definite enough to be put into practice. Generalities and wide-open choices of alternatives do not serve the vocational purpose. The decision made is naturally not the appropriate one for every member of the group, nor the best one for any member for all time, but it is presumably the best one that can be worked out thru collective judgment at the present time under the circumstances that exist. This is the type of class teaching that trainees must and *do* do.

3. *Guiding each individual in the group who faces the problem into the preparation of personalized plans for action.*

Altho many individuals in the group may be facing the same problem, they will need to make different decisions, because their situations differ. The responsibility of the trainee does not end with the arrival at a sound decision for the specific typical situation first dealt with. He must continue thru small group and individual teaching to help each member of the larger group arrive at a decision which best fits his case. These decisions need to be definite and, in the case of decisions where there is probability of forgetfulness or misunderstanding, they need to be reduced to writing. In the case of a ration for a dairy herd the definite ration is worked out, with figures on amounts of each ingredient and total cost. In the case of other decisions, notes at least will be needed by the young farmer, even tho perhaps the specific decision may be so clear-cut that it need not be reduced to writing. For example, a young man deciding to purchase a certain number of chicks of a certain grade from a given hatchery may not need to have this decision in writing for his own benefit, but certainly the trainee who expects to help him along needs to know definitely just what decision has been reached and to keep a record of this in such form that he can refer to it when he makes a supervision trip.

4. *Seeing that the plans are put into action.*

The fact that plans have been decided upon does not signify in the case of a young farmer any more than in the case of an all-day student that they will automatically be carried out. Difficulties and misunderstandings may arise. Good intentions may weaken. Finances may run short. All of the conditions call for a personal follow-up by the trainee who will continue to teach and encourage intelligent action. Trainees need to and *do* take the responsibility of following up the young men on their home farms and participating in this phase of teaching, which is just as important as the phase which is conducted in the class.

Special Precautions to Be Taken

Altho these phases of participation experience which have been outlined above are very similar to those encountered in teaching all-day students, certain aspects of the situation as it relates to pre-service training of teachers to work with young-farmer groups must be recognized and provided for. Some special precautions to be taken are as follows:

1. *Building up the confidence of the trainees to meet the young men.*

This requires more careful attention than is necessary in the case of teaching all-day students. Frequently trainees show some hesitation when first directed to go out and interview young farmers. Usually when they come back from these farm trips, they are ready to admit that it was a satisfying experience instead of one to be dreaded. Thus the insistence upon the preliminary contact with young farmers on their home farms not only serves the purpose of informing the trainee as to what exists out there, but it tends to make him feel that he wants to do this kind of teaching and that he *can* do it. To further develop his confidence, it is quite frequently arranged for the trainee to work into the responsibility of leading the discussion with a group of young farmers gradually by participating in a panel discussion of trainees or conducting a discussion for only a fraction of the whole discussion period, so that at first he is not under long-continued strain.

2. *Guarding against making serious mistakes during the early stages of teaching.*

Altho it has been clearly demonstrated that trainees can and will do satisfactory work in teaching young-farmer classes, we must recognize definitely that young farmers are in a position to be more critical than all-day students. Hence, we need to take special precautions to insure that the trainee is really ready to meet the degree of responsibility to which he is assigned. It is bad enough if the trainee is unsuccessful in his first attempt in dealing with a class of all-day students. However, even if these boys do not like the teaching, they have to come back to class next day, thus furnishing an opportunity for the trainee to atone for some of his errors. The number of times that a trainee meets a young-farmer group during his term of teaching is limited. Every single opportunity must register.

3. *Recognizing deficiencies in seasonal opportunities for class teaching of young farmers.*

In spite of any theory that we may have as to the desirability for continuing instruction for young farmers during the entire year, the seasonal nature of farming activities in Ohio is such as to cause a centralization of the instructional activities during the winter months with a relatively lighter occurrence during the remainder of the year. Trainees who are in their teaching period during the fall and spring terms have less opportunity to conduct young-farmer classes than do students during the winter term. They do have abundant opportunity to carry on those phases of teaching which deal with young men as individuals on their home farms.

Conclusions

The amount of participation experience which has been provided for trainees in conducting systematic instruction for young farmers is still far less than would be desirable. At the same time it is possible to provide a sampling of experiences which makes it possible for the trainees to recognize not only the differences but also the points of similarity between teaching young farmers and teaching all-day students, and to build up their self-confidence and willingness to undertake teaching young farmers during their first year on the job. During the present year nearly every trainee who went thru the training schools last year is teaching a young-farmer group. It is true that they are doing it with widely varying degrees of success, but they *are* doing it. The more successful ones are getting a real thrill of satisfaction from seeing their teaching carry over into intelligent action by the young farmers.

*This paper was presented at the 1940 North Atlantic Regional Conference on Agricultural Education.

Activities and Objectives of a Twelve-Month Part-Time Class

F. W. Forbes, Teacher,
Warren, Minnesota

DURING the latter part of February, 1939, we completed our part-time school. The members of the group felt at that time that they should have continued contact with the vocational agriculture department as well as with each other during the rest of the year. As a result, an organization was formed with the idea of holding one meeting each month. A program committee was appointed, which outlined a series of monthly meetings on crops, soils, and fertilizers as follows:

March 1. Group discussion on the importance of pure seed
2. Demonstration on seed grain treating

April 1. Study A.A.A. program for the county
2. Set up commercial fertilizer test plots

May 1. Discussion on methods of weed control
2. Grasshopper control measures

June 1. Two-day trip thru the University of Manitoba experimental plots, Winnipeg

a. Study rust resistance of wheat
b. Observe hybrid-corn plots
c. Discuss commercial fertilizer plots
d. Observe varieties of soybeans
e. Compare various crops for forage and pasture
f. Study new varieties of sweet clover
g. Take trip thru the testing laboratory to show the milling and baking qualities of various varieties of wheat

July 1. General discussion of the observations of the fertilizer plots

Aug. 1. Discussion on Government loans on grain being harvested

Sept. 1. Discussion on conserving moisture for spring planting

Nov. 1. Final results on the fertilizer test plots that were carried on by the members as well as other farmers in the county

Dec. 1. Planning the course to be offered during the regular series of meetings to be held each Tuesday and Thursday evening during January and February.

During the regular series of meetings the instructor of industrial arts and the high-school superintendent co-operated in the presentation of the subject matter in the following ways: one-half hour was devoted to a study of the proper way of conducting a meeting; one hour was devoted to a study of livestock feeding; one hour was spent in farm shop; and the final hour was devoted to recreational activities. The members, besides doing numerous repair jobs in the shop, built a wagon box as a group activity.

The members decided at an early meeting to work on one co-operative activity in the form of a farmers' short course. The farmers' short course was a two-day institute with afternoon and evening meetings. The central theme was "Tree Planting for Home Improvement." The program and commercial exhibits were well planned, and over two thousand people attended the various meetings.

The next meeting being the final meeting of the year, a luncheon was served, at which time 24 members were awarded certificates for their fine co-operation and regular attendance during the year. The treasurer also reported a net balance of over one hundred dollars in the treasury as a result of the short course and sale of the wagon box.

New officers were elected and the program-planning committee has gone ahead laying out plans for a co-operative forestry project. One of the members will furnish the land, seedlings are to be purchased, and the labor will be furnished by the members. The group has in mind the development of a co-operative nursery to furnish trees for windbreak plantings on the farms in this northern section of the Red River Valley.

Our objectives in part-time classes used to be:

a. To hold a series of 15 meetings
b. To strive to have a large attendance
c. To bring in outside speakers

We have changed these objectives to:

a. To develop interest in home improvement
b. To develop an interest in each other's problems
c. To create interest thru group activity
d. To have more members become land owners or renters
e. To develop a sound farm practice program on each farm.

In checking back we find that outside talent was not necessary to keep up the interest, nor was it necessary at any time to remind the members about meetings. In other words, the responsibility was theirs, hence keen interest developed. As a result, 24 meetings were held during the year, 38 members were enrolled with an average attendance of 24 per meeting, and the supervised farm practice work is beginning to show results.

A brief survey shows the members' farming status to be as follows:

Farm owners	6
Operating home farm	2
Partnership with Dad	10
Renting farms	3
Working for Dad	12
Hired out on farms	5
Total	38

Promoting and Organizing a Part-Time Class

H. B. CORDER, Teacher,
Audubon, Iowa

IN ORGANIZING classes for young farmers last year the instructor was aided by the superintendent and principal, with five young men living in different directions from town serving as the advisory council. The group met three weeks before the course opened and suggestions for lessons and topics were made. The council made a list of the young men in the neighborhood who they believed were interested in the part-time school. The council reassembled a week later to report its findings.

The instructor mailed circular letters to the prospective students and meetings started one week later. Articles were published in the county paper previous to the opening of the course. Enrollment cards were prepared and some were distributed by council members among prospective students.

We held 24 regular meetings of the part-time group. In addition we made a bus trip to Iowa State College for an all-day tour of the college farms and buildings.

The average attendance at meetings was 25, with a total of 32 boys enrolled. This was an increase of seven over the previous year. The members enrolled ranged in ages from 16 to 22 years. About one-fourth of the group were high-school graduates. The remainder were eighth-grade graduates, none of whom were enrolled in high school during the past year.

Twelve meetings were given to management and 12 to agricultural engineering and farm shop. No fees were charged for the course. Bulletin material was distributed for study, and additional valuable materials for lesson study and helps. U. S. D. A. books and bulletins were used as needed. Outside speakers

(Continued on page 58)

L. B. POLLOM

Farm Mechanics

Arrangement of Tools in the Farm Shop

A. C. KENNEDY, Assistant Professor of Farm Shop,
Ohio State University

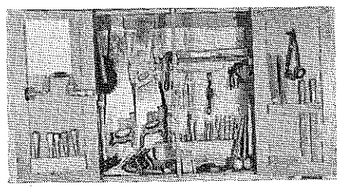
TEACHERS of vocational agriculture use various methods of storing tools in the farm shop. There is little agreement as to which method is most satisfactory. Some system of storing tools should be used that would meet the needs to the best advantage.

A. C. Kennedy

A tool storage is a satisfactory place for keeping tools when they are not in use. This storage should make the following provisions:

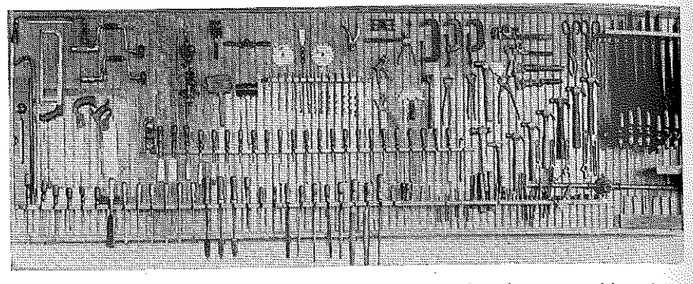
1. The tools should be easily accessible when needed.
2. It should be convenient to replace the tools when thru using them.
3. The tools should be located so that they will not be exposed to conditions that cause them to rust.
4. The storage should be such that the tools are displayed in an attractive manner.

One method of storage quite commonly used is the tool room. A small separate room adjacent to the shop is used, or a part of the shop room is enclosed and the tools are kept in it. This method is very satisfactory, especially if both the industrial-arts and farm-shop departments use the same tools. This method is not desirable, however, if they are used only for farm-shop work. The tools are too inaccessible and there is a tendency for the students to leave all the tools they use during a period on their benches until the end of the period before any of them are replaced. It is certainly not the method we will use on the farm, and methods used in the school shop should be usable in the home farm shop.



A tool case satisfactory for home shop use

Another method quite generally used is the small enclosed cabinet. Tools are hung on the inside of the back and on the inside of the doors. Several cabinets of this kind are necessary to take care of all the tools. It is somewhat confusing to know in which cabinet certain tools belong. It is unhandy to have so many cabinets to lock and unlock. This type cabinet is also easy to break into. It is fairly satisfactory for home shop use where one cabinet will hold practically all of the tools.



The most convenient method of arrangement of shop tools is the open tool board

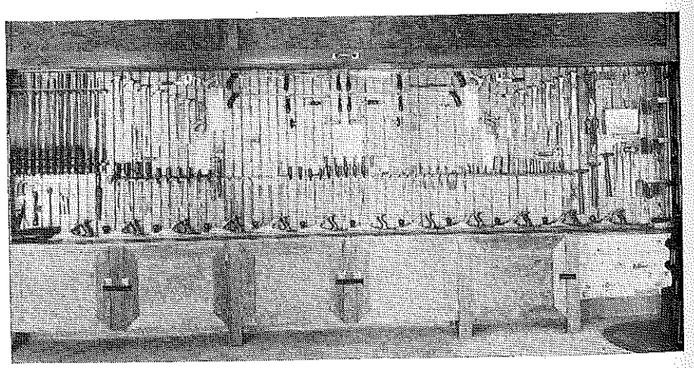
The most convenient method of arrangement of the shop tools is the open tool board. This board may be about 48 inches high and any desirable length. Twelve to 16 feet is a good length.

The tools are convenient when wanted. There is no trouble in finding the tool wanted. It is easy to replace tools after using them. Every tool has a place on this board and if a single tool is missing it will be seen at a glance. These conditions cause the student to be more careful about replacing the tools when he is thru using them. Another factor in favor of this arrangement is that the tools are open to view at all times. This encourages students to keep the tools bright, free from rust, and in a neater condition. It also adds to the shop atmosphere by making one more shop-minded when in the presence of a layout of tools of this kind.

The one disadvantage of this method is that the tools are in the open and can easily be taken by anyone. This can be overcome by keeping the room locked when the shop is not being used. Little complaint about tools being taken has been reported by teachers who are using this method.

A type of tool arrangement that is very satisfactory is the small open tool board above each student's bench or between two benches. This board is located on the wall and the benches are arranged around the outside walls. The tools most commonly used are placed on this board and the less common tools are kept on a larger board or in a larger cabinet.

Another type of tool storage arrangement that is proving very popular to farm-shop teachers is the enclosed tool board. This arrangement has all of the advantages of the open tool board and also overcomes its disadvantage in that it may be closed and the tools locked up.



Another type of tool storage arrangement that is proving popular with teachers

A sliding door is built over the front of the tool board. Counter weights are placed at the ends of the board which make it easy to raise or lower this front. If wall space is scarce—and it is in most school shops—the front cover of the tool board can be painted with blackboard paint and used as a blackboard. Every shop room should have some blackboard space.

The space below the case should be enclosed for the storage of paints, oils, blow torches, and other materials and tools that would not ordinarily be kept on the tool board.

If the ceiling of the room will not permit the door to be raised above the tool board, the front can be hinged with counter weights and raised out and up as a canopy.

Where this enclosed tool board can be used, it would seem to be a very desirable one, as it has the advantages of all the others and overcomes most of the disadvantages.

A New Bulletin on Farm-Shop Teaching

RAYMOND M. CLARK,
Assistant Supervisor,
Lansing, Michigan

FARM-SHOP Work in Michigan Vocational Agricultural Departments is the title of a recent publication of the State Board of Control for Vocational Education, Lansing, Michigan. This bulletin was prepared by a committee including the members of the staff of the State Board of Control for Vocational Education, heads of industrial arts departments of the state teachers colleges, teacher-educators in vocational agriculture, teachers of farm shop, and teachers of vocational agriculture.* George H. Fern, state director of vocational education, states in his foreword: "It is hoped that this bulletin will assist in the development of functioning farm-shop courses as an integral part of the program of vocational agriculture. It may be used as a guide by superintendents of schools and as a manual by instructors to direct and assist them in their work."

The Nature and Objectives of Farm-Shop Instruction

In Chapter I the following objectives are listed:

1. To develop proficiency in the tool processes and skills necessary to perform farm jobs thru actual school or home experiences in each of the following areas:
   a. Farm carpentry
   b. Farm metal work
   c. Electrical work
   d. Farm-shop drawing
   e. Concrete work
   f. Motor work
   g. Tool repair and maintenance
   h. Plumbing
   i. Painting
   j. Care and repair of farm machinery
   k. Rope work
   l. Power transmission
   m. Glazing
   n. Harness care and repair
2. To develop the ability and gain the knowledge necessary to choose the best tools available for a job or process to be performed.
3. To develop the ability to select and purchase tools, materials, farm machines, and equipment intelligently and economically.
4. To develop the ability to think logically and plan wisely to enable the boy to analyze situations, evaluate, form sound judgments, and carry out to satisfactory completion carefully planned construction, production, improvement, and repair activities related to farm work.
5. To develop abilities in constructing or repairing equipment needed for boys' supervised farm practice programs, including the home and home farm needs, and to stimulate the performance of these jobs in the school farm shop and on the farm.
6. To develop appreciations, attitudes, and ideals desirable for an improved standard of living on the farm.
7. To create the desire and develop the ability to organize a home farm shop.
8. To create the desire and develop the ability to perform all shop jobs in a workmanlike manner, with emphasis on neatness and accuracy, to the extent that each job warrants.
9. To co-ordinate the farm-shop work of the school with the work on the farm in such a manner that the farm work will be continued after the school work has been completed.
10. To select and carry on jobs that meet definite needs of pupils.

The second chapter describes the instructional areas of work as they appear in the first objective. It groups these instructional areas under four main headings: selection and purchase, construction, maintenance, and repair. Desirable farm-shop projects are also suggested for various farm enterprises.

Methods of Instruction and Supervision Treated

"Vocational teaching implies that instruction is based on the felt needs of the student. . . . Instruction in farm shop should, therefore, be based upon activities growing out of recognized needs of the pupils and the community. Each boy should be led to feel the need for the work he is to undertake. The instructor should know the jobs the boys should find most valuable as a result of definite farm needs, and should lead them to a recognition of these needs and a desire to meet them.

"Leadership by the instructor in this respect is very important. It is not enough to ask, 'What are the jobs that should be done on your farm?' It is necessary also for the instructor to recognize the jobs to be accomplished and, thru discussions, conferences, field trips, reference readings, and other means, to lead the boys to a discovery of the important jobs on their farms."

The above quotation from Chapter III indicates the essential phases of the discussion on methods. Methods for developing individual and group instruction are also described.

Organization, Management, and Other Problems

Chapter IV describes some of the techniques of shop management. The distribution of jobs for most efficient use of shop equipment, the handling of shop materials, safety training, and care of tools are among the topics which are discussed.

From the part dealing with evaluation: "Effective evaluation furnishes the basis (1) for the student to determine his progress in achieving the objectives of farm shop, (2) for the instructor to determine the effectiveness of his instruction and to modify his instructional procedures, and (3) for the instructor to formulate grades for school records." Evaluating personal characteristics or traits is another topic discussed.

The development of home-farm shops is necessary for the carrying out of many jobs on the farm. Suggestions are given for the development of home-farm shops, regarding equipment, storage of tools, work benches, and methods which may be used in the establishment of the home shops. Another part deals with descriptions of floor plans of layout. Minimum, desirable, and ideal tool and equipment lists are presented.

Regulations governing the farm-shop class in vocational agriculture according to requirements of the Michigan State Plan as well as sources of reference books and bulletins, visual-aids equipment, and other teaching materials for farm shop work are added to aid administrators as well as teachers. Concise and definite in the ideas it sets up, the bulletin is already meeting a distinct need in Michigan.

* Supervisors and teacher-educators may secure a copy of the bulletin by writing to the State Board of Control for Vocational Education, Lansing, Michigan.

Book Reviews

The Farmer's Shop Book, Louis M. Roehl, enlarged and revised. The Bruce Publishing Co., Milwaukee, 422 pp., price $2.48. Thirteen chapters are devoted to general shop problems of the farm. The text is profusely illustrated and the selection of visual aids is good. A chapter devoted to the home-farm shop is well presented. Metal working is given considerable attention. This book should prove helpful to both the farmer and the vocational agriculture student. Both teachers of vocational agriculture and general shop instructors will find this text of value in their shop instruction.—A.P.D.

Repairing Farm Machinery, Ivan G. Morrison, 181 pp., illustrated, paper cover, published by the Interstate, Danville, Illinois, price $1.80. Fourteen jobs are outlined under the heading of repairing the mower. Two parts are devoted to the grain binder. Repair jobs are listed concerning walking and wheeled plows, disk, spiketooth and springtooth harrows, the cultivator, grain drill, corn planter, side delivery rake, and the corn binder. Painting farm machinery constitutes the concluding chapter. The basis of organization consists of stating the problem, listing special tools needed, directions, and questions. General references are given. In the opinion of the reviewer the text could have been strengthened by listing specific references dealing with the job outlines. This publication will prove helpful to farmers and students of vocational agriculture alike, and should be extremely valuable to instructors in vocational agriculture.—A.P.D.

MEMBERS of a changing society not only must be possessed of certain types of knowledge and skill which were common at the time when they went to school, but they must be trained in such a way as to make them adaptable to new conditions.—Alexander Inglis.

Studies and Investigations

C. S. ANDERSON

A Survey of Future Farmer Camps and Camping[1]

W. C. HIGGINS, Teacher Education,
Reno, Nevada

RECREATIONAL competence among Future Farmers is soon destined to become a reality as judged from the results of a nationwide survey recently completed by the writer on camping in the Future Farmer program. Camping, of course, constitutes but one of the recreational phases of the total program. However, evidence leads one to believe that from the camping experience, from the games and activity participation, from the leadership training work, and from the resultant educational fruitage comes a better planned and balanced recreational and social program the whole year around. This is especially true in those states whose camping program makes provision for participation and training in the fundamental skills of recreational leadership. The wide scope of planned and spontaneous camp activities reported from the different states gives promise of a desirable carryover into chapter and community well-being.

The recognition on the part of authorities in vocational agriculture that there is a need for recreation among rural people and, in this instance, in the F. F. A. program is attested by the fact that 100 percent of the 15 state associations promoting summer camping listed recreation, among other objectives, as the main reason for promoting the program. Letters from several other states show a similar interest. Analogous to this, the most worth-while camp activity reported emphasized, thru repetition: swimming, athletic participation, organized games, social phases, group contacts, leadership, and citizenship training. To the question, "What effect does the camp as an F. F. A. institution have on the state F. F. A. program as a whole?" came these pointed replies: "Creates more interest," "Makes the F. F. A. better," "Stresses co-operation and scope of organization, state and national," "Helps boys set good standards," "Very wholesome," "Good," "Puts life into it," "Gives members a better sense of belonging," "Gives more purpose to the organization," and others of a similar nature.

Camp Survey Facts

Eight states report camp ownership. Those are: Arkansas, 30 acres; South Carolina, 50 acres; Tennessee, 30 acres; Oklahoma, 120 acres; North Carolina, eight acres; Louisiana, 42.79 acres; Kentucky, 100 acres; and Georgia, 150 acres. Camps not reported as F. F. A.-owned were conducted on property owned and operated by the Forest Service, National Park Service, state parks, and Boy Scouts of America. Cabin camps predominate, with eight reporting; three are barracks camps, and two a combination of cabins and barracks. In the eight cabin camps two report the use of tents.

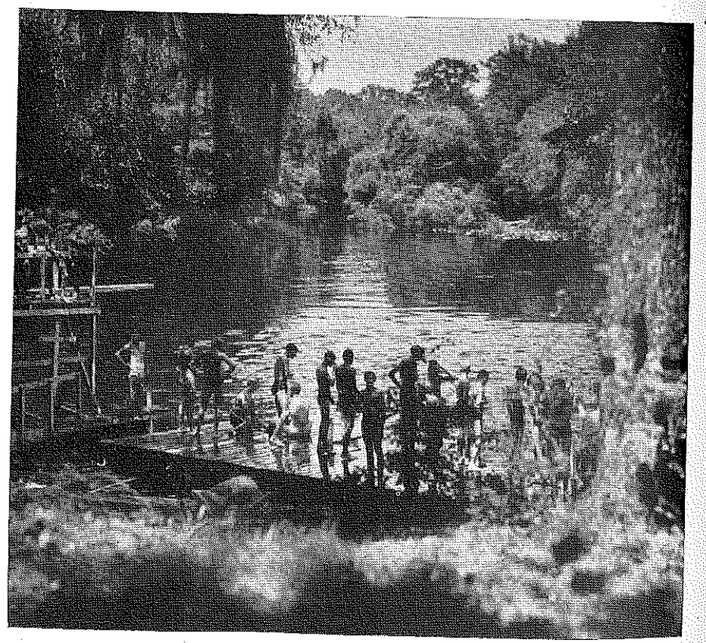
The length of each camp period as reported is somewhat uniform, nine states reporting one week; three, three days; one, two and one-half days; one camp not reporting. The length of camp operation full season is given as follows: Georgia, three months; Kentucky, six weeks; Louisiana, three months; Missouri, three periods, three days each: North Carolina, ten weeks; Oklahoma, six weeks; Maryland, two and one-half days; Wyoming, three months; Virginia, four weeks; Tennessee, seven weeks; South Carolina, three months; and Arkansas, three months.

The cost of camping to the F. F. A. member, which in most instances is for meals only, is as follows in the same order as given: $3.50 (of which $1.50 may be in farm produce), $4.00, $3.50, $5.00 (or $2.00 and food quota), $4.50, $3.10, $7.50, $8.00, $5.00, 50c fee, and $3.00 (or part quota in food).

Under teacher responsibility in the camp program a varied list of duties is given. It is found that they serve as group leaders, that they are responsible for their own boys, assist in the preparation and conduct of the program, act as camp counselors, serve as squad leaders in the barracks, serve as camp adviser for the week, supervise athletic activities, manage kitchen details, and teach and assist in specialized programs and camp craft. The main responsibility for the camp recreational program rests in the hands of trained leaders. Georgia, Kentucky, North Carolina, Oklahoma, Maryland, Tennessee, and Arkansas report the employment of such specialists. The predominance of athletic coaches as members of camp staffs would lead one to believe that the various camp programs might be athletically lopsided.

All associations report a definite participation on the part of Future Farmers in the planning of the activities for the week. Future Farmer responsibility is considered an invaluable part of the camp training program. This participation takes the form of camp F. F. A. chapter organization, camp committees, council members furnished by each chapter, and thru camp executive committees.

The value of work participation on the part of Future Farmers in camp improvement does not seem to be generally recognized. This may be due in part to the nature of the camp or to the fact that other agencies are caring for camp construction, improvement, and maintenance. For the most part, work reported consists of clean-up in and around cabins and barracks and kitchen police duties, while four camps report



Swimming time at Camp O'lino, Florida F. F. A. Camp

dale, thru the period of the building years depended in a good measure on Future Farmer work. A work hour was set aside each day for this activity and, thru the out-of-season months, chapter details could frequently be seen at the camp in some constructive activity. Roads were made, cabins constructed, athletic and play fields were laid out, nature trails planned, fences built, boats, rafts, and docks built, gravel and rock were hauled, wood cut, logs peeled, and buildings painted and creosoted. During the school year school shops turned out boats, paddles, cabin furniture, game boards, camp signs, road signs, rustic benches, and fireplace stones. Arkansas Future Farmers thus had a big part in the construction of their own camp.

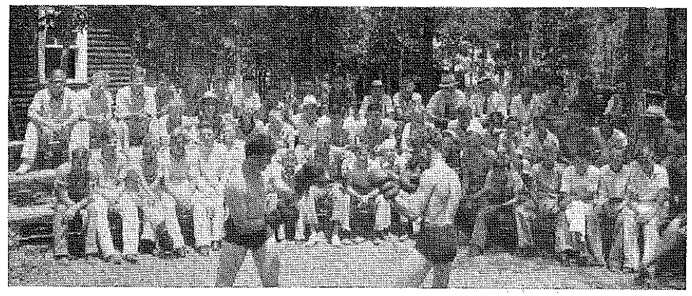
Camp Activities

That Future Farmer camps are definitely recreational may be seen by the wide variety of activities reported and by the fact that not one camp requires full participation in all activities. Thus the element of choice, plus the wide variety of things to do, pronounces the camping period a vacational one. Tennessee reports, "Full participation not required but no difficulty in getting it." Virginia allows all campers to choose their own program. Kentucky says, "Voluntary but all participate." Missouri places activities on a point basis but does not require participation—in fact, the majority of camps use some sort of point system and merit recognition to chapters and individuals. Awards take the form of watermelon feeds to winning chapters, camp banners, cup awards, plaques, Red Cross life saving badges, and athletic badge test awards. Camp newspaper mention also stimulates participation.

Camp activities listed were under two headings, educational and recreational. In some instances there is apparently no dividing line between the two. Of course, all activities are not common to all camps. There is reason to believe that there is a correlation between the repeats from year to year in attendance, the total camp attendance, and the completeness of the camp program. The principal *Camplivities* listed include the following:

Educational

Nature study: Birds, trees, rocks, and water life
Picture shows, film strips
Speakers
Officer and member duties
Discussions and films on conservation of natural resources
Character-developing programs
Health talks
Leadership programs
First aid training
Shop
Camp craft
Current events
Reading
Camp newspaper
Preparation for radio programs
Council ring doings
Nature talks



The main responsibility for the camp recreational program rests in the hands of trained leaders

Recreational

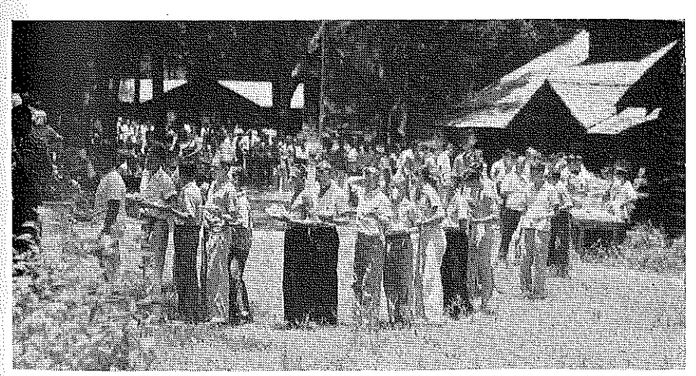
Junior and senior Red Cross water activities
National Recreation Association badge tests in athletics and swimming

Games, mixers
F. F. A. string bands
Instrumental numbers
Group singing
Stunts
Ceremonies
Stories
Dramatics
Star talks

Swimming
Boating
Water carnivals
Fishing
Horseshoes
Baseball
Softball
Tennis
Boxing, wrestling
Treasure hunts
Minstrels
F. F. A. yells
Mock trials
Charades
Clog and tap dancing
Magic
Rope tying contests

Volleyball
Badminton
Tether-ball
Field events
Hikes
Boat trips
Box hockey
Table games

It will be seen from this list of activities that the F. F. A. camping program is on its way. Leadership and citizenship



Future Farmer responsibility is considered an invaluable part of the camp training program

are bound to be the outcome with such a program of education and recreation.

Characteristics of State F. F. A. Camps

Arkansas. *Camp Couchdale* is located at Hot Springs National Park on Lake Catherine at mouth of Cooper Creek. The camp is owned by the Arkansas Association. The area is 30 acres, and is wooded, hilly, and on lake. It is 12 miles from Hot Springs. The area is bounded by woods, farming country, and proposed wild game refuge. It is a cabin and barracks camp. The cabins are owned by chapters, district associations, and the state association. The construction is mainly of stone and camper per day. Camp can handle 140 boys each period.

Georgia. *Jackson Lake F. F. A. Camp*, Covington, Georgia. The camp is F. F. A.-owned, comprising 150 acres, five miles from town, and surrounded by farming acres. The camp is of the cabin type with mess hall, recreation building, shop, and manager's lodge. The land was purchased from F. F. A. dues. Teachers helped in the financing by pledging $16,000 on the enterprise. Camping periods are set for one week for the summer months, with a capacity of 300 guests per week. The cost to the campers is $3.50 each week, $1.50 of which may be paid in farm produce. A trained recreation director is employed for the season. The main objective of the whole program is recreational and inspirational. An amplified program is conducted. A work period is held each day requiring full participation to maintain and improve the camp property.

Kentucky. *F. F. A. State Camp.* This camp is located at Hardinsburg, Kentucky, comprising 100 acres of wooded and hilly area on the lake shore one-half mile from town. It was formerly a C. C. C. camp, and has five barracks and other necessary buildings. Purchase of the camp was made possible thru assessments of local chapters and by donations by public-spirited citizens. The camp period is one week, with a capacity of 250 campers each week. The camp staff employs 25 with six listed as help. The recreation director is a college graduate with several years' coaching experience. The program is planned by F. F. A. members with the chapter advisers. Voluntary activity participation is the rule, with most campers taking part in all of the planned activities.

Louisiana. *Louisiana Future Farmer Camp*, Fisbville, La. The camp was established in 1931. The State F. F. A. owns 43 acres of hilly land three miles from town. It is a fifteen-cabin camp with kitchen and keeper's lodge, athletic field, and electric lights. The camp is administered by a state staff. Purchase was financed thru the state F. F. A. chapters. Camping periods are one week in length, with a capacity of 300 each period, operated three months during the summer. The Louisiana program is under the direction of the teachers who are assigned to the part of the program for which they are fitted. F. F. A. members are on camp executive committee in program planning. The main objectives of the camp program are leadership, citizenship, and sportsmanship training and good wholesome recreation. Conservation of natural resources is given major consideration in the educational program. Chapter awards are made for achievement in camp pursuits and all campers take part.

Missouri. *State F. F. A. Camp*, Camp Maries. The camp is owned and operated by the Lake-of-Ozark Boy Scout Council. The camp is on a river with woody, hilly surrounding back country. It is a cabin and semi-tent camp. Members pay one dollar per day each. Camp administration provides cook, meals, and water. The camp period is three days and houses 80 boys each period. Recreation, leadership, and educational opportunities are foremost in the program. Contests are conducted by Future Farmers in ritual ceremony and parliamentary procedure. The program includes health instruction, first aid training, athletic games, and water sports.

North Carolina. *Young Tar Heel Farmer*, Elizabethtown, N. C. The camp was established in 1928 and has operated 10 seasons. The eight-acre tract is located on a lake eight miles from town in the coastal plains area. Young Tar Heel Farmer is a

(Continued on page 57)

Future Farmers of America

L. R. HUMPHERYS

The F. F. A. Adviser's Place in Chapter Activities

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

Leslie Nelson

This article by Mr. Nelson is the concluding one in a series of 12 appearing over a period of 21 months in *The Agricultural Education Magazine*, and dealing with responsibilities and problems of advisers in advising officers of local chapters of Future Farmers of America and in the development of leadership. Since many advisers will be interested in reviewing the entire series the list of articles as they appeared is given below.—*Editor*.

1. The Election of Future Farmer Officers.....Jan., '39
2. How to Elect F. F. A. Officers.....Feb., '39
3. The Installation of Chapter Officers.....Mar., '39
4. Training the New Officers April, '39
5. The Annual Program of Activities.....May, '39
6. The Work of the President and Vice-President.....Aug., '39
7. The Work of the Secretary Sept., '39
8. The Chapter Treasurer...Nov., '39
9. The Chapter Reporter....Dec., '39
10. Putting the Members to Work.....Mar., '40
11. Parent and Son Relations.Apr., '40
12. The F. F. A. Adviser's Place in Chapter Activities...Sept., '40

ALL discussions of chapter activities either begin or end with the adviser. In spite of the fact that the Future Farmers of America is charterized as an organization of, by, and for boys, the adviser, presumably in the background, is either directly or indirectly responsible for the success or failure of the organization. A prominent Scout executive recently made the observation, "Let me observe the activitics and the attitudes of any Scout troop and I will give you a picture of the character and personality characteristics of the Scout Master." He said further, "The ability to work with and influence boys can be developed by any man who has an interest and a love for boys." This principle applies with equal force in an organization of farm boys.

Relation of Boy and Chapter

There are those who contend that the F. F. A. organization should be left entirely up to the boys without any interference on the part of the teacher of vocational agriculture. Some teachers even go so far as to say that if the boys want an organization they must do all of the planning themselves. Then again teachers assume the attitude of "Let Nature take its course," and leave the whole matter of organization matters to the boys. This is the one extreme. In the other extreme the adviser dominates the whole situation.

It cannot be emphasized too strongly that the adviser does have a place and a definite responsibility in the local chapter. Back of every F. F. A. chapter that achieves any degree of success; every Boy Scout organization that makes progress toward building human character; or every group of farm boys who are successful in their co-operative accomplishments is a sympathetic, understanding adviser or counselor.

The type of teacher who dominates the chapter is just as dangerous, if not more so, to the welfare of the boys' groups, than the one who steers clear of the F. F. A. organization. He is the individual who does all the work himself instead of delegating to others. He arranges all meetings, dominates business activities, and generally cheats the boys out of using their own initiative in any way, shape, or form. Sometimes this type of organization appears very well from the outside and unfortunately may even make a very fine reputation for the sponsor. But wherever this principle is carried to the extreme the boys are robbed of their most precious heritage in vocational agriculture, namely, development of leadership thru responsibility. This principle is definitely implied in the F. F. A. creed and the motto.

Most teachers of agriculture will admit that the big problem in advising Future Farmer groups is to know how to steer a course between doing too much and too little. The ideal is to be able to interest the boys, help them to help themselves with the thought that as they progress they will assume more resporsibility and will enjoy successes. Boys must learn to have confidence in themselves. They obtain this confidence by the thrill of succeeding. Therefore, he is a wise teacher who plans F. F. A. activities in such a way that boys succeed.

Specific Suggestions

Having given some attention to the "Do's," "Dont's," "Wherefores," and "Why nots" for all of the other officers in the local Future Farmer chapter, it might be well to summarize some of the specific suggestions of successful advisers for the benefit of those who do not know exactly where they belong in the midst of this organized group of farm boys.

An adviser must know more about the organization than any one else. He should be familiar with the creed, motto, history, and aims of the organization; know the significance and procedure in all ceremonies and memorize his part in them; know all emblems and what each represents; and be familiar with the degrees of membership and the requirements for each. In short, the local adviser must be able to meet a great variety of problems.

If, for instance, he is to assist in the training for leadership he must know parliamentary procedure. Furthermore, he must be able to set up a training program for leadership. Very often the young president will turn to the adviser for a ruling and the adviser's ability to promptly outline a correct procedure will be greatly appreciated.

The adviser should plan for system and order but not be a rules crank. Sometimes advisers are so fussy in enforcing rules and minor details that they make members miserably afraid and self-conscious about doing or saying anything. Boys can be easily taught to address the chair, and to make motions, but it is more appropriate for the chairman and not the adviser to set the participant right. Participation without the best form is better than no participation at all.

The adviser's ideas should not be imposed on the group. His way may appear best to him but in the students' eyes it may seem rather "cockeyed." Sometimes it is well to raise undesirable procedures with boys to train them with the power of discrimination. In such cases, advice should be withheld until students have exhausted their own ideas. Usually a word or a suggestion will stimulate boys to formulate their own plans. They will usually ask for advice when they become stumped. Too often we yield to the temptation of working out details and expressing thoughts before the boys have a chance to think. Boys should be encouraged to think thru their problems. It is a serious symptom to find the adviser doing the thinking and the Future Farmers sitting in the "Amen" corner.

Confer Often With Officers

The one most stimulating thing that an adviser can do is to confer often with chapter officers individually about their problems. This applies to any one in the chapter who has been given a responsibility—even tho it may seem unimportant. Without being offensive or in any way belittling the boy, an adviser may ask the boys if they have any problems, and if so, offer assistance. It is always a good policy to talk over details of the job at hand; first, so as to know just how the proposition is to be met; second, and more important, because the boy will be stimulated to do better by the simple expedient of talking about his job. Because we are rushed for time, we are very prone to neglect this important conference. No regular time need be provided; in fact, it is better if individual counseling is done without too much advance notice—at noon, between classes, and on visits to the boys' homes. The main thing is to see that individual needs are met. *Individual counseling concerning the needs of the hour is twenty times more effective than "flock shots" from the rostrum, while sitting in the "owl's nest."*

Be sure that officers and boys understand the member-adviser relationship. The boys, above all, should know that, while the organization is their responsibility, they can call on the adviser for assistance at any time. The adviser, in turn, must respect the rights and wishes of the boys and refrain from dictating the policies of the organization.

F. F. A. Camps

(Continued from page 55)

12-cabin camp with mess hall, store, boat house, and keeper's lodge. The camp property and buildings were financed thru fees paid by members. Teachers helped by donating $10 each. The camping periods are one week, with a capacity of 360 campers, and operated 10 weeks with an enrollment in 1937 of 2,192 boys. The cost of camping to the member is $2 per week with food quota brought from home, or $5 per week without food quota. The recreation director employed has four years' experience as a high-school athletic coach. Each chapter in camp furnishes council members who plan and execute the program. The main objectives are recreational, educational, and chapter contacts. Group contacts are regarded as the most important camp contribution.

South Carolina. *Future Farmer Camp.* Established in 1925. Three camps are reported: one in the mountains, and two on the coast. The housing is in barracks, cabins, and tents. The camps are administered by the South Carolina Teachers Association and are financed thru F. F. A. funds. The teachers helped individually toward the financing. Camp period is three days, with a capacity of 100 per camp and an enrollment of about 3,000 in 1937. A camp fee of 50 cents is charged each camper. No mention is made of the cost for food. The camps are conducted with recreation as the main aim, with the result that it "puts life" into the whole program. Instructors care for the recreation program, and the swimming is supervised by approved life guards.

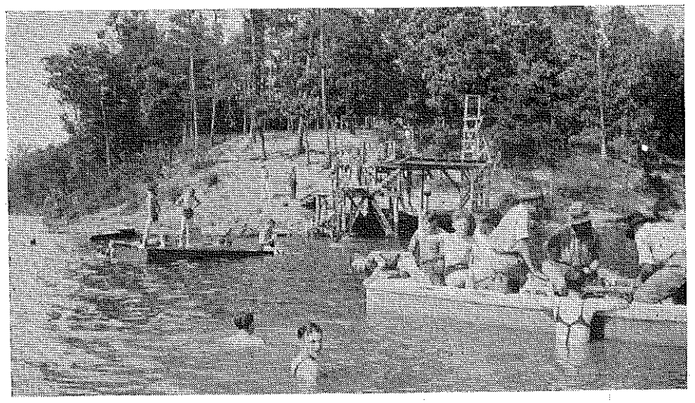
Oklahoma. *F. F. A. Camp* is located six miles northwest of Watts. The camp is F. F. A. owned, comprises 120 acres, is located on a river, and is surrounded by farming country. There are three barracks, one of which houses the mess hall. The camp has a shop, store, and keeper's lodge. Camp improvements listed include electricity, water system, and a recreation platform. There is a sports field and a retaining wall on the river. The camp is administered by the assistant state supervisor and camp director working with the F. F. A. executive committee. The camp was financed thru gifts and F. F. A. funds. Camping period is one week, with a capacity of 220 campers each week. The cost is $4.50 to each camper. There are two recreation directors, one a member of the coaching staff of Duke University and the other a high-school coach of Cushing High School. The main objective of the camp is training in recreational leadership. An annual camp banner is awarded to the best camping chapter as judged by a camp activity point system.

Texas. Texas has district and area encampments, held in state parks, on lakes, rivers, sea coast, and woods. The usual length is three days. The cost to each camper is $2.75 for the period. Teachers are responsible for the programs and students help in the planning. Leadership and recreation are stressed and the program is rated as wholesome in its effect on the total F. F. A. plan. Texas finds this plan more suited to its needs than one centralized camp.

Virginia. *State F. F. A. Camp* at Beach, Virginia. The camp is rented from the National Park Service. It is located on a river and in a wooded area. The camp comprises 150 acres, has 25 cabins, mess hall, shop, store, and keeper's lodge. Five agricultural education supervisors constitute the administrative body of the camp. The camp costs $8.00 per camper for a one-week period. A trained recreation director is employed. Boy committees handle the program. Recreation is the main objective and campers are allowed choice in the selection of things to do. Home economics girls have access to the camp at designated periods. No work is expected of the boys. The buddy system is used on the water front and swimming is supervised by three life guards. The camp is reserved entirely for the Future Farmers during the periods of their camp.

Wyoming. *Mountain Home Camp.* The camp has been operated one season. It is a Forest Service camp, 42 miles in the wilds. The camp is operated on six-day periods for Future Farmers, has a capacity of 200, and operates three months. The camp cost is $1.25 per day. The main emphasis is on co-operation, leadership training, and recreation. The swimming periods are supervised by teachers with squads. Wyoming Future Farmers are making plans for their own camp.

Kansas. Kansas does not own or operate a state F. F. A. camp. Future Farmers, however, have the use of a number of state and privately owned parks for their camp outings. At the Tonganoxie State Park, nine chapters jointly own a large cabin. Each of these chapters, in addition to sponsoring an annual camp, usually uses the cabin many times during the year for week-end camps. The following letter from Mr. L. B. Pollom, State Supervisor, explains the method of operation: "As a rule there is a committee of local advisers in charge of organ-



Swimming scene at Camp Couchdale, Arkansas F. F. A. Camp

Entering the F. F. A. dining hall, capacity 400, White Lake F. F. A. Camp, North Carolina

Tennessee. *Camp Clements*, F. F. A.-owned, located 10 miles from Doyle. The camp is on a lake with woods and farms surrounding. It is a two-barracks camp with mess hall in the barracks. There are a director's lodge, a swimming pool separate from the river, electricity, excellent sanitary conditions, motion picture machine, and radio. The camp is administered by the state supervisor and trained director and assistants. One-week

Other Camping and Outing Plans

California. California conducts Camp Lillard in connection with the State Fair and Camp Condee in connection with the Los Angeles County Fair. Chapters have used various state and other camps at different times.

Oregon. Almost every chapter takes a four- or five-day outing during the summer to various parts of the state and to other states. Some chapters make tours to points of interest.

Pennsylvania. From a letter by H. C. Fetterholf, Chief of Agriculture Education, Harrisburg: "This past summer the State Potato Growers Association, with the help of the State Association of F. F. A., established a camp in Potter County. Dr. Nixon of the Pennsylvania State College is doing some extensive experimental work on potatoes near this camp. This camp is large enough to accommodate two to three hundred boys. Groups will be allowed to go to the camp during the summer for a period of one or two weeks. They will spend a half day in recreation and a half with Dr. Nixon working on the potato experiment."

New Mexico. "We have no state or district camps. One-half or more of our local chapters take annual camping trips, however, these being financed entirely by the boys. Distances covered are usually 200 miles or less and the duration of the trip is usually four days. Our state is considering a camp program based on having our annual F. F. A. convention at this time."

Montana. Is considering establishing a camp and it has been discussed at conferences and state F. F. A. conventions. Major problems include the fact that most boys work during the summer and that they have been unable to find a location already provided with buildings.

Wisconsin. "State F. F. A. officers have authorized the state camp committee to proceed with the erection of a building this fall (1938). The camp is in a state forest in the extreme northern part of the state in an intensely wooded and wild area. It will not be operated as a state F. F. A. camp but merely as a place where F. F. A. chapters may go, one or two at a time, for one to three days." L. M. Sasman, State Advisor.

Maryland. Maryland operates *Central Camp* at University of Maryland College Park. Three days, August. Includes a definite program of athletic and social activities with trips to Mount Vernon and Washington, D. C. Boat trip down the Potomac River is also on the program.

1. The writer acknowledges the assistance of the respective state supervisors and camp directors who furnished the information contained in this article.

2. Mr. Higgins is former director of Camp Couchdale, F. F. A. Camp in Arkansas.

The best teachers of humanity are the lives of great men.—*Fowler*.

Learning by Seeing

(Continued from page 47)

In the past we have had plots of wheat, corn, soybeans, melons, and pasture. A peculiar feature of all this work has been the very close correlation of results with those of other plots and of the state experiment stations.

Human nature is just peculiar enough that it likes to see what varieties and fertilizers will do on farms in our own neighborhood or back yard. "Seeing is believing" in most cases.

These test plots also give teachers and farmers something concrete from which to start an adult-farmer evening class. We often spend several hours analyzing the results of an individual plot. I might add that I tabulate results of plots as soon as possible in the form of mimeographed sheets and large hand-printed wall charts. This provides ready materials for class work and for distribution to interested farmers and others. The county agent, school principal, and trustee are also furnished copies of the report.

Seeing Farm Skills Demonstrated

Another form of visual education in vocational agriculture is the actual digging up and planting out of shrubs, asparagus, horscradish, blackberries, and the like. Farmers are willing to donate plants, or we go to the woods for them. This work includes landscaping and vegetable gardening.

Field trips are, of course, visual aids to education. Boys are frequently taken on studies of landscaping, farm and home beautification, field layout, orcharding, and vegetable gardening. Farmers who have spent some time on landscaping or orcharding, for example, are glad to explain their set-up to the classes. One farmer showed our class how he pruned his grapevines and his young peach trees. The boys may have studied pruning in text books, but they learned far more about pruning by seeing exactly how it is done.

Moving picture films, film strips, and slides also have their places in agricultural education. There are hundreds of valuable free silent or talking films available from various companies. The 16 mm. film is the most popular and practical at the present time. Several of the agricultural education departments of the universities have lists of available films, slides, charts, bulletins, and samples, for the use of teachers of vocational agriculture.

Let us not forget the farm shop as a visual aid. Its value and possibilities for the enterprising teacher are almost unlimited. Let the shop be of service to the community, and farmers will soon appreciate its value.

Does the making and use of visual aids consume too much time? We must admit that time is consumed, but it is worth while. We must work for what we get. If we try to maintain high efficiency in all phases of our work we are bound to be in demand and to be able to merit more respect and salary thru our services to the public. Luck and "pulls" come to very, very few people. It is evident that visual education in vocational agriculture can aid in rounding out a more successful year for teachers of agriculture.

Book Reviews

Elements of Farm Management, John A. Hopkins, 481 pp., illustrated, revised 1940, published by Prentice-Hall Inc., N. Y., price $2.20. This book, first published in 1936, has been completely revised and includes much additional information on labor, feed, and other requirements of major farm crops and livestock that has become available since the publishing date of the first edition. Attention is called to the inclusion of data obtained by the National Research Project of the Works Progress Administration on farm technology and its effect upon employment. More complete consideration of the major types of farming areas in the United States, together with new and more detailed maps, is included. This revised edition should prove helpful to students and teachers in the field of vocational agriculture.—A.P.D.

Peace Valley Warrior, by J. F. Case, 330 pp., published by The Interstate Publishers, price $1.67. Tom, the hero of "Tom of Peace Valley," a previous book by the same author, takes up where the Peace Valley episode left off. He is now teaching vocational agriculture in a back country district and is elected to the legislature where he fights for good roads and champions his part of the state. As a result of his championing the cause of the rural people he is elected governor of his state. The story is stimulating and should be of especial interest to students and teachers in the field of vocational agriculture.—A.P.D.

Dairy Profit, by Wilber J. Fraser, 270 pp., illustrated, published by The Interstate Printers and Publishers, list price $1.80. Thirty-seven chapters treat the subject of profitable dairy farming as it relates to a successful life. Stress is placed upon the vital part played by proper balance of factors in profitable production. The book is intended for any reader interested in farm life and profit and should prove stimulating to both teachers and students in the field of vocational agriculture.—A.P.D.

Part-Time Class

(Continued from page 51)

and moving pictures were included in the program. The class met four days per week for three weeks. Daily program included one hour of recreation between meetings from one to five p. m. Basketball and boxing in the high-school gymnasium constituted the athletic part of the program. A bus trip of all members was taken to the Ames campus. A mixed party and wiener roast completed the social meetings.

Partnerships on Home Farm Encouraged

The supervised practice program of the part-time students is varied. Twelve boys are in partnership with their fathers. Eight have livestock projects, three are working away from home, and five are renting land.

Partnerships on the home farm with the parents are encouraged. Those renting land co-operate with their fathers in farming operations. Two boys working away from home plan to attend college. One boy has recently purchased an 80-acre farm from his father and has built a new house, altho he continues to work with his father and brothers on the home farm.

Many improvement projects have been suggested and started along with the home farm set-up. Common problems were discussed in class, and individual longtime farming programs were planned. Practical laboratory work appealed to the boys. Demonstrations and shop practices were put to work in the farm shops of the members. The day-school class put on some practical demonstrations. Machinery and tractor repair constituted a major portion of the farm mechanics work. A demonstration of horsepower rating and carburetor adjustment of tractors was given.

With this age group, developing a farming program required planning and the co-operative effort of the instructor, the boy, and the parents. It is a real inspiration to teach young farmers who are thoroly interested and have real problems to solve. They are looking for better farming methods and are willing to accept them and to put them to a test.

The topic planned for this year is "Getting a Start in Farming." Emphasis will be placed on farm credit and farm cost accounts.

Supervised Agriculture

(Continued from page 49)

Ross Cryar, Burley's younger brother, has entered the vocational agriculture class and also has a well-supervised practice program in operation. Among these are a purebred calf, two acres of corn, and an acre of cotton. Ross expects to further improve the home grounds by planting more shrubbery and building walks. His calf project will be a step toward securing better dairy stock.

Plans for the Future

The Cryar family are all interested in the projects on this farm. "Son's pig and Dad's hog" isn't true with this family. Mr. Cryar believes in giving his sons an interest in their farming program. He says that by giving his boys several projects he gets more done; and, after all, it's for the betterment of all concerned. Burley will finish high school this spring and he expects to enter an agricultural college next fall.

This year Mr. Cryar plans to produce 1,200 bushels of corn, 14 bales of cotton, two litters of hogs, 200 baby chicks, 100 laying hens, two calves, one-half acre of Irish potatoes, and an ample supply of hay and pasture for his stock.

Mr. Cryar and his family have demonstrated to the farmers of their community what can be done in making the farm a more livable place. Many farmers visit them to see their permanent pasture, poultry flock, hogs, terracing, and field crop demonstrations. They are beginning to realize that the back-breaking drudgery of farming has been replaced by the modern scientific methods that are being taught in evening schools and vocational classes and are being used by the more advanced farmers of today.

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