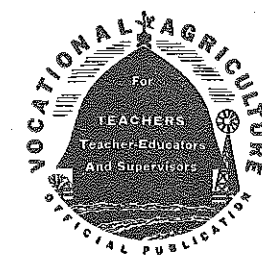


*IT IS the duty of all, not some, to serve in the common defense of the nation; it is equally the duty of the nation to provide good conditions of life for all, not some of the youth.—American Youth Commission*



# The Agricultural Education Magazine

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

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## CONTENTS

A. V. A. Convention, Tentative Program.....	83
A Complete Program.....D. M. Clements.....	83
Adjustments in Farming in the Light of Present Conditions.....W. I. Myers.....	84
Midwest Lamb Shows, Marketing Schools, and Sales Promote Sheep Projects.....George Jordan.....	87
Opportunities for Teaching Agricultural Co-operation in Vocational Agriculture.....C. E. Rhoad.....	88
Important Aspects of Market Information for Day- School Classes.....Charles L. Mantz.....	89
It Depends on the Teacher.....Ivan Fay.....	90
How Co-operatives Function as an Outgrowth of Adult Evening-School Work.....W. G. Wiegand.....	92
Significant Factors in the Development of a Long-Time Supervised Farm Practice Program.....B. L. Bible.....	94
Budget Requirements of Departments of Vocational Agriculture.....H. M. Strubinger.....	95
Follow-up Study of Former Students.....Russel M. Adams.....	95
Co-operative Activities in an Iowa F. F. A. Chapter.....C. E. Bundy.....	96
Financing the F. F. A.....Ivan Jett.....	97
Defense Training Program for Rural Youth Announced.....	98

# Editorial Comment

## A. V. A. Convention, Tentative Program

San Francisco, California—December 15-18, 1940

### AGRICULTURAL EDUCATION SECTION

Sunday, December 15—8:30 and 9:30 a. m.

Agricultural tour of the North Bay area, including Bay bridges

Monday, December 16, 1940

Fairmont Hotel, Gray Room

R. M. Stewart, New York, Chairman

9:00 a. m. Research reports by regions:

11:00 a. m. Business session—

Fred A. Smith, Arkansas, Chairman

1. Changes in A. V. A. constitution

2. Defense program

3. Other business

\* \* \*

William Kerr, Idaho, Chairman

1:30 p. m. Progress report on Evaluation Study—L. R. Humpherys, Utah

Discussions

2:45 p. m. International Trade and Agriculture—Henry F. Grady, Assistant Secretary of State, California

\* \* \*

6:30 p. m. Meeting of Editing-Managing Board of Agricultural Education Magazine

Tuesday, December 17, 1940

7:30 a. m. Breakfast—State Supervisors of Agricultural Education

Breakfast—Ten-Year Teacher-Trainers in Agricultural Education

Fairmont Hotel, Gray Room

L. R. Humpherys, Utah, Chairman

9:00 a. m. Proper Selection of Personnel to be Trained:

1. Sherman Dickin-son, Missouri

3. C. G. Howard, New Mexico

2. S. S. Sutherland, California

4. S. S. Sutherland, California

Discussion

11:00 a. m. Co-operation between vocational agriculture teachers and the NYA in organizing and teaching part-time classes—J. W. Hull, president, Arkansas Polytechnic College and NYA State Administrator.

Discussion

1:30 p. m. Tours to points of interest in and near San Francisco

Wednesday, December 18, 1940

Fairmont Hotel, Gray Room

Julian A. McPhee, California, Chairman

9:00 a. m. Placement of Young Men on Farms:

1. R. W. Gregory, U. S. Office of Education

2. J. B. McClelland, Ames, Iowa

3. A. K. Getman, Albany, New York

Discussion

10:30 a. m. Address on National Defense—speaker to be selected

11:15 a. m. Business session, Fred A. Smith, Arkansas, chairman

1:30 p. m. General A. V. A. session

### AGRICULTURAL TEACHERS SUB-SECTION

Sunday, December 15, 1940

Same as Agricultural Education Section

Monday, December 16, 1940

9:00 a. m. Section convenes—W. W. Coke, President, California Agriculture Teachers' Association, Chairman

Welcome—Dr. Walter F. Dexter, California,

State Superintendent of Public Instruction

9:30 a. m. Presentation, followed by panel discussion:

A Sound Program for Out-of-School Boys—

Leader, Dr. R. W. Gregory, U. S. Office of Education. Panel:

1. R. B. Jeppson, Nevada

4. R. W. Adam, Oregon

2. A. W. Johnson, Montana

5. Herman Diekman, California

3. N. C. Larkin, Arizona

6. Gene Brendlin, California

11:00 a. m. The National Defense Program—Julian A. McPhee, California

\* \* \*

1:30 p. m. Section reconvenes—Kirby Brumfield, President Oregon Agriculture Teachers' Association, Chairman

1:30 p. m. National Farm Planning—Rex Willard, Regional Representative, Bureau of Agricultural Economics, U. S. D. A.

Farm Planning (California) J. I. Thompson  
 Farm Planning (Wyoming) Sam Hitchcock  
 Discussion

2:15 p. m. Demonstration of Visual Aids—L. E. Aspinwall, California

2:45 p. m. Joint session with Agricultural Education Section

## A Complete Program

THRU the years vocational agriculture has been taught piecemeal. In the early days we had the conception that the only persons to be taught were the all-day boys, and the instruction given to them was blocked out into such things as Farm Crops the first year, Animal Husbandry the second year, Horticulture the third year, and Farm Management the fourth year. In like manner, the supervised farming program of this all-day student was blocked out without much relation to what was being taught and practically no relation to getting persons established in farming.

In recent years we have developed the conception of a complete program as consisting of extending the instruction to other groups. At first it was extended to adult farmers in the form of evening classes, and later to out-of-school young men living on farms in the form of part-time classes.

The southern region is making an effort to conceive of a "complete program" as instruction in problems pertaining to the entire farm as a unit and applying to the entire farm family. The same types of instruction—all-day, part-time, and evening—are being used, but the approach to each group is in terms of the problems of the farm and the farm family as a unit, and the place that each individual has in developing a satisfying family life by working with others in the creation of the attitudes, appreciations, and abilities that make for farm family betterment.

If teachers of vocational agriculture will think thru this approach they will conclude that if the farm as a unit and the farm family as a unit should be considered in the instructional program, then it is going to be necessary to work jointly with the teachers of homemaking in providing instruction on problems that jointly affect the home as well as the farm. The family is our most important social unit. The farm family is the one perfect business partnership in existence today. There is no vocation that is so dependent on the close co-ordination and co-operation of the farm and the home as is the business of farming. The public schools of this country are charged with the responsibility of training farmers and farmers' wives. The farms of the future should be manned by a trained farm family. The man of the farm and the woman of the farm home must each have a working knowledge and a sympathetic viewpoint of the business of the other, if farming in its largest sense is to succeed. There are separate problems that directly concern one more than the other but out of the business of each come problems that are common to both. In the solution of these common problems, which must be done jointly, there must be a knowledge, an appreciation, and a sympathetic understanding by each of the special problems of the other.—D. M. Clements, Washington, D. C.



## Adjustments in Farming in the Light of Present Conditions\*

W. I. MYERS, Professor of Agricultural Economics,  
Cornell University, Ithaca, New York

THE past few months have been a difficult period in which to keep a sane outlook on the world in which we live. It is particularly hard to attain and retain perspective; and yet perspective is one of the most important characteristics to cultivate, especially for persons who deal with young people and whose judgment is regarded seriously by those with whom they come in contact. By perspective, I mean the ability to know not only where we are today, but also to see where we seem to be going in view of the trends of the year and the decade thru which we are moving.



W. I. Myers

Unfortunately, I do not know of any rule of thumb to give you that will show the best way of adjusting a farm business under present conditions. In this situation, I propose to discuss some of the important factors that affect the agricultural outlook in the hope that such a review will give you a little better perspective than you had before.

From the middle nineties up to 1920, we had a long period of generally favorable economic conditions in agriculture and in other business in the United States. There were fluctuations, of course, during those years. We had business cycles and some years of drouth, but in general, the nation enjoyed 20 years of reasonable prosperity and then five years of war boom. In contrast, in the period since 1920, we have had two decades of relatively unfavorable economic conditions in agriculture. In retrospect it seems that during the twenties, economic conditions in agriculture were fair but they were unfavorable relative to the cities because this was a period of feverish prosperity in urban centers. The last ten years, the thirties, have been a period of varying degrees of depression for agriculture and the nation.

### Government Aid or Individual Effort?

One important characteristic which seems to me to stand out among many confusing factors in this 20-year period of distress is an over-emphasis on the use of government in solving all problems. The situation has been so distressing that we have been striving desperately to find a quick, simple cure for complex

problems. This is just another example of the recurrent over-enthusiasm that human beings have for each new invention as it emerges.

In earlier times, our grandfathers produced most of the necessities of life, selling little and buying little. Under these simpler conditions, individual effort worked pretty well and was depended on for the solution of all problems. Some persons think that individual effort alone will solve all problems today. I do not share that view.

For at least three-quarters of a century, commercial agriculture has been gradually superseding this earlier self-sufficient system. Under this system, farmers have sold progressively more of their farm products and have bought an increasing proportion of the goods and services used in their business and their living. As farming became more complex, our fathers discovered that co-operative action was an effective means of supplementing individual action, especially in such activities as buying and selling, in which the volume of business of many farms is necessary for efficiency.

### How Much Help From Co-operatives?

The growth of co-operative business in agriculture has demonstrated its soundness; and the trend toward the increasing use of co-operatives to supplement individual action will undoubtedly continue. However, the success of co-operatives caused some people to become over-enthusiastic about them.

If co-operatives could solve some problems, why could they not solve all problems if we only had enough co-operatives? And so a Federal Farm Board was established to promote and finance co-operatives for this purpose. It didn't work.

We still have unsolved problems in agriculture. Then the depression deepened and added others even more serious. Many persons thought that if individuals and co-operatives couldn't solve these problems quickly, the government must. And so I believe that we have recently been in a period of over-emphasis on government in solving our problems. Some enthusiasts think that government action will make individual and co-operative effort unnecessary. In view of our previous experience, some reaction to this over-enthusiasm seems about due, and unless it is postponed by the war, the reaction from the over-emphasis on government is likely to begin in the reasonably near future.

Orderly progress in agriculture this year and next will require the intelligent use and co-ordination of all available agencies. Some problems can best be handled by the efforts of individual farmers and their families. These include farm and home management. Some problems require co-operative action for their best solution. These include marketing, purchasing, and many business services in which group effort is necessary for efficiency. Some problems can best be handled by government. These include the provision of roads, education, and research. Some

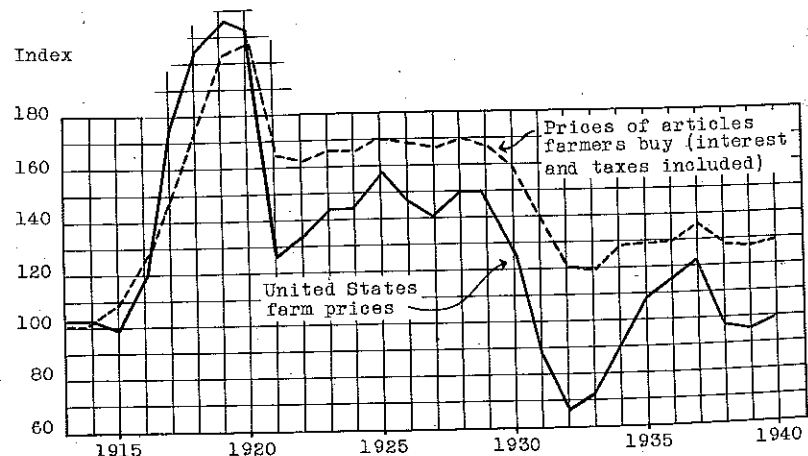


FIGURE 1. UNITED STATES FARM PRICES OF FARM PRODUCTS AND PRICES OF ARTICLES FARMERS BUY, INCLUDING INTEREST AND TAXES, 1910-14=100.

When prices rise or fall, farm prices change more rapidly and by a larger amount than prices of articles farmers buy. The disparity in the price structure resulting from the deflation of 1920-21 has continued with varying severity up to date. It would be corrected promptly by a moderate rise in the general price level.

living is both a cause and a result of inflexible wage rates. Hence, manufacturers of most products follow a relatively inflexible price policy. Administered prices are one of the costs that we pay for the type of industrial civilization in which we live. The transfer to factories of work formerly done on farms has increased the rigidity of the price structure. The increased use of restaurants and of packaged, processed foods as well as the gradual extension of public regulation are additional factors tending in the same direction.

Some have suggested anti-trust suits as a solution of the problem of inflexible prices. Such action would correct abuses but it would not reverse the trend. Attempting to make administered prices sensitive is like trying to turn the clock back, because the whole trend of present economic life is toward increasing rigidity of prices. Some have suggested government spending to keep up the demand for basic commodities so that their prices would not fall. Government spending has been tried on quite a scale, but it hasn't corrected the situation and is not a satisfactory solution. Doing

### 1. Provide a Fair and Reasonably Stable Price Level

The most important single problem in agriculture is reducing the violence of fluctuations in the price level. Unbalanced prices are the most important factor in causing the depression thru which we have been passing. The severity of the farm depression is measured approximately by the divergence between the price levels at which farmers have sold their products and purchased their services and supplies.

In the price collapse of 1920-21, the prices of United States farm products declined much faster and further than the prices of articles farmers buy (Figure 1). This disparity was gradually reduced by the recovery of farm prices in the middle twenties. The violent decline in prices of 1929-33 increased this price disparity to the most critical point in our history. With the recovery in prices of 1933-37, farm prices rose more rapidly than prices of articles farmers buy and the disadvantage of agriculture was reduced. The disparity was again increased by the price decline of 1937-39. Altho some improvement has occurred in the past year, the purchasing power of United States farm prices of farm products in terms of articles farmers buy is only about 80 percent of the 1910-14 average at the present time.

A similar situation has prevailed with producers of other basic commodities. Wholesale prices of basic commodities have fluctuated much more violently than the cost of living or wage rates; and as a result, producers of these commodities have been at a serious disadvantage since the collapse in prices in 1929-33. The continuing inability of farmers and other basic producers to buy normal quantities of products produced by cities has been the greatest single factor in causing unemployment and prolonging the depression.

Disparity in prices results whenever the price level fluctuates violently. When the price level is rising, readjustment occurs quickly; but when it is falling, readjustment is a slow and painful process. If prices of all commodities and services went up and down together there would be no problem. Unfortunately they do not.

Prices can be classified into two general groups. One group includes administered or "sticky" prices. These prices are usually fixed by administrative action and change slowly. The second group is market prices (or sensitive prices), and includes principally basic commodities whose prices are determined in wholesale markets. Administered prices are a product of modern, complex economic life and are steadily becoming more important. Large industrial units cannot reduce the prices of their products much without reduc-

done quite a lot of that. Correcting these disparities by natural forces is a long and painful process. Seven years have passed since 1933 and yet farm prices still have only about 80 percent of their normal purchasing power.

One necessary step in solving this problem is to rid the public mind of the confusion between business cycles and major price movements. In an ordinary business cycle, the wheels of business get going—go too fast and then slow down for a period of 12 to 18 months to bring about a correction. Prices usually increase five to ten percent in the upward phase of the business cycle and decline by a similar amount on the downward phase. These little waves on the economic sea cure themselves, but major price declines do not, because administered prices do not fall with sensitive prices, and a period of long and painful adjustment follows whenever a serious drop in the price level occurs. The time has passed, if it ever existed in the modern world, when this kind of maladjustment could safely be left to cure itself by the so-called economic processes.

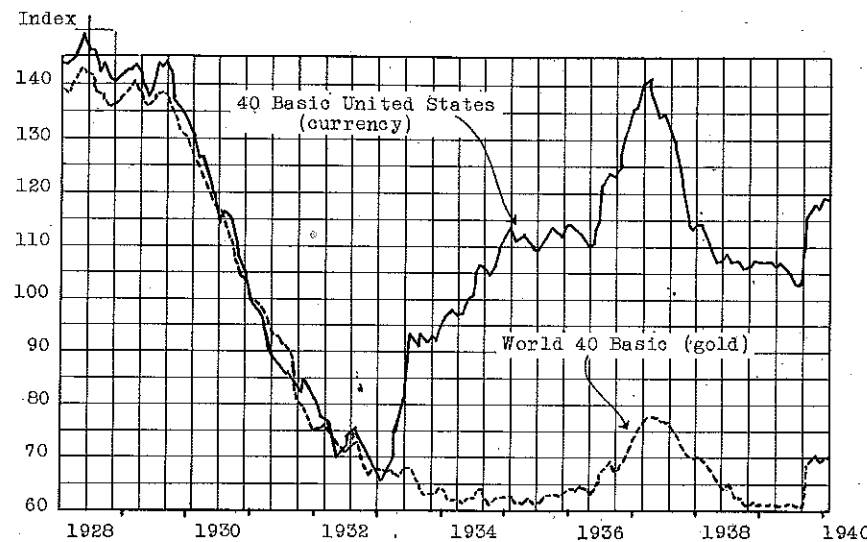


FIGURE 2. WORLD PRICES OF 40 BASIC COMMODITIES IN GOLD AND UNITED STATES PRICES IN CURRENCY, 1928-1940, 1910-14=100.

Since February 1934, the dollar has been linked to gold but at a price 69 percent higher than prior to April 1933. United States prices in currency have continued to fluctuate with world prices but at a level about as much above them as the price of gold was raised.

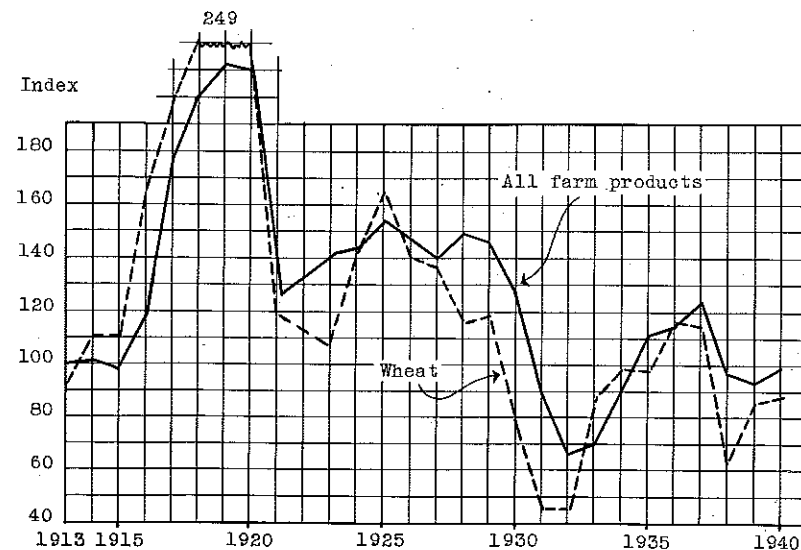


FIGURE 3. UNITED STATES FARM PRICES OF FARM PRODUCTS AND OF WHEAT, 1910-14=100.

Wheat tends to follow the general level of prices of all farm products but fluctuates about according to the supply and demand factors affecting wheat. No significant change is discernible in this relationship since 1935.

In the last few years, we have found that efforts by a single group, such as laborers or farmers, to improve their own situations tend to defeat their own purpose, because they are in conflict with national welfare. For example, the N.R.A. resulted in raising administered prices somewhat when they were already too high in comparison with prices of basic commodities. Reasonably full employment and use of resources in the nation is necessary for sustained prosperity for the country and for all the groups of which it is composed.

In agriculture, two principal means have been tried for correcting this price disparity: revaluation of the dollar and production control. United States prices of basic commodities followed world prices until the spring of 1933, when the situation became so desperate that we increased the price of gold. Between April, 1933, and February, 1934, the price of gold was gradually increased from \$20.67 to \$35 an ounce, or 69 percent. During this period, prices of basic commodities improved and business activity increased (Figure 2). Since 1934, United States prices of basic commodities have continued to follow the trend of world prices in gold of these commodities, but have remained above them by the approximate amount of devaluation.

At the same time and since, we have also been trying production control. During a period of 30 years prior to 1933, the United States farm price of wheat fluctuated about the general level of prices of all farm products, never getting very far away either above or below (Figure 3). Since 1933, under production control, wheat prices have continued to follow the general level of prices of farm products without apparent change. The same relationship is true of corn, and other controlled farm products.

There are four important weaknesses of the propaganda in support of the production-control programs:

1. Over-emphasis on price. The farmer's income from a crop is the result of two factors—units sold and price. A large crop usually sells for less per unit but, at any given price level, the total values of large and small crops are approximately equal.
2. It is impossible to raise and maintain the price of one farm product substantially above the general price level of agriculture. When the price of one product rises above the prices of competitive products, production tends to increase and consumption tends to decline.
3. Failure to achieve the desired aim with the control program results in the demand for greater powers.
4. Failure to accomplish the impossible postpones constructive action on the basic difficulty of unbalanced prices.

Production control of a few so-called basic farm products has not raised and cannot raise the general price level of agriculture and restore equilibrium in the price structure. Improvement in farm prices may occur while production control is in operation as it did during the period of revaluation. Benefit and parity payments have increased farm income, as have also commodity loans above the market price, temporarily at least. Production control can assist in adjusting production to estimated demand. The real question is as to whether production control is worth its cost in

money, and, more important, in limiting the freedom of action of individual farmers to work out the best farm management programs for their farms. Most farmers cannot reduce expenses as production is reduced because the major part of the labor force is family labor—while taxes, interest, and many other costs are not decreased. How far is it wise to go in production control in a democracy? It substitutes judgment of one individual or of a small group for the composite judgment of all farmers. Government action inevitably involves the loss of some measure of individual freedom.

The disparity in the price structure would be corrected quickly by a rise of about 30 or 40 percent in farm prices, since this would involve only slight increases in the already high prices of articles farmers buy. Such an increase would have little effect on the cost of living. If the war continues, the situation will be corrected at least temporarily, but the problem of a fluctuating price level will remain.

*A managed monetary system seems to me to offer the most promising solution yet devised of the problem of reducing the violence of fluctuations in the price level.* The experience of the United States has demonstrated conclusively that a fixed price of gold results in an unstable price level with all its attendant evils. The experience of a few-conservative European countries indicates that the violence of fluctuations in the price level can be reduced by intelligent monetary management, which includes a variable price of gold. Unless we can devise some reasonably effective means of controlling the price level, we are likely to try to control everything else. The problem is becoming steadily more serious because of the constant increase in the number of commodities and services whose prices are inflexible.

Such a program of price-level stabilization is not offered as a cure-all for all agricultural ills. However, by correcting the most important single difficulty, it would reduce other problems to manageable proportions. The apparent effect of crop surpluses on prices, for example, is exaggerated because of the low farm price level. Large crops usually bring lower unit prices than small crops, but when this decrease is below a very low price level, the surplus is blamed for the total situation. This and other problems could be handled more easily if we can solve the basic difficulty.

#### 2. Research and Education in Agriculture and Country Life

It is impossible to over-emphasize the importance of government assistance in research and education in better methods of production, marketing, farm and home management, and country life. Vocational education in agriculture which gives training to boys to prepare them for farm life is one of the major constructive means by which government can help farm people to help themselves. Our system of agricultural research and education gives agriculture the equivalent of the private research laboratories of the great corporations, plus the necessary machinery for carrying the results of this research to all ages of farm people. This work promotes the public welfare as well as the welfare of farmers.

#### 3. Agricultural and Soil Conservation

These governmental programs are helping farmers to help themselves by encouraging the general adoption of proved improved practices aimed to increase productivity of our basic resource. While the question might be raised as to the need for or the amount of compensation to be given to farmers for this purpose, the fact remains that payments will speed up the general use of such practices. Programs for conserving the soil should consider the human factor as well and avoid recommendations that will restrict an already inadequate income. In spite of some weaknesses which are inevitable in any new activity, I regard this work as a constructive part of a broad agricultural program that will gradually evolve into one of great permanent value to everyone.

#### 4. Farm Credit

Credit is a permanent problem in agriculture. Adequate credit, adapted to the needs of farming on a sound constructive basis, is necessary for farm welfare. Government help in setting up, capitalizing, and supervising a co-operative self-supporting credit system is necessary to give farmers credit equality with large corporations.

The Farm Credit Administration has demonstrated its usefulness as a co-operative organization to buy credit on favorable terms at the lowest cost consistent with business operation. It has helped farmers who can help themselves to finance their business and get out of debt. In order to continue this important service, it should be restored to its former status as an independent agency of government. It is impossible to merge the supervision of a co-operative credit system with the activities of any government department without weakening and ultimately destroying its co-operative features. Sympathy and help are justified for all farmers burdened with heavy debts assumed at a higher price level. But while help is needed to assist those in debt to get out, easy credit is not a permanent solution to this problem. To encourage men to go in debt because of low interest rates and easy terms would lead to speculation and worse disaster when the next depression occurs. Government assistance to underprivileged farmers thru the Farm Security Administration is necessary to supplement the Farm Credit Administration which serves farmers and co-operatives that meet reasonable credit standards.

#### 5. State and Federal Milk Marketing Agreements and Other Marketing Agreements

These are additional examples of constructive government aid in helping farmers to help themselves thru their own co-operative organizations. By means of them, we can keep milk prices in reasonable adjustment with the price level of other farm products and with demand. It is well to remember, however, that we cannot raise and maintain the price of milk above the general price level of agriculture any more than the price of wheat or any other farm product. Any attempt to do so would eventually result in difficulty because of stimulation of production and reduction of consumption.

#### 6. Land Use

The assistance of government in the removal of submarginal land from competition with permanent farming areas is another sound method of helping farm people to help themselves. State and Federal purchase of such land speeds up the necessary changes and avoids the process of slow starvation of farmers who are attempting to make a living on very poor land. Even more important than the removal of submarginal land from farming is the wise use of good land that will remain permanently in agriculture. County land use committees are extremely helpful in promoting education in land problems and in planning the wise use of our land resources.

Government purchase of temporary surpluses for relief is a constructive method of handling another difficult problem.

I HAVE not attempted to give a complete list, but rather a suggestive list of ways in which government action at various levels can offer constructive assistance to farmers and their co-operatives in the solution of agricultural problems. With government help we may hope to raise the general standard of well-being of farm people and provide opportunities for a broader and fuller country life. Individuals can't do it all; co-operatives can't do it all; government can't do it all. Each individual and each agency has two major responsibilities: to do its own job well and to co-operate with others working for the welfare of agriculture.

If we wish to make sustained progress, I think that we should forget our cure-alls and get down to realities. We are not likely to solve all problems by legislation. The first step is to pick out major problems and work out a constructive program for each one. The problem of unbalanced prices can be solved if we work at it intelligently from the standpoint of the nation as a whole. Research is necessary to get and analyze the facts, and education to make them known. We must devote time and effort to our important problems, each in turn. Such a program is unspectacular but constructive. We are very fortunate in having an agricultural program in this state that is following this plan. Its essential elements are a sound agriculture, constructive leadership, and teamwork between the farm organizations and other agencies working for the welfare of agriculture.

Finally, important as they are, government and co-operative action can only affect the general level of well-being about which individuals will continue to fluctuate. While solving these problems, and after they are solved, there will still remain for the individual farmer and his family the problem of working out an efficient business and a satisfying life on their farm. Individual efficiency, good farm and home management, are always important for the welfare of individuals and of the nation. A comprehensive educational program including vocational agriculture for young people is the best means yet devised for insuring steady progress toward the attainment of these goals.

\*Based upon address delivered at the Annual Conference of the Association of Teachers of Agriculture of New York State, Ithaca, N. Y., July 3, 1940.

## Midwest Lamb Shows, Marketing Schools, and Sales Promote Sheep Projects

GEORGE JORDAN, Special Assistant in Agricultural Education, Jefferson City, Missouri

ONE of the consistently profitable projects in vocational agriculture in Missouri has been spring lambs, or the ewe-and-lamb project work. This kind of livestock has fitted the financial limitations of many boys, has given a cash return from both wool and mutton early in the year, has not called for extensive purchases of feed, and lends itself easily to breeding improvement thru co-operative efforts in use of purebred rams.

Aiding the efforts of vocational agriculture instructors have been the stockyards companies, livestock exchanges, packers, and many other organizations in promoting the spring-lamb shows, marketing schools, and sales. Early in June such events were held at St. Louis, Kansas City, Springfield, and St. Joseph.\* Previous to these shows many local events were held, giving the home folks a chance to see the stock and to see it graded and made ready for the succeeding market days.

This year's events found 700 vocational agriculture students exhibiting their lambs, the number ranging from one to a carload. More than 2,500 fat lambs passed thru these shows, in which the boys competed in the grading, both as individuals and as Future Farmer chapters. They then saw the grading



For the second successive year the Appleton City, Missouri, F. F. A. chapter team won highest rank in the lamb grading contests at the Mid-West Vocational Agriculture Fat Lamb Show and Sale. Nineteen teams of Missouri and Kansas competed in this Kansas City event. Left to right: Elmer Morilla, Clifford Clark, C. L. Piepmeier, team; and W. C. Asbury, instructor-coach

done by packer buyers. Next in order were the auction sales, where the boys noted the differences in prices of the various grades and heard the packer buyers give the reasons for both low and high bids. The shows were practical in the extreme, and altho the prices paid for the lambs were slightly higher than the general market, the range or spread was in keeping with values.

#### Quality Stressed

Quality has been increasingly stressed in the lamb shows during the last two years. For this reason the strict grading at home left a minor percentage of lambs to be culled out by the sifting committee at the shows. The entries at the St. Joseph show from one school, Mound City, consisting of 65 lambs shown by 7 students, had 89 percent of the lambs

grading "choice" and "good." The combined "choice" and "good" lambs at St. Joseph last year amounted to only 61 percent, while this year the combined percentage of such lambs was 78 percent.

The size which such projects may attain is illustrated by the Smith Brothers, Wayne and Benton, of the Keytesville vocational agriculture department. Starting in 1938, these brothers have built their ewe flock to 115, from which they produced 117 lambs this year. The ewes sheared an average of 7 pounds. The boys showed 66 head at St. Louis, put 58 head in the carlot class, and won the grand championship on them. They sold for 14½¢ a pound.

Keytesville also has demonstrated, under the direction of Instructor E. E. Schmid, that ewe-and-lamb projects are safe for both boys and those who may lend money to help them start. In 1938 the boys borrowed, thru local banks, Production Credit Association, and their instructor, a total of \$1,400. Today that is all paid back, there are 365 ewes owned by the boys, 12 purebred rams are in service, and this year's lambs were good enough that 115 head were worth taking to the St. Louis show.

The 1940 lamb shows brought 700 boys into closer touch with producing livestock for market and in seeing it marketed. These boys represented 75 Missouri counties of the state's 114. It indicates that sheep raising not only is increasing in sections where it should have been a major enterprise years ago, but that quality foundation stock and better methods will insure sheep production as a more permanent line of livestock production.

\*The market show at Kansas City is managed mainly by M. D. Thomas, assistant supervisor of agricultural education in Missouri, and H. H. Brown, itinerant teacher-trainer, Manhattan, Kansas. The St. Louis show is managed by G. A. Woodruff, assistant supervisor of agricultural education in Missouri, and L. C. Cannon, assistant state supervisor at Springfield, Illinois. The St. Joseph market is handled by a committee of vocational agriculture teachers of Missouri, Iowa, and Kansas in co-operation with the state department of education in Missouri. The Springfield lamb market is sponsored by an organization of vocational agriculture teachers in southwest Missouri.

#### Assistance on Improving Farm and Home Buildings

IN CONNECTION with a farm and home remodeling and building contest *Successful Farming* is making available an attractive 80-page book entitled *Building Guide for Farm and Home*. A building inventory is provided on which may be listed improvements needed and estimated costs. Helpful suggestions are given on planning, construction, and remodeling of farm homes and service buildings. It is well illustrated and should prove helpful to students planning improvement projects on their home farms. The book is available free to teachers of agriculture and to students who enter the contest sponsored by the publishers.



## Opportunities for Teaching Agricultural Co-operation in Vocational Agriculture\*

C. E. RHOAD, Supervising Teacher in Agriculture,  
Westerville, Ohio

TO "TEACH" a person is to change the person. Teaching is not just presenting lessons or lecturing to the class. A person who has not been changed has not been taught. Therefore, it is our duty as teachers of co-operation to determine what changes we wish to make in our students in order to produce the desired end product.



C. E. Rhoad

### I. We Must Determine the End Products Which We Desire to Produce and How to Produce Them

#### A. The Development of Attitudes, Interests, and Ideals

There are several types of "educational outcome" or results that we may strive for in our teaching. If we are to secure any results at all, we must develop in our students a receptive attitude toward co-operative activities, an interest in co-operation, and an acceptance of the ideals of the co-operative way. Without these, further effort will be wasted.

How do we develop attitudes, interests, and ideals? There are many ways. However, I am sure that one essential for their successful development is that we, as teachers, must accept and develop within ourselves these very attitudes, interests, and ideals so that our students in subconscious imitation of us will themselves acquire them.

Is our end product to be a group of students who have these interests, attitudes, and ideals? Is our duty as teachers fulfilled when we reach this point?

#### B. The Development of Understanding

A second group of "educational outcomes" may be called *understanding* or "knowledge of a subject." Certainly we will say that we desire to develop in our students a *thorough understanding* of the principles, history, advantages, weaknesses, and implications of the co-operative way. Understanding is a knowledge of truth. Let us not masquerade *propagandizing* under the name of education.

But dare we stop there? Too many teachers have assumed that if we cram the craniums of our students full of facts about co-operation they will automatically go thru a sudden transformation and emerge as *enthusiastic and efficient* co-operators. However, to our sorrow, we have found that this did not

happen. Why? Because, altho the development of understanding is a fundamental part of teaching, it is not all of it.

Is our end product to be a group of students who understand co-operation and are interested in it? Have we done our duty when we reach this point?

#### C. The Development of Skills and Abilities

Finally, let us note another group of "educational outcomes" which we will call *abilities and skills*.

To have our students *interested in and understand* co-operation does not guarantee the establishment of the co-operative way. Far from it! The members of our co-operatives must possess certain *abilities* in order to be able to co-operate with each other. As time goes on they must become more and more *skillful* at the business of being co-operators.

How do we develop these desired abilities? By developing interests and understanding, surely; but, if the student is to learn to do he must do in order to learn. Therefore, if we would make of our students able co-operators we must do it by having them actually co-operate.

Shall we, as teachers, assume the responsibility for turning out able co-operators and consider our job unfinished until that end product is produced? Every teacher will have to answer this question for himself, but in my judgment we have not taught co-operation until we have so changed and developed our students as to make of them able co-operators.

### II. We Must Discover Opportunities in the Environment of Our Students for the Providing of the Proper Experiences Which Will Produce Co-operative Ability

There are 305,000 students of vocational agriculture in the United States. Using one state as a guide we find that the average student manages a farm business which returns to him an average income of \$56 for his labor, after all other expenses have been paid every year. Using this average we can estimate that these boys are managing a business that returns to them approximately \$17,000,000. How much of this business do you suppose was done co-operatively?

#### A. The Marketing of Various Farm Products

Our students, like their fathers, are involved in agricultural production, so

we have an opportunity to get them to co-operatively:

1. Pool and sell their wool,
2. Grade and market their eggs,
3. Grade and market their potatoes,
4. Sell their livestock thru producers' co-operative stockyards, and
5. Sell their strawberries at a roadside stand.

#### B. The Purchasing of Supplies

In order to secure the products just mentioned, our students need production goods, and here again we have an opportunity to get them to co-operatively purchase:

1. Their seed corn, potatoes, etc.,
2. Feed for their livestock,
3. Fertilizer for their crops,
4. Materials for treating their livestock for parasites,
5. Spray and dust materials,
6. Fuel to operate their fathers' equipment in putting out their crops, and
7. Purebred livestock for flock or herd improvement.

#### C. The Securing of Credit

If our students are to deal with co-operatives which deal for cash they will need to secure credit in order to carry on their farming problems. If we wish to see our other co-operative ventures succeed we must make use of this opportunity to have our students co-operatively:

1. Secure loans from their student co-operative,
2. Secure loans thru the production credit associations, and
3. Secure loans thru other co-operative groups

#### D. Working for and in Established Co-operatives

How many co-operatives have ever elected junior members to their board of directors? How many co-operatives have formed junior co-operative organizations? How many farmers have ever encouraged their sons to engage in co-operative activities? I challenge you to create some of these opportunities so that we as teachers can use them as a basis for teaching co-operation.

### III. We Must Use Those Experiences Which Will Develop in Our Students the Ability to Co-operate With Others Thru Observing Certain Co-operative Principles

The co-operative way depends for its success on a membership that is willing and able to work together and be guided by certain principles. I shall list some of these principles and point out opportunities for giving students experience in dealing with these principles in order that they may become co-operators.

#### A. Membership Principles

1. There shall be unlimited membership.
2. Co-operatives shall be made up of

3. Persons may become members by allowing dividends to accumulate.

Co-operative members need to understand the problems of membership. But more than that, they must be able to persuade others to join; to show them how to become members thru dividend accumulation; and to remain loyal to their co-operative when members are hard to secure.

Can we develop these abilities by having students read books and listen to lectures? I never could. It can be done by the formation of a student co-operative in which the students must actually wrestle with these problems and develop their own abilities in the solving of them.

#### B. The Control Principle

1. Co-operatives shall be democratically controlled (one member, one vote.)

Will the understanding of this principle produce co-operators who can use that one vote wisely in the selection of officers and in the determining of policies? Emphatically no! However, I have seen boys develop this ability in a student co-operative formed by my own students when they had to vote on such questions as "Shall we buy a potato grader?" and "Shall we buy our seed corn co-operatively?" and then had to abide by the results of decisions rendered.

#### C. Principles Governing Returns to Capital and Labor

1. Money invested in a co-operative shall receive a fixed percentage, not more than the prevailing interest rate.
2. Labor shall be treated fairly.

How do students learn to apply these principles and actually determine the rate of interest to pay for money they use and the wages to be paid to their manager and to boys who work for the co-operative?

They learn by making these decisions and adjusting their prices in the light of the results produced.

#### D. Distribution of Profits or Earnings

1. A portion of profits should be set aside for educational purposes.
2. A portion of profits shall be set aside as a reserve for depreciation and unforeseen difficulties.
3. Net profit shall be returned to members on the basis of their patronage.

Can we develop in our students a willingness to set aside part of their profits for education and reserves? Certainly adult co-operators find this a hard thing to do. Can we develop a willingness to keep on supporting their co-operative even after it has issued stock instead of cash dividends some year? Can we give students an understanding of the various methods of distributing profits?

Yes, we can, if they get actual experience in solving these problems under the guidance of experienced teachers. This will also produce a welcome by-product, a better parent attitude toward his co-operative, developed as a result of the son's experience and influence.

1. Business shall be done for cash.
2. Goods shall be sold at prevailing prices.

We must develop in our students the willingness and the ability to deal thru their own organization without demanding special favors, price cuts, etc. We can do this by having them run a co-operative venture of their own.

We can teach students to use co-operative credit and to borrow thru the production-credit associations if we get them to do this in order to pay cash for the fertilizer they are buying co-operatively.

We can also get students to pool their resources, loan to members who need money, and thus develop the ability to operate a co-operative-credit organization.

A trip to a local co-operative, as suggested in Circular E-25 of the Farm Credit Administration entitled "Using a Local Co-operative as Source Material for Teaching," by J. L. Robinson, and the study of that local co-operative can provide a basis for developing co-operative abilities.

#### F. Principle of Co-operation Among Co-operatives

1. Co-operatives shall co-operate with each other.

In my judgment this principle is the one which adult co-operatives violate most. Here is where we hamstring co-

operatives find out that co-operatives do not operate, and as a result he becomes suspicious of the entire set-up. Therefore, I challenge all co-operators to co-operate in such a way that they will create an opportunity for us teachers to point to them and to say, "Here are working examples of the principles we would have you accept."

We teachers can get our students to form their own co-operative group and deal thru adult co-operatives in such things as the marketing of wool and livestock and in the purchasing of supplies, and thus get them into the habit of co-operating with other groups.

#### IV. Conclusion

First, we must determine the kind of end product we desire as a result of our teaching. I believe that we should attempt to produce able co-operators.

Second, there are many opportunities for us to involve our students in co-operative activities. However, farmers and co-operatives must help provide the laboratory and help to create the opportunities for students to acquire co-operative abilities thru experience.

Third, there will be development of co-operative interests, attitudes, ideals, understandings, abilities, and skills only if we involve our students in real co-operative activities on a true-to-life basis.

\*Address delivered at The American Institute of Co-operation, Michigan State College, East Lansing, July 8, 1940.

## Important Aspects of Market Information for Day-School Classes

CHARLES L. MANTZ, Instructor,  
Downs, Kansas

THE manager of a livestock commission firm once said, "The time you buy and the time you sell have more to do with your success as a cattle feeder than has your ability to make them fat. A good market is better than a good steer." It is becoming quite generally agreed that there is a very definite need for instruction in classes in vocational agriculture pertaining to the marketing of livestock.

Determining where to get recent market information, when to present it, how to present it, what to present, and to what extent the economic principles should be taught are problems with which each instructor of vocational agriculture is confronted when planning instruction. According to a study made by the writer\* of practices of Kansas teachers of vocational agriculture, it was found that the instruction given depended upon the training and experience of the teacher, the type of farming in the community, and the needs and interest of the students.

In regard to the source of information and when to give the instruction, it was found that most teachers in Kansas gave some instruction prior to the selecting of livestock projects. That is, some information pertaining to the market outlook was taught before the boys were

asked to plan their farming programs for the school year. The main source of information was the Department of Agriculture, Economics, and Sociology of the Kansas State College at Manhattan. This was in the form of mimeographed pamphlets pertaining to the current market situation, such as *Picking Profitable Projects*, *The Hog Outlook*, and *The Cattle Outlook*. Other useful sources of market information were the *Kansas Agricultural Situation*, issued monthly by the college, and the *Agricultural Situation*, issued monthly by the U. S. Department of Agriculture, Bureau of Agricultural Economics. The latter two sources, together with *The Livestock Situation* pamphlet, issued monthly by the Bureau of Agricultural Economics, were considered indispensable in keeping posted on the market trends.

#### Use of Graphs and Charts

Both the college and the Bureau of Agricultural Economics issue a special publication the first of each calendar year, entitled *The Market Outlook*, which was found to be very valuable in studying the cyclical and long-time trends, as well as the seasonal trends. One of the best sources of current livestock price information, according to instructors surveyed, was *The Daily Market Report* issued by the Agricultural Marketing Service, 964 Livestock Exchange, Kansas City, Missouri. This publication gives the specific price of the different classes and grades of livestock in Kansas City, and presents a comprehensive comparison of prices paid at other markets.

Most Kansas teachers of vocational agriculture endeavored to keep their

(Continued on page 98)

# Supervised Practice

H. H. GIBSON

## It Depends on the Teacher\*

IVAN FAY, Teacher Education,  
Madison, Wisconsin

AT THE outset, I should like to present terse statements of facts and beliefs, as we view the problem of developing worth-while supervised farm practice programs in Wisconsin.

1. A more nearly ideal set-up for successful apprenticeship cannot be imagined than the farm boy, studying scientific farming methods in school in the daytime, and with the opportunity of proving them out in actual practice on the home farm. Yet there is frank agreement that we have developed the efficiency of our classroom instruction to a far greater degree than we have the directed practice work. Even today, after 22 years' experience in teaching vocational agriculture, the 1-pig, 1-grade calf, 1/8-acre-of-potatoes "project" is all too common as the sole carry-over from classroom instruction to practical application.

2. We are convinced that one of the major reasons for failure to develop worth-while supervised practice with the majority of students is that the teacher has frequently been a poor salesman. He has failed to sell the boy on the program. He has attempted to promote supervised practice on values of the program that have had little appeal to the boy. He has not emphasized the possibility in supervised practice that will stimulate interest in the boy.

### What Are Teachers' Objectives in Supervised Practice?

Let us analyze this charge. What are the teacher's objectives in promoting supervised practice work? We are in general agreement on this question:

1. To train the boy in scientific, efficient farming practices.
2. To develop in him an appreciation of the possibilities of farming as a successful and satisfying vocation.
3. To promote thrift.
4. To develop boy responsibility.
5. To teach better methods to Dad thru the boy's work.

These are the real, the dependable objectives that we as educators want to see developed in the boy thru supervised practice. But what answer is usually given by a boy when the teacher approaches him with such arguments as—"Johnny, I want to see you develop a real supervised practice program because it will give you training in modern farming methods, will develop in you an appreciation for country life, will teach



Ivan Fay

you thrift, responsibility, and will help teach Dad newer and better methods?"

What, then, will appeal to the boy in interesting him in developing a worth-while supervised practice program? With the average boy I believe the answer is simple. To a small degree the desire for publicity may be an appeal. Johnny has read in the local paper "success" stories of certain students who have carried some enterprise to an exceptionally successful conclusion and he would like similarly to see his name in print. To perhaps a greater degree the idea of competition may stimulate him; to show the grand champion barrow or first-prize beef calf. Yet from my experience as a teacher and from my observations in 11 years as teacher-trainer I am convinced that the one greatest appeal to a boy to initiate worth-while supervised practice is to show him how, thru such work, he can make money. Money is as vital in accomplishing the desires of a boy in his teens as it is to you and to me as adults facing the ever-increasing demands of life.

### Finding Boys' Objectives

Nearly three months after school had opened last fall I visited a small rural high school where a new teacher was making a very good beginning in the work of vocational agriculture. In discussing his work he confessed that while his classroom work was progressing very satisfactorily with real interest on the part of the boys, he had so far failed in interesting them in planning worth-while supervised practice work. Every boy seemed determined to get by with the smallest single project that might be finally accepted by the teacher as meeting the requirement for credit in the course. He asked me if I would talk with the boys during their activity period on the subject of supervised practice. If you will forgive recounting a personal experience I would like to describe that meeting.

There were 22 farm boys who filed into the room and with usual interest and curiosity faced the desk by which I stood. Turning to the class I said, "Tell me, fellows, if every young man in this room could find a job on a farm when school closes next June and would work hard for some stranger, from 5 a. m. to 6:30 p. m. every day for three months, how much money could he probably make?" The boys quickly agreed the average wage would probably be \$20 a month.

I continued, "Wouldn't it be fine, fellows, when school opens next September if you could all come back with \$60 in your pockets—enough to buy you a new school outfit of clothes and have enough left so you could take

Mary to the movies every Saturday night all winter? Wouldn't it be great if each fellow could stay home this summer, help Dad, not overwork, and at the same time make \$60 of his own? Isn't there a way by which each boy could do this by putting into practice at home some one enterprise he has been studying in the agriculture class? What are some of the things we might do at home this year that, granting only normal luck and prices, would bid fair to make a \$60 labor income? Some of you boys have had experience in raising capons. How many capons, properly cared for, would it take to make a profit over costs of \$60?"

It would be hard to imagine a group of boys more keenly interested. Quickly the boys made some calculations and estimated that 100 capons should normally realize at least a \$60 labor income.

In a similar way rough calculations were made on a list of enterprises and the boys agreed that with normal luck and prices any one of them might be expected to make a profit of at least \$60—the amount of money a young man would make only by three full, hard months working as a hired hand.

If it is possible for a teacher of agriculture to sell to the great majority of his boys the idea of carrying one major enterprise of some such scope as would bid fair to make the boy a profit of \$60 (or of any other sum the class or the F. F. A. chapter might set as an objective) we would have enterprises of such scope that they would command the respect of both the boy and his father and would offer a real teaching opportunity. We would go a long way toward the elimination of the 25 baby chicks, home-raised grade dairy calf, and the 1-pig, 1-lamb, home-garden type of projects.

### Single Enterprise Project Not Enough

Even tho we were to succeed in developing an enterprise with the great majority of our students of such scope that it would make real money for the boy and inspire his enthusiasm as well as command Dad's respect, we would still be far from our goal of giving the boy experience in the many different modern practices that make for efficient farming. If a first-year boy raises two baby beeves and makes good money on them he is nearly sure to continue the same feeding enterprise in the school years that follow. He may become expert in feeding beef calves, but if this is the limit of his supervised practice work he has gained no experience in the many other fields in which we want him to become proficient. May we not, however, altho his interest is centered in his one major money-making enterprise, inspire him to add to his program a large number of small-scale participations in other fields that will prove to him, and to his father, that modern methods pay? For want of a better nomenclature I have called these *teaching opportunities*.

a good corn-growing area one of our teachers, in surveying his class of 27 farm boys, discovered that on only six home farms had hybrid corn ever been grown. One of the things we teach is that well-chosen varieties of corn and grain are superior to common in yield. This teacher contacted a large commercial grower of hybrid seed. He explained his plan and the grower was delighted to give him a bushel and a quarter of hybrid seed of the variety best suited to that community. The teacher, in turn, gave three pounds of the seed to each of the 21 boys who had never grown hybrid. He talked with each father in turn and obtained the father's promise to plant the three pounds of hybrid as far as it would go, finishing the field with the usual open-pollinated variety. There, side by side on the home farm that summer, was a chance for the hybrid to prove its superiority over the open pollinated. It did it so conclusively that the following year every one of these 21 farms changed to hybrid.

We teach in our classrooms the simple ways of treating seed grains to prevent the inexcusable losses caused by heavy smut infestation. Frequently the F. F. A. builds treating equipment and at a given charge per bushel treats the seed of any farmer interested, not infrequently treating three to five thousand bushels each spring and realizing a commendable profit for the F. F. A. treasury. On closer analysis, however, one finds that scarcely a quarter of the boys are treating the seed grain on their home farms. Would it be visionary for a teacher of agriculture to resolve that every farm boy in his class should practice seed-grain treating on his home farm? If Dad is not sold on the value of treating, it would be useless to argue with him. But why not get his permission for the boy to bring to school just two sacks of oats, treat them with dust, sow them over the first two acres in the field, and finish the field with untreated grain? Could a more nearly perfect demonstration of the value of treatment be imagined? The cost is nothing, for the school may reasonably be asked to furnish a quart can of cerasan each spring—ample to treat six bushels per boy in most departments. In most cases the value of treatment is so conclusively demonstrated that the following year all the seed grain on the farm is treated.

### Finding Teaching Opportunities

We teach our boys the wonderful story of how plants grow, the food elements needed, which are apt to be deficient in our soils, how to test soil to discover deficiencies, and how to correct deficiencies by the needed commercial fertilizers. But how many of our students put this training to practical test? I know one teacher who resolved that every student in his department should make a test of the effect of a fertilizer where soil tests indicated its need. In the classroom every boy had made a soil map of his farm. Every boy had found by test that acid phosphate was badly needed on at least one field at home. Most of the fathers had never used a phosphate addition and had little faith in its value. By personal conference with the fathers, the teacher succeeded in obtaining permission for each boy to buy 1/2 a sack of acid phosphate at a cost of

small grain seeded to a legume. Each boy paced off an area six rods by nine rods (150 pounds per acre), scattered the 50 pounds of fertilizer just before the land was disked. No attempt was made to measure the increased yield save by eye, but when the grain had been cut and the effect on the seeding became visible every father was completely sold on the use of acid phosphate. That small demonstration, costing less than 75 cents, gave the boy the actual experience of applying fertilizer; and gave a demonstration of its value to both boy and father quite as effective as would have followed the use of a quarter of a ton. I have personally known of many cases where the following year, on every acre of grain seeded to legumes, phosphate was used.

In Wisconsin in recent years, great stress has been laid on keeping of production records on dairy herds. This year nearly four thousand boys are testing their home herds. This is marvelous training for the boy and highly educational for Dad as well. It makes no money for the boy, its cost is usually nothing, for the school furnishes the acid, but it is a *teaching opportunity* of the first order.

Space will not permit a more extended discussion of the *teaching opportunities* open to the alert teacher of agriculture. A limited suggestive list of such possibilities is appended. Of small scale, costing very little, and in the case of all but herd testing unaccompanied by records, they still may serve ideally in giving the boy actual practice in modern methods and prove to both the boy and his father that scientific methods and practices are practical and profitable. In almost a majority of cases the new method is expanded the following year.

### In Summary

In a series of midwinter conferences last year in Wisconsin it was generally agreed in discussion that:

1. Our present program of supervised practice leaves much to be desired, consisting too frequently of only one project, usually so small in scope as to fail to challenge the boy, or to command Dad's respect, and offering little chance for practicing better methods.
2. While as educators we are conscious of the true and full objectives of a supervised practice program, the one objective that appeals to the average boy is the probability of making money. However, to talk to a boy about making "some" money is too indefinite. Greater success will follow when a certain minimum sum is agreed upon as a goal to be realized by every member of the agriculture class or the F. F. A. Frequently the boys are led by the teacher to determine to make a labor income from the chief enterprise each has chosen at least as great as the amount of money they could make were they to work as hired hands during the three summer months.

3. In addition to the chief enterprise, boy-owned or in partnership with Dad, on which the boy's chief interest is centered because of its money-making possibilities, the teacher should sell the idea that every boy should carry out at least four activities each year that can be called improvement projects or supplementary practices, depending upon their nature. Examples are: keeping

near records; contrasting three pounds of hybrid corn with open-pollinated varieties; determining the value of acid phosphate by using only a half sack; proving the value of seed grain treatment by treating six bushels of grain and comparing results with the rest of an untreated field. It is true that these activities are mostly small in scope, but they cost little, usually do not dismay the boy with record-keeping, and do offer real opportunity for practical experience in scientific methods and a demonstration to both boy and Dad that they pay. When their value is proved their use is usually materially expanded the next year.

4. In the final analysis the success of a directed-practice program depends more on the teacher than on the boys. If the teacher is a real salesman he will inspire his boys to real achievements; if he fails in salesmanship the program will be weak. To succeed he must have clearly in mind the type and scope of a program he is determined to have his boys accomplish. Many of our Wisconsin teachers have set as their minimum goal in supervised practice that every boy should have one major enterprise in which his chief interest may be centered because of its money-making possibilities—this enterprise preferably to be a long-time program increasing in efficiency and possibly in scope each year. In addition, each boy is to practice four of the smaller-scale activities that we have termed teaching opportunities, each year bringing four new activities of that kind. Under this plan every boy in four years of directed practice would sample and prove a major number of the approved practices we advocate.

### Examples of Teaching Opportunities

1. Keeping production records on dairy herds.
2. Trying three pounds of hybrid corn on farm where hybrid has never before been grown.
3. Treating two acres of grain for smut (where Dad opposes larger trial) in contrast to balance of untreated field.
4. Trying effect of 1/2 sack fertilizer where soil tests indicate its need.
5. Proving value of northern-grown, certified seed potatoes by planting 1 peck, balance of field planted with usual home-grown seed.
6. Proving value of improved varieties of small grains by planting two acres for home-seed plot—seed frequently furnished thru F. F. A.
7. Improving swine type on farm thru purchase of purebred gilt at weaning time and growing out this gilt for breeder—usual cost about \$7.
8. Feeding two cows in dairy herd a balanced ration while keeping accurate weight records on two check cows receiving the home unbalanced ration.
9. Setting out needed windbreaks.
10. Setting out strawberry patch just large enough for home needs.
11. Setting out raspberry patch large enough for home needs.
12. Worming 10 pigs and growing out on clean pasture in comparison with balance of herd on infested ground.
13. Culling poultry flock and keeping culls for a week to demonstrate to Dad that culls will not lay profitably.

\*From an address at the North-Central Regional Conference, Chicago, Ill., March 15, 1940.



## How Co-operatives Function as an Outgrowth of Adult Evening-School Work\*

W. G. WIEGAND, Teacher,  
Austin, Minnesota

THE functional type of education in agriculture is one of the more effective means of developing a desirable and stronger program of adult education in agriculture. If teachers of agriculture are to make permanent progress in helping farmers to improve their economic and social conditions they will find much help thru the true co-operative movement. Co-operative marketing of products which farmers produce is necessary. The co-operative buying of products which farmers use may be very desirable, but the efforts of teachers of agriculture should first be largely used in building up stronger producer co-operative organizations in their communities.

This article will consider briefly the underlying principles which should be developed in teaching functioning education in co-operation to adult farmers; some of the problems confronting established co-operatives, and methods which teachers of vocational agriculture may use to help solve them; and one type of farmers' co-operative organization which has been established and is now being developed under the direction of the high-school department of vocational agriculture at Austin.

### Five Adult Classes Last Year

The basis of the work at Austin is the organized group with adult farmers in the rural area. During the past winter five groups, having a total enrollment of 169 different farmers, have met. Education in co-operation and co-operative organization has been an outgrowth of established courses in dairying, swine production, poultry production, farm management, and marketing of farm products.

During the first years the courses were planned in co-operation with the entire group enrolled in adult classes. Now the outline of the course is decided with the help of our farmers' adult evening-school advisory committee. There is also a council composed of members from the entire area. All permanent committees, the chairman, and the secretary are chosen by the members enrolled. As a basis for instruction in co-operation, organization, and management there are three rather definite and simple considerations.



W. G. Wiegand

1. The aims and objectives of adult farmers' education.
2. The functional content and subject matter.
3. Method used in developing a better understanding, a greater interest in, and proper appreciation and support of co-operative organizations.

The aims and objectives which form the basis of our education in teaching co-operation with adult farmer groups are:

1. To develop in members a clear conception and a thoro understanding of the basic principles of true co-operative organizations.
2. To provide opportunities for the practical application of these basic principles by means of examples and experience in real situations.
3. To develop greater interest, loyalty, and pride in co-operative associations.
4. To develop an understanding of the privileges of and opportunities for securing information provided by co-operative organizations, and state and Federal governmental agencies.
5. To impress upon members and others that true co-operative associations are mutually beneficial and serviceable, and that they bring economic and social benefits to the members which cannot be measured completely by a given dividend.
6. To develop a philosophy of co-operative enterprise as a means of self help.
7. To render service to members of the adult classes at the meetings, on their farms, and in the community.

### How Basic Principles Are Studied

The method which has been used at Austin to fulfill these objectives is to make a list of all co-operative organizations in the area in which the various farmers attending classes have memberships. These are classified as producer, consumer, or farm-credit co-operatives. This naturally leads to an analysis of the problems to be studied.

Copies of the by-laws, annual reports, management of, and individual and group visits to the co-operatives are all important devices used to learn about those already established. The panel method and committee reports are used in discussing the problems of established co-operatives.

With the discussion of these reports, visits to the plants and a study of the management, the principles of co-operation of the Rochdale Society were introduced. This was followed by an analysis of the differences between a true co-

operative and a corporation from the standpoint of purpose, membership, control, and capital stock.

### How Co-operative Organization and Management Are Taught

The following co-operatives are in the area: 12 creameries, one farmers' elevator, three oil associations, two farmers' mutual insurance companies, two farmers' telephone companies, one county cow-testing association, one potato- and vegetable-marketing organization, one electric light and power association, one farm loan association, one co-operative grocery store, and one sow-testing and swine-improvement association.

The function and purpose, the organization and management, and the services of these various co-operative organizations have been discussed at the adult-farmers' evening schools. It is impossible in the space available to tell how we correlate our educational program with the functioning of all these co-operatives. Three have been selected for this brief analysis, namely:

1. Red Oak Grove Co-operative Creamery,
2. Freeborn-Mower Co-operative Light and Power Association, and
3. Austin Area Sow-testing Association.

These were selected for several reasons. First, because the writer is a member of these organizations. Second, he has helped in the development of them in many ways. Third, they are organizations which are serving our community as well as the members. Fourth, the success of these institutions will lead to the establishment and growth of other co-operative organizations in the future.

The basis of the work in education with co-operatives is the organized group with adult farmers in the rural area around Austin. The policy has been to hold one meeting each week for a period of two hours, for 10 to 16 weeks. Most of the meetings are held in the evening. During the winter months, however, some meetings are held in the afternoon.

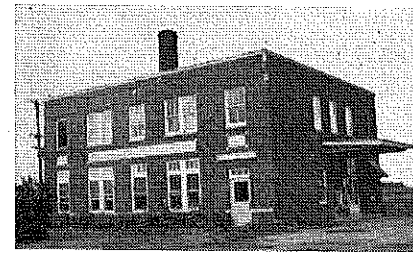
### The Co-operative Creamery

The first evening school for adult farmers was held in 1923 in the rural school near the Red Oak Grove Co-operative Creamery. Notices were sent to all patrons in the form of invitations extended by the directors, the manager of the creamery, and the instructor of agriculture. A large notice was also posted above the receiving window at the creamery. The farmers' co-operative telephone company sent out a special ring announcing the meeting. Forty-seven members and patrons attended this first meeting. The group selected dairying for the subject of study. The course included feeding, herd improvement, disease control, cow testing, and co-operative marketing of the product. During the progress of the first adult-farmers' evening school, it became apparent that service is the most vital

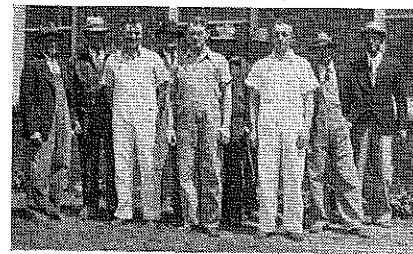
help mix fly spray. These farmers became patrons and are now members of the co-operative creamery.

During the years 1924-25 a campaign for a new creamery was started thru the evening school. The problems discussed included the location, the water supply, insurance cost, financing, creamery membership, and construction of the building. A large hall on the second floor, with a stage for community entertainments, was included in the plans.

Therefore, the method used was the informal discussion of the problems related to the subject. Farmers soon learned they could bring their problems to the evening school. The entire group would pool their experiences. If a satisfactory solution could not be found, a letter was written to the proper state and national organization for the solution. The letters were later read, and the reports on the various problems which remained unsolved were analyzed at the next or some future meeting. When these letters and reports were read the members received the necessary information and developed a greater appreciation for our state and national organizations. They learned that our various state and Federal governmental agencies are rendering service for them.



"The hall in this new co-operative creamery has been the meeting place of the farmers' evening school"



"All official action rests with the manager and board of directors"

This farmers' evening school has been very vital and interesting. It has been filled with real problems. The helpful suggestions which have come from the group thru their years of experience cannot be over-estimated. It has motivated the group, developed greater interest, and, most of all, it has helped them to learn how to understand each other and to have faith in one another.

### Other Results of Adult Education

It has helped to strengthen the co-operative movement in the community. As an outgrowth of the first evening school the farmers pooled their orders for alfalfa seed and two carloads of limestone. They also mixed fly spray and treated seed barley for smut co-operatively. Four farmers formed a co-operative bull association.

Several farmers who were not patrons nor members of the local co-operative creamery attended the adult evening classes. They participated in the buying of alfalfa seed and limestone. One of

light and power associations were being organized under the R. E. A. it was decided that an educational campaign be staged to familiarize the farmers with this new movement. The evening-school committee and the writer met with the manager of the municipal light and power plant to get as much information as possible. In 1936 the adult evening-school council helped to arrange a series of meetings on the subject of rural electrification. At these meetings the organization of a light and power association under the R. E. A. was discussed. Considerations included cost of construction, sources of power, cost of service, uses of electricity on the farm, property easements, cost of wiring the farm building, and methods of drawing up specifications for a wiring contract to meet the inspection requirements under the code.

IN 1926 a new modern creamery was completed. This new hall has been the meeting place of the farmers' evening school. The farmers' evening school is an integral part of the co-operative movement in this community. Most of the proposed changes are discussed at the meetings. It should be understood that all official action rests with the manager and board of directors. The evening school has helped to discover the problems and the open discussion has given the manager and directors a basis for making their decisions.

In 1926 the creamery had 81 members and only 73 patrons, with an annual production of 254,000 pounds of butter. The members discussed the various methods of creamery efficiency, reorganization of by-laws, and membership welfare. The total debt on the creamery was over \$20,000 at that time. Today this creamery has 163 members and 192 patrons and a volume of over 500,000 pounds of butter. The reduction of the share to \$5, a membership campaign, more efficient management, and the many services rendered have all contributed to this growth.

In comparison to this co-operative creamery one out of the three surrounding creameries has shown a slight increase in volume, and two have had large decreases in volume. The members are very conscious of the intercompetition of co-operatives and have discussed this at meetings frequently.

Most co-operative creameries pay once each month; some pay twice a month. During the last few years the demand for cash advances before the checks become due has become a real problem. Some patrons have requested six advance checks in one month. The members have discussed this problem at the evening school. Six solutions were suggested:

1. That the co-operative creamery may buy for cash at a lower price per pound of butterfat,
2. That a fixed charge be made for each extra check issued,
3. That the practice be discouraged by educating the members,
4. That payments be made more frequently,
5. That this practice will take care of itself, and
6. That the practice be discontinued.

### A Co-operative Light and Power Association Is Formed

It was very interesting to learn that the majority of the 67 members attending the meeting favored the education of the members as the best means of minimizing this practice. The directors and manager know how the majority of the patrons felt about this problem. Education does play a very important part in the conduct of co-operative institutions.

After this series of lessons a committee of five was appointed to conduct a membership campaign. The writer spent one day on this membership campaign. It was not difficult to secure as members those who were familiar with the purpose, scope, and methods of organization of this new co-operative project. For those who did not understand the project much explanation was necessary and most of them would say, "We'll think it over and let you know later."

The results have shown that a thoro educational campaign some time previous to the membership drive and the organization meeting of any co-operative facilitates the work and strengthens the organization from the foundation. The Freeborn Mower Light and Power Co-operative was incorporated in 1937. Today 35 percent of the farmers in this area are enjoying the privileges and benefits of electric power. In 1936 only seven percent had power from their small farm plants. This association has met all of the payments and has built up a cash reserve of over \$9,000 in three years.

One of the most difficult problems to solve is that of how to get absentee landlords and insurance companies to wire their farms for electricity. With 50 percent of the farmers as tenants this is no easy task but a small start has been made. This problem will continue to be up for group discussions in order to discover some means whereby a solution can be found.

Another co-operative project which has been established in this area is the sow-testing association. This organization has been a direct outgrowth of adult evening schools. This program was initiated in the Austin area in 1937. The organization is composed of adult farmers. It is under the supervision of the Austin area swine council and the department of vocational agriculture of Austin High School.

The organization consists of one member representing each of the breeds of hogs represented in the community. In addition, there is one member representing the commercial swine breeders and a member from the agriculture department of the high school.

The primary aim is to improve the efficiency of production of swine on the

(Continued on page 98)

# Studies and Investigations

C. S. ANDERSON

## Significant Factors in the Development of a Long-Time Supervised Farm Practice Program

B. L. BIBLE, Teacher,  
Bruceon Mills, West Virginia

Future Farmer Degree Holders

THE purpose of this study was to endeavor to identify factors which will affect vocational agriculture pupils in their selection and development of a long-time supervised farm practice program. The factors studied may affect the programs in varying degrees from being beneficial to being unquestionably detrimental.



B. L. Bible

The investigation centers around 15 high schools offering vocational agriculture in the north-central part of West Virginia. In these 15 schools 432 pupils indicated their reactions to questions on a check list. The study included 11 high-school graduates who had received the State Farmer Degree and four who had received the American Farmer Degree, as well as 52 teachers of vocational agriculture of West Virginia.

A check list consisting of 19 possible factors was formulated and presented to each of the persons included in the survey. These factors represent the observations of the writer and those of the teacher-trainers and members of the state supervisory staffs of West Virginia and Pennsylvania.

### High-School Pupils' Opinions

Among the average high-school group of boys, 86 percent named "My own interest in vocational agriculture" as a factor of "great" significance in the development of a long-time farm practice program. Three other factors given "great" importance by 75 percent or more of the pupils are: "Co-operation given by my parents," "The fact that my father was owner of the farm," and "The opportunity to make some money." Pupil-interest was the dominant factor, stimulated by the co-operation of the parents and the father's ownership of the farm. "The opportunity to make some money" was regarded as an important contribution in attaining interest. Only 72 percent of the high-school boys rated "The teacher's influence" as a factor of "great" importance. Factors rated as of little significance were: "Father is not living and this changed my plans," "Failed to succeed my first year," "Number of brothers and sisters in the family," "Distance from home to school," and "Influence of other boys in high school."

livestock used on the home farm," "Our home farm conditions," and "The influence of my parents." The members with outstanding long-time supervised practice programs did not attach as much importance to the opportunity to make some money from the work.

### Long-Time Planning of Supervised Farm Practice

All the factors affecting the development of farming programs proved to be long-range items which require planning and the projecting of the work for years ahead. As the agricultural situation of the United States is surveyed, all the governmental programs for the farmers are based on the future of agriculture. It is logical to assume that since those at the top rung of agriculture are planning for the future, the workers who start the boys at the bottom rung in farming should likewise make a plan of activities for a long-time period.

In most of the schools contacted definite progress was being made in long-time planning of supervised practice programs. Among the general high-school group 14 percent of the boys had long-time programs in operation. Thirty percent of the boys had continuation enterprises but no evidence of a long-time program. From all the groups in the survey, 84 individuals were developing or had completed four years of long-time planned supervised farm practice.

It must be remembered that a number of this group did not have outstanding, well-balanced programs, but all had planned a four-year program early in

Rating of Factors by 84 Youths Having Long-Time Programs of Supervised Practice

FACTORS	Percent Giving Each Response		
	Great	Small	No
1. The teacher's influence	88	8	4
2. The kind of crops and livestock used on the home farm	61	28	11
3. The kind of crops and livestock used in the community	33	51	16
4. My own interest in vocational agriculture	93	6	1
5. Our home farm conditions	69	23	8
6. Number of brothers and sisters in the family	16	51	33
7. The available markets for farm products	56	37	7
8. The record of our high school with farming programs	40	47	13
9. The income of our farm and capital available	43	49	8
10. The influence of my parents	72	22	6
11. Co-operation given by my parents	96	4	-
12. The fact that my father was:			
1. Owner of the farm	78	18	4
2. Renter of the farm	59	8	33
13. Influence of other boys in high school	37	44	19
14. The influence of the Future Farmers organization	80	19	1
15. Father is not living and this changed my plans	5	5	90
16. Failed to succeed my first year	6	8	86
17. Distance from home to school	28	35	37
18. Influence of my scholarship and grades in vocational agriculture	51	37	12
19. The opportunity to make some money	74	25	1

## Departments of Vocational Agriculture

H. M. STRUBINGER, Teacher,  
Good Hope, Illinois

IN WORKING as a teacher of vocational agriculture and in talking with many other teachers, the writer has developed a firm conviction that many of our departments of vocational agriculture lack the financial support needed to do the kind of work that should be done. A study completed in the summer of 1940 in Illinois offers certain clues as to what might be the present situation.

The study involved an analysis of reports from 215 Illinois teachers out of approximately 330 to whom questionnaires were sent, and an analysis of reports from state supervisors in 36 states. The following are the principal findings:

1. Ninety-one percent of the teachers expressed a desire to use budgets in their departments.

2. The teachers who used budgets and those who did not use budgets estimated the funds needed to operate their departments at about the same average amount.

3. The enrollment in the department was not consistently associated with the teacher's estimate of needed departmental funds.

4. There was a relationship between the number of classes taught and the teacher's estimated expenses for his department. There was also a relationship between the number of classes and the amount of money spent during 1938-1939.

5. There was a relationship between the enrollment of the department and

stances the boys were unable, because of conditions beyond their immediate control, to work out and develop the ideal type of program. But in every case reviewed it was clearly demonstrated that a definite procedure and purpose dominated the boy's work. As is true in so many cases of supervised farm practice carried out from year to year, these boys did not change their program each succeeding year to some different farm enterprise, but they kept on expanding their major enterprises and added supplementary projects as their local situation warranted.

The trio of closely interwoven factors, the teacher, the parents, and the interests of the boy, stands out strikingly as the key to the development of a long-time supervised farm practice program. A co-operative venture is involved between the boy, the parent, and the teacher in supervised farm practice. It requires a definite part to be played by each one of the triumvirate. The ownership of the farm by the father gives the boy a better opportunity to have the full ownership of his enterprises which is essential to long-time planning. With the boy having full ownership of his enterprises the whole philosophy of the supervised farm practice takes on its actual meaning. It involves, on the part of the boy, initiative in the operation of the enterprise, and furnishes the opportunity to develop creative ability as well as to delegate responsibility.

### The Teacher and Long-time Planning

In order to get the viewpoint of persons who were directly working with supervised farm practice programs, the teachers of vocational agriculture of West Virginia were asked to give their reactions to the questions on the check list. More than 75 percent of the teacher

(Continued on page 98)

## Follow-up Study of Former Students

RUSSEL M. ADAMS,  
Supervising Teacher in Agriculture,  
Corvallis, Oregon

WHAT is our reaction, as teachers, to the problems connected with keeping in touch with and continuing assistance to the graduates of the high-school course in agriculture? Do we look at such an effort as an additional burden, or do we consider it as a vital part of the work of a teacher of vocational agriculture?

Should we seek to know whether we are actually accomplishing our objective of young-farmer education? If we should, we should also be interested in the possibilities of a study of former vocational agriculture students. As the proof of the pudding is in the tasting, so the efficiency of our own efforts can be measured by the number of young men who have gone thru our departments and are actually established in farming in the years that have followed. If we are filling a very important place in our national welfare, if our interest extends beyond the pay check into the realm of the welfare of human

beings, then we are not looking upon the problem of follow-up as a burden but rather as an opportunity.

The objective of our work is to establish young men in farming. Are we doing a good job of reaching this objective? How do we know? What happens to the boys who took a course in vocational agriculture after they leave school? Where are they three, five, or ten years afterward? Why are they where they are? Where can we, as teachers of agriculture, best fit into their life situation, if at all? If we discontinue our interest and activity upon graduation, have we any assurance that the objective of our work will be realized? Does the length of time a boy is enrolled in vocational agriculture bear any relationship to his establishment later on in farming? What are the things that really determine whether a boy farms or not? In the face of a declining need in the number of farmers, what is our place as agricultural teachers? Should we ever give training for vocational agriculture to town boys, to boys from rented farms, or only to boys from farms that are owned by their parents? Is our greatest opportunity to render assistance in the national progress of developing efficient farmers found during high school, in the first five years after the boys leave school, or later?

the department during 1938-1939. 6. The schools using budgets had an average of \$4.52 per department more available for expenses than the schools not using budgets.

7. There was no significant difference in the enrollment of schools having budgets and those not having budgets.

8. A majority of the state supervisors used, and favored the use of, minimum annual budgets for the maintenance of departments of agriculture.

9. The schools having part-time or evening classes had an average of \$33.59 per school more available for the expenses of the department than the schools that did not have part-time or evening classes.

It seems desirable that some sort of systematic provision be made for money needed to maintain departments of vocational agriculture. There was little agreement as to what is the best method for doing this.

Illinois teachers were of the opinion that budgets for their departments would be of assistance. While the state supervisors favored the use of budgets, they were of the opinion that there were serious obstacles to the use of minimum budgets. Such budgets are sometimes prescribed by "the powers that be" in a state and various undesirable reactions from the school are secured. Often the prescribed "minimum budget" tends to become a "maximum budget."

Some of the states use a system which appeals to the writer. At the beginning of a year, each school sends to the state supervisor a proposed budget for the year. This forces the school to set up its own budget and requires approval by the state department. This places the principal responsibility in the community, where it seems to belong, and yet it allows the state department to set up standards adapted to the individual communities.

The answers to these and other pertinent questions should be known—first, by the teacher in order that he may correctly evaluate and plan his activities; second, by the superintendent and the school board to determine how much backing and finances the department deserves; third, by state and federal supervisors in order that they may be able to place before the public and legislators facts regarding the real worth of our efforts.

### Present Occupational Status

A partial answer is found in a follow-up study of former students of vocational agriculture in the department when scientifically and accurately made.

The writer has made a survey of 433 boys who had been enrolled in vocational agriculture in the high school at Corvallis, Oregon, at some time during the 19-year period 1919-1938. Data were obtained regarding the occupational status of 336 former students. The present occupations followed by this group are as follows:

Occupation	Percent
Farming	28
Occupations related to farming	6
Deceased or institutionalized	4
Other occupations	41
Unaccounted for	22



# Future Farmers of America

L. R. HUMPHERYS

## Co-operative Activities in an Iowa F. F. A. Chapter\*

C. E. BUNDY, Supervising Teacher in Agriculture,  
Iowa Falls, Iowa

FOR a period of 12 years, the active and alumni members of the Iowa Falls Chapter of F. F. A. have been active participants in the "Iowa Falls Duroc Breeders Association." This organization was organized for the purpose of co-operating in the many activities incident to the raising of good breeding stock. The objectives of this organization have been reached in a very satisfactory way. The organization is a living example of the value of co-operation in the community and a most excellent teaching device in a department of vocational agriculture.



C. E. Bundy

Just why Durocs were selected as the breed of hogs is not definitely known. It was probably due, however, to the fact that at that time about 60 percent of all hogs registered were of this breed. The breed has always been popular, and undoubtedly the charter members of the organization felt that popularity and quality were closely associated, even tho they realized there are more differences between individuals of a breed than between breeds.

At the present time there are 39 active and alumni members of the Scenic City chapter of Future Farmers of America who have identified themselves as members of the Duroc Breeders Association. Of this number, 14 are seniors, five are juniors, six sophomores, and one is a freshman. The remaining 13 members are graduates of the vocational agriculture department and, for the most part, are enrolled in young-farmer classes.

During 1939-40 the Iowa Falls Duroc Breeders Association held 16 meetings with consideration to formal business matters and to many of the problems in swine breeding such as feeding, management of growing pigs, etc.

### How the Organization Functions

The members of this association purchase and own co-operatively their herd boars. Last July two boars were purchased from Harlan Harper of Story City, Iowa, for \$260. These boars placed second and sixth at the Iowa State Fair. Eighty shares of stock were sold in these boars at \$5 each. The sale of these shares provided capital to pay for the boars, for traveling ex-

penses of the committee in purchasing the animals, and for feeding for a year ahead. One service is permitted for each share each breeding season.

The organization delegates the selection and purchase of herd boars to a committee of members. Usually this committee is instructed concerning the maximum amount of money allowed for travel and for the purchase price of boars. Each year this committee and the instructor tour Iowa and parts of neighboring states in the selection of herd sires. Four co-operatively owned herd sires were used by members of the association during the past year. In this connection it may be interesting to note that this organization had a number of other committees functioning in a like manner, including "show herd," "project tours," "co-operative feed purchase," "barrow exhibit and sale," "sow-test records," etc.

### Feed Purchased Co-operatively

Each fall the members of the association make a careful estimate of the quantities of home-grown grains, protein supplement, and mineral feeds needed to feed their breeding sows, gilts, and litters for the coming year. The boys usually purchase the mineral and protein feeds, while the grain feeds are usually on hand as a result of their crops projects.

The members pool all of their estimated feed requirements and purchase the feed in one lot about Thanksgiving time. The mineral and protein mixtures are figured out as a part of classroom work. The local feed distributors are

asked to submit bids. If these bids are in keeping with current prices, purchases are made and the mixing is done during the Thanksgiving recess. The organization rents the use of one of the local electric feed mixers for the two days necessary to do the job. As many as 42 tons of feed have been purchased and mixed at one time.

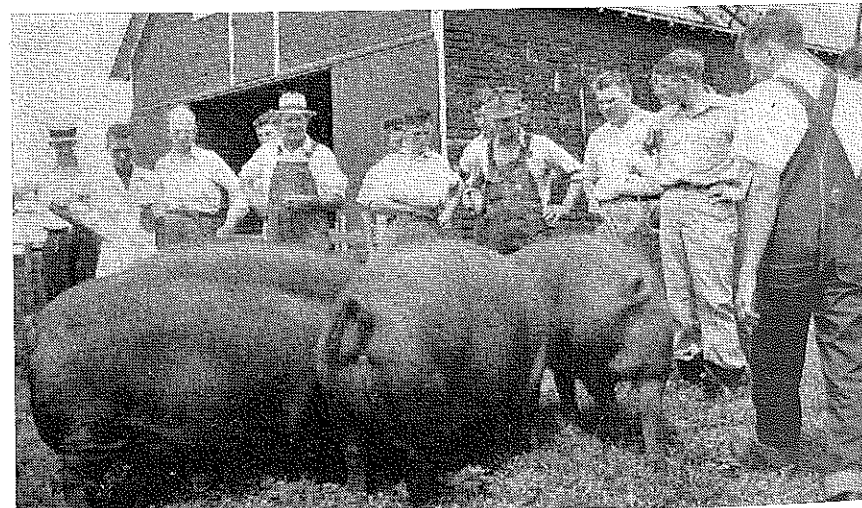
### Co-operative Boar and Gilt Sales

Nine annual boar and gilt sales have been conducted by this association since it was organized in 1928. While the organization's main interest is to improve the methods used and the quality of pork produced on the farms of the members, it is also interested in improving the type of hogs raised in the community and the methods of production used by the producers. The sale of boars and gilts is one means of making desirable breeding stock available to this area.

A committee is appointed by the president of the organization to select the animals for the sale, to contract and write necessary advertising, hire an auctioneer, and take care of other matters incident to a regular formal auction sale. This committee presents to the members a budget of the cost of conducting such a sale. A local sale barn is rented for the day, the services of an auctioneer are obtained, catalogues are printed, crates are provided for shipping the breeding stock, and a local bank clerk is engaged to assist in the sale.

### Putting on Fair Exhibits

In the last sale, the total average expense per animal for 50 was \$5.13. The owners of the hogs pay the sale costs, prorated equally regardless of sale price. The sales of 50 head at this last auction sale netted \$2,275, with an average sales price of \$45.51 per head. In this sale the average selling price of boars was \$57; gilts, \$34.08; average of top 20 boars, \$60.60. It will be seen from



Association members look over a few of their sows

THE AGRICULTURAL EDUCATION MAGAZINE November, 1940

ganization is a growing enterprise. The members of this co-operative organization have exhibited their choice show stock for the last four years at the Iowa State Fair and at a number of county fairs. Here again, a committee is appointed by the president of the organization to arrange for fair exhibits. This committee selects or nominates the show herds, herdsman, and the animals to be exhibited. The aged animals are shown in the name of the association. In county fairs, they are shown in the name of the individual owner so that boys may enter the "junior class." This organization has had unusual recognition by way of prizes. In 1936 the organization exhibited the grand champion sow at the Iowa State Fair, and in 1939 exhibited the reserve champion boar and reserve junior champion gilt.

### A Mutual Insurance Program

It is necessary for some of the boys to borrow money for purchase of breeding stock. Most of the boys have their own feed but need to make a cash outlay to purchase their breeding stock. The local banks are very co-operative, making loans at five percent. However, in order to protect both the bank and the owner of the animals, it is necessary to provide some form of insurance.

Co-operative assistance in sharing death losses has been developed. At the present time, 17 boys are co-operating in the Iowa Falls Mutual Insurance Association. A committee appointed by the president of the insurance group appraises the gilts. No gilt is insured for

months of age is included in the risks. Neither is any boar insured. A premium assessment of four percent was made, and the funds collected were placed with the treasurer to be used in case of death losses. This type of mutual insurance has been sponsored by the breeders' association for the past nine years. The records show that there has been an average of about one loss per 30 gilts insured each year. Each member of the mutual insurance project signs an insurance agreement and participates in the losses, if any. Only purebred animals are eligible for insurance under this agreement. In the event that there is any surplus remaining at the end of the year, 35 percent is put in a sinking fund and the remainder is returned to the subscriber.

### Results

The "Iowa Falls Duroc Breeders Association" is an important part of the local vocational agriculture program. It provides the laboratory facilities for training farm boys in the principles of co-operation, leadership, community service, business methods of swine production, use of credit, business ethics, farm marketing, and farm records. It has assisted materially in developing interest in farming and in vocational agriculture. As a subsidiary of the local chapter of Future Farmers of America, it has done much to assist in the accomplishment of chapter objectives.

\*Based upon an address delivered at the American Institute of Co-operation at Michigan State College, June 9, 1940.

## Financing the F. F. A.\*

IVAN JETT, Adviser  
Stamping Ground, Kentucky



Ivan Jett

TODAY, as always, financing is a problem. It is even a greater problem for anything new, and the F. F. A. is comparatively new. I shall not attempt to tell you of different means to raise money, because it would take a long time to cover one of them and books have been written which suggest various methods. Another reason is that one method might be a huge success in one community and just as big a failure in another.

If we can get the fundamental principles of this financing, then we may select the methods that suit our community best. You should know your community, its policies, practices, principles, ideas, heroes, wealth, leaders, morals, etc. If you do not know these things you will probably not have enough information to make a satisfactory decision, and if your financial program fails, you must admit your failure rather than to blame it on the community. The community is your puzzle, and all puzzles are different. If you do not solve it, it is not

because the puzzle is unfair, but because you do not possess the ability. Yes, some puzzles are easier than others, but what is easy to some may be hard for others.

If we wish to know what others think of money, let us analyze our own thoughts because all of us have been brought up under the same system. Some of us may stress one part more than the other, but we have approximately the same beliefs.

First, when we part with our money we do it with a selfish interest. You may say, "No, absolutely not," but even if you are giving to a church, a pauper, cripple, or any charitable organization you do it because it gives you a feeling of satisfaction. If you buy a tie, hat, or automobile, you get something in return. We should not expect anyone, then, to give to us just for the sake of giving. We must do more than "pass the plate" if we expect results. We must give something desired in return. What may be desired? It may be a feeling of importance, or publicity. Perhaps it is only a bar of candy or a magazine, but we must remember it must be something desired. Another point we should remember here is that the "big money" is in unusual things, such as the feeling of importance, and not in the bar of candy.

The second principle is, try to do

town, and in every state, want to think they are doing something different. Perhaps we are making a mistake in following so-called leaders too much. Perhaps the specialist is destroying our initiative, and we would be more original if we did not try to find out how another has done it. Yes, we get good suggestions, but all too often we merely copy them. One good, new, original idea will pay ten times more than an old one with one half the effort. We are naturally interested in new things and, of course, the hard part of any financial program is getting interest.

The third point to remember in financing our F. F. A. program is that the F. F. A. is here for a long time. We must give full measure, as we are not itinerant peddlers who are here today and gone tomorrow and therefore do not have to answer personally for their dishonesty.

The fourth point is that fifty people can do more than one, especially if that one is part of the fifty. The members of the chapter should feel that it is their responsibility—and it will be their success or failure if their program is a success or failure. They should be taught that they will receive the value in proportion to the value they put into it. No one owes them anything, and they must earn all they get. Too often, members of a group feel after they have won an honor that they are due concessions for their ability.

Fifth, let's take advantage of the fact that everyone wants to be on the hand-wagon with the winner. Don't try to raise money without a "build up." Talk big, act big, and be big, at least while you are trying to raise funds. Try to raise money for a specific purpose that the public or your contributors are interested in helping. Inspire them with the anticipation of a winner, and then be sure you succeed in your project so they may get "value received."

Sixth, always try to keep a surplus in the treasury so that it will not be necessary to bother the public about small things; and so that you will have enough funds to finish a project if you fall short of a goal. It usually requires some money to get things going satisfactorily and it most certainly will give you a feeling of satisfaction and independence if you know you have enough money to protect a project and to act as insurance in case it should not succeed. Never let the public feel you have failed.

Seventh, always estimate far more than needed because very few financial goals are ever attained. If you are successful, then you have a nice surplus, which has never caused much worry in F. F. A. treasuries.

The eighth principle is to attempt to confine your money-raising activities to a few big activities each year instead of a large number of small ones. Try to use the same activities each year. The public will then become educated to the fact that those are F. F. A. activities and will plan to reserve some money and support for them.

The ninth and probably most important principle is that no one can tell anyone else how to make money. Get to work and use your head. If you work hard enough, you will succeed.

\*Address delivered at the Agriculture Teachers' Sub-Section, Annual Convention of the American Vocational Association, Grand Rapids, Michigan, December 9, 1939.

THE AGRICULTURAL EDUCATION MAGAZINE November, 1940

## Significant Factors in a Long-Time Program

(Continued from page 95)

responses attach "great" importance to seven factors. They are: "The teacher's influence," "Co-operation given by my parents," "My own interest in vocational agriculture," "Our home farm conditions," "The kind of crops and livestock used on the home farm," "The opportunity to make some money" and "Influence of my parents." The teachers adjudge their influence as the most significant factor in long-time farm practice development. The fact that the boys who have conducted outstanding long-time supervised farm practice programs placed a great deal more emphasis on the teacher-influence indicates that considerable progress is being made. Since only 72 percent of the general high-school group rated the teacher influence as "great," it is evident that the teachers of agriculture will need to do a still more thoro job in long-time supervised farm practice planning.

The teachers emphasized the importance of more related factors. They evidently realized by their indications of such factors as home farm conditions and the crop and livestock situation on the home farm that the long-time basis is the only one to use in making definite progress with the boy as he develops his farming program. Teachers listed of little significance only one factor, "Distance from home to school." Certain factors rated as of "small" importance by pupils assume "great" importance to the teacher in a few specific cases. For instance, the fact of the father not living which changed the boy's plans, number of brothers and sisters in the family, and influence of other boys in high school do exert a tremendous influence in the supervised farm practice programs of certain boys in every high school where vocational agriculture is offered.

The teacher of agriculture has an excellent opportunity to observe the value of co-operation between the various agencies related to the field of agricultural education. The parent and school relationship is important; the school administrators and the vocational agriculture workers, the vocational agriculture program and the extension services, as well as many other governmental agencies, such as the Soil Conservation Service and the Farm Security Administration, all play their part in assisting the supervised farm practice program in its long-view outlook.

The more interrelated the factors are which assist in the encouragement of the boy in long-time farm practice planning, the better are the chances for success in the program. The teacher needs to get the purposeful activity implied in the term "project" defined and activated in the mind of the boy so that he knows exactly what he is doing and so that he goes about doing it in an interested and energetic manner. This is the driving force which permeates the whole long-time supervised farm practice work. Supervised farm practice is a continuous process. It involves education and assistance for the boy thruout life. The teacher of agriculture should give more emphasis in his work to long-time supervised farm practice.

## Defense Training Program for Rural Youth Announced

DR. J. W. Studebaker, U. S. Commissioner of Education, has announced the appropriation by Congress of \$10,000,000 to provide for training of rural and non-rural youth for national defense. According to the announcement, "This provision will help to equalize the opportunities for youth and will provide training for out-of-school rural and non-rural youth in mechanical occupations common to the farm but also basic to defense industry needs. It is expected that farm-mechanics shops and programs operated in the States under the authority of State boards for vocational education will be expanded and adapted to prepare rural youth for service in the national defense program."

Developments in this program will be made available to the readers of this magazine as rapidly as they take place, according to J. A. Linke, Chief, Agricultural Education Service.

## Market Information

(Continued from page 89)

students interested in the market trends and market situations thruout the year by keeping up-to-date charts and graphs of prices and receipts posted in the classroom; by having the boys give reports of the situations involved; and thru class discussion of the more important seasonal factors and trends. In addition, marketing was emphasized at the time of selecting the livestock projects, when seasonal changes were noticeable, and when the boys were confronted with the physical process of marketing.

IT WAS evident that charts, graphs, and other illustrative material represented one of the most efficient means of presenting the market information. Such visualizing aids were especially helpful in teaching the relation of price and receipt cycles, seasonal variations, and seasonal, cyclical, and long-time trends.

In regard to the content of the various lessons related to the marketing of livestock, it was evident that the beginning classes were not given much more than a general understanding of what the market demands were, and when to expect the seasonal low and peaks in price. As the boys advanced in their knowledge and experience they became more interested in and concerned with the economic principles involved, and the causes for the changes and trends which have been taking place continually.

Information relative to the principles governing the following topics found a place in the instructional program of the Kansas teachers of vocational agriculture: the functions of a market; marketing agencies for livestock; principles of price determination; livestock price trends and causes; classifying and grading market animals; selecting a method of marketing livestock; determining when to market livestock; and adjusting production to market demands.

\*Charles L. Mantz, Methods of Teaching Livestock Market Information in Vocational Agriculture Classes, unpublished Master's Thesis, Department of Education, Kansas State College, 1940.

## How Co-operatives Function

(Continued from page 93)

farms of the area. It has been recognized that the show ring alone is not the best indication of economical production of market hogs. Another objective is to market purebred, tested breeding stock more efficiently by co-operative methods.

The program includes the ear-marking of each litter of pigs at birth, the weighing of the individual pigs at 56 days of age, checking weights at 160 days to determine certain growth and gain correlations, determining the carcass cut-out of the barrows and surplus gilts, and the selection of gilts and boars from tested litters with satisfactory performance records.

This entire program also involves all the problems of feeding, disease control, management, and marketing. It is a co-operative movement carried on under the direction of the agriculture department. It is an unincorporated association.

## Results of Sow Testing

As an outgrowth of this co-operative movement thru the adult evening-school program the members have held an annual swine institute and field corn yield exhibit, swine-disease clinics, annual lard week programs, swine tour and festival, an annual tested boar and gilt sale, and a community farmer's appreciation night.

## "MESSAGE TO FARM YOUTH" NOW AVAILABLE TO ALL TEACHERS OF VOCATIONAL AGRICULTURE

"The Message to Farm Youth" by Dr. A. W. Nolan, recently published in The Agricultural Education Magazine, is now available in booklet form and may be procured in quantities from the National Exchange Club Headquarters, Toledo, Ohio. These booklets are free for the asking, and should be of value to Future Farmers of America.—A. W. N.

In August of this year the first record-of-performance barrow show is being inaugurated at the county fair. The farm organizations, the chamber of commerce, the service clubs, and the industrial organizations have all cooperated with the school in developing this program.

Much help in teaching functioning co-operatives has been received from the Farm Credit Administration, the Bureau of Agricultural Economics of the U. S. D. A., the Rural Electrification Administration, the State and Federal offices of education, the state colleges of agriculture and the various local, state, and national co-operative associations. Among the publications found most useful are "You and Your Co-Op" series and the "News for Farmer Co-operatives," "Minnesota Farm Business Notes," "Rural Electrification News," and the "Agricultural Situation" and "Farm Mortgage Loans."

\*Based upon an address delivered at the American Institute of Co-operation at Michigan State College, July 9, 1940.

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