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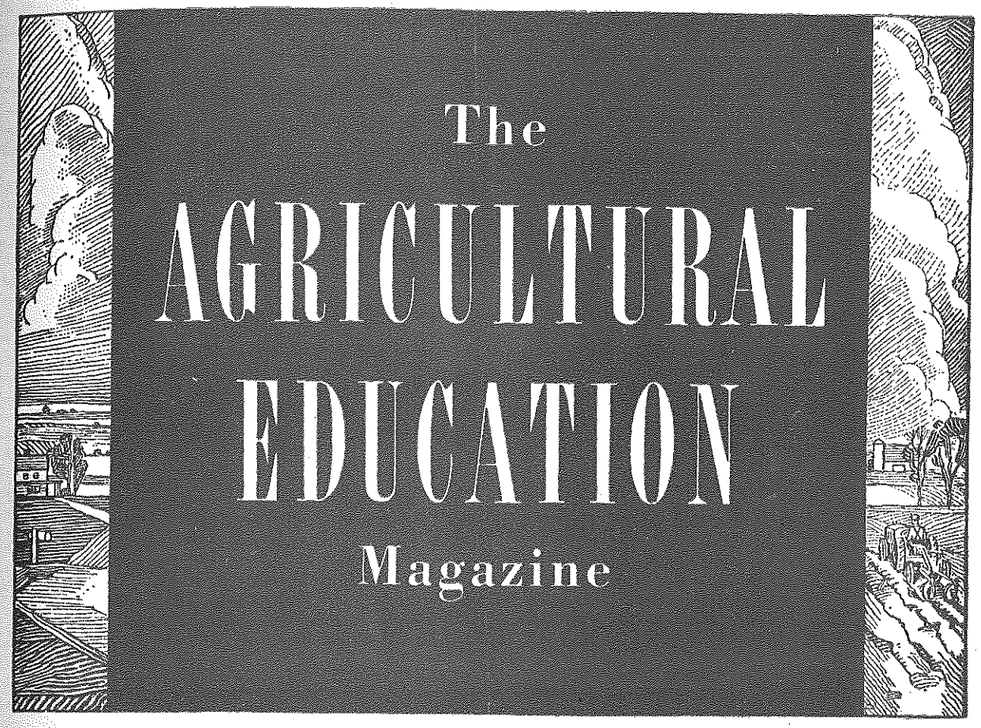

The AGRICULTURAL EDUCATION Magazine

"A task without a vision is drudgery, a vision without a task is a dream, but a task with a vision is the hope of the world."—Cornelia Adair

VOCATIONAL AGRICULTURE
For
TEACHERS
Teacher-Educators
And Supervisors
OFFICIAL PUBLICATION

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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Editorial Comment

Meet Your New Editor

"WHO is the new editor? What do you know about him?"

"Not much. He's the Vice-President of the American Vocational Association, isn't he, representing Part-time Education?"

Whereupon the editor obit-uaries a bit.

On a farm near Edelstein, Peoria County, Illinois, the editor was born a red-haired, freckled face boy with two brothers older and a brother and two sisters younger. Filling the wood box, gathering the eggs, skating on the pond, swimming in the back pasture, tracking rabbits, driving up the cows, doing the chores, going to the country church, were familiar boyhood experiences. The farm, rented, varied from 130 to 280 acres during the 20 odd years the Stewart family lived on it. Livestock included 12 to 15 cows, six to eight brood sows, and six to eight horses.

Thru the one-room rural school for eight grades and, unable to go on to high school, the eighth grade a second year. Better than average teachers fortunately. Then to an academy at Princeville and later at Milton, Wisconsin, and into college. Interested in surveying and civil engineering. Had completed advanced algebra, geometry, trigonometry, surveying, and analytical geometry at the end of the freshman year when family finances failed. Too young to teach a rural school, his 17th year was spent working on the home farm. Then a country school teacher in his home county. Not rehired at close of first year, so changed schools. Back to college. Graduated with an A. B. degree majoring in, of all things, Latin, including one year each of Greek, French, and German. Thesis—"The Religion of the Ancient Romans"! High-school principal and teacher of science and mathematics and later superintendent of the high school at Prophetstown, Illinois. Summer school at the University of Wisconsin. Struck a strong interest in agriculture. A resolution to further his education in that field. By chance, but very fortunately, a major in Agricultural Education was chosen. Advisor, Professor K. L. Hatch, a valued friend. Master's Degree, 1914. Teacher of vocational agriculture at Tracy, Minnesota, three years. Very enjoyable, very happy, long remembered.

In April, 1917, a letter from Dean Alfred Vivian of The Ohio State University. As unexpected as lightning from a clear sky. An invitation to organize the teacher-training department under the recently passed Smith-Hughes Act. A trip to Columbus. An interview. Employment.

Married in the summer of 1917. Three daughters, Vivian, now living in Fort Worth, Texas; Mary Alice, a first-year school teacher; and Gladys, with the Ohio Bell Telephone Company. This family condition often brought about situations in which a four to one vote was considered unanimous. A gross violation of parliamentary procedure! The result—the professor wrote a booklet, "Helps in Mastering Parliamentary Procedure." Very cleverly dedicated it to the Future Farmers of America. Hoped for the best. The booklet selling over 75,000 copies (plug!) in all the states, two territories, South America, and Japan. Apparently highly satisfactory results with the Future Farmers and other young people, but thus far no noticeable results in Japan—or in the family circle.

Assisted in writing the first Ohio Plan, organized the teacher-training department with the advice and direction of Dean Vivian, President of the State Board, and served as state supervisor for four years.

During first full year as supervisor, 1918–19, four teachers conducted short courses, and short courses have been held in Ohio ever since. These courses led to the first Young Farmers Association being organized in February, 1922. These also have remained an active force in the Ohio program.

High spots of the teacher-training department are: (1) The use of five training schools with training teachers in charge, in residence and members of staff. For the most part a very satisfactory student teaching laboratory. (2) Until recently, a plan of rotation whereby all staff members rotate their services, teacher of undergraduate courses, supervisor of the training schools, and itinerant teacher-trainer, and participate in research as is possible. Thus all members keep informed in all areas. (3) The development of graduate offerings which was the schools offering graduate work in agricultural education. Particularly fortunate in being closely associated with the graduate offerings of the College of Education which are rated "excellent" among state universities. A staff of industrious, cooperative and agreeable co-workers has been a fortunate and satisfactory attending condition.

Graduate work at Ohio State occasionally; at Ames, Iowa in conjunction with summer teaching; and at Teachers College, Columbia University. Ph.D. Degree received in 1931. A member of Phi Delta Kappa, Gamma Sigma Delta, Alpha Zeta (honorary), Future Farmers of America (honorary), and A.V.A. (life member).

Professional education further stimulated by travel and vocational conferences. During winter quarter, 1935, visited all southern states east of the Mississippi—a week in each. Unusual experience—most beneficial. Thru visits and conference talks has contacted programs in thirty states—well distributed from coast to coast.

As a member of the A.V.A. and the organizations preceding it, has attended over 20 of the annual conventions. Life membership was presented in 1938—a gift of the vocational teachers of Ohio. High spot of professional life was the recognition dinner, following 25 years of service, given by associates and teachers in October, 1942. Bound volume of personal letters from former students, teachers, and associates thruout the country presented—an invaluable gift.

Who is his master teacher? Not O'Dea or Elliott of Wisconsin; not Bode or Charters of Ohio State; not Kilpatrick or Bagley or Briggs or Alexander of Teachers College—his master teacher is Dr. William H. Lancelot of our own field of agricultural education at Iowa State College.

What hobbies? Athletics in season, particularly college athletics, and an occasional hand of bridge. Pet aversion? State supervisors in general, none in particular.

Here you have a pen picture of your "pin-up" boy for 1944—your new editor.

Policies and Needs in Agricultural Education

YOUR new editor wishes to mention a few changes in policy in editing the magazine and to express his point of view with reference to needs that may stimulate good magazine articles and worth-while accomplishments in the field of agricultural education.

It's "Farming Programs" Now

My first change is that of using "Farming Programs" as a title in place of "Supervised Practice." From Washington, D. C. to each rural community where vocational agriculture is taught, many terms are used pertaining to the practical work of the pupils. These terms include major projects, minor projects, group projects, improvement projects, continuation projects, practicums, supervised farm practice, other supervised practice, new practices, supplementary farm practice, individual supervised farm practice programs, and perhaps others. All this is very confusing and certainly not well thought out. In simplifying the terminology I am thinking in terms of the farm boys, not the teachers or supervisors, and particularly those farm boys who are classed as ideal vocational pupils. What do they say? In talking with them I find that they like to think of all their practical work as their farming programs. The terminology carries its own logic. It makes them feel that they are really preparing to farm. Moreover, it is a wieldly expression, easily spoken.

What does it include? All the things which a boy does as his practical work. What are these? First, his projects—those enterprises carried thru their normal cycles and producing economic returns. Secondly, since very naturally, some of these will be

S. S. SUTHERLAND

Professional

H. S. BRUNNER

An Enlarged Program of Vocational Education Featuring Larger Administrative Units

R. M. STEWART*

R. M. Stewart

THE above caption is the title to a 48-page statement made by the Research Committee of the American Vocational Association in a special publication of the Association. This statement is designed (1) to present the salient features of an extended and expanded program of vocational education, (2) to indicate the directions that this growth and development should take, and (3) to give expression to the current demand for a more equitable distribution of vocational opportunities. Also it is expected that those concerned with vocational education for the postwar period will be seeking assistance in connection with proposed legislation, with administration of vocational systems, and with information available for lay people who are vitally interested in the improvement of the services of vocational education.

The Committee has no preconceived ideas of radical changes that should be made in vocational education; however, the Committee is aware that thousands of school areas in the United States do not have adequate facilities for vocational education. A large part do not have even adequate facilities for appropriate secondary education. Altho the Committee is entirely clear that the future of vocational education is interrelated intimately with the welfare of the whole of secondary education, it is clear also that in many localities vocational education is basic to the improvement of all education. As long as there are thousands of open areas, scores of small cities, and large villages either without any vocational programs or without any adequate range of educational programs for vocational competency, we face danger periods of unemployment and the attendant social evils that accompany unemployment.

If the Committee were to undertake to characterize these areas, for which we have concern, the following problems in such areas of population would stand foremost in point of significance: areas of increasing and decreasing populations; areas of variable distribution of population among and within the states; fluctuating ratios of numbers of children to numbers of adults in the population; wide ranges in amounts of family incomes; large mortgage incumbrances and other debts; unintelligent migration; shiftings of wealth; and also extreme variations in the competence of individual workers, in numbers and types of schools, and in inadequacy of special services. These difficulties, unsolved, constitute the challenge to vocational education in a democracy.

We should not permit ourselves to be long indictable because any appreciable number of school pupils leave school unprepared to earn a living. Nor should any person who may have left school without vocational preparation have to wait long for an opportunity of in-service training. There should be no adults who would not have the opportunity of re-training or of refresher courses if need for such courses exists. We should not be indictable for failure either to expand or to extend vocational education to all population areas, whenever and wherever competence at work conserves the general welfare.

New Demands

Many well-meaning people have great difficulty in understanding why so much education is needed for people who choose to work. They grant more readily, but not always wholeheartedly, that for medicine, law, engineering, teaching, and the like, education is essential. This short-sightedness is due largely to the failure to comprehend the social and economic trends that affect all features of vocational life whether medicine or riveting and to grasp the fundamental effects of the biological and physical sciences in creating new situations.

To illustrate what we mean, let us note a few items. First, the mechanization of industry has tended to eliminate the labor of immature youth. The problem, therefore, of the employment of youth is acute. There are not sufficient jobs of the "unskilled" type to provide more than a small fraction of work for youth that might seek to leave school, say at 16 years, to work. If he understands the situation at all, he will know that on account of the specificness of vocational requirements for employment, say at 18, he would need to remain in an appropriate type of school to become prepared for the job at that age.

Then, too, the rising standards of living cannot be maintained, if ever gained, (except in special cases) unless there is an increasing proficiency on the part of the worker. This problem is involved in the mechanization of industry and resulting production. It is involved in organization and management, business and distribution. But each step of increasing production depends upon the increasing importance of appropriate vocational skills and the knowledge that supports them! Even the intelligent migration of workers is based fundamentally upon the idea of taking the worker, prepared and screened, to his work. The war has given us a picture on a gigantic scale of how men are adjusted for what their ratings show.

These are a few illustrations only of how these new demands for vocational competency are creeping up on all of us, and how, to a much larger degree than ever before, we need both specific and general education to meet them. This higher degree of understanding is the main hope of youth for full employment; it is the main basis for satisfactory ratings for placement opportunities; and since the span for work in the lifetime of the individual is shortening at both ends (late entering and early retirement), it is of the utmost importance that his education be as satisfactory as can be provided.

Implementation

Logically, if vocational education is to be expanded and extended, the processes of expanding and extending *begin in the schools and classes that are already existing*. It would be foolish administration not to utilize the present organization of vocational schools and classes as the basis of enlarged programs. The open and other untouched areas should be reached, if possible, thru existing types of schools and classes. In areas where little or no form of vocational education is available and where there is lack of a sufficient number of regional or larger-unit schools to provide appropriate special education for populations, whether within or without urban centers, there the problem lies.

Small, outlying areas, remote from population centers, have the greatest difficulty of all in securing equal educational opportunities of any type. However, the states are becoming concerned about providing these equalized opportunities. It is reasonable to expect that the factors of change will prevent any easy procedure of accomplishing equalized opportunities. The flexibility of the National Vocational Education Acts and the establishment of State equalization funds are the most promising approaches to equalized opportunities. How large the area should be within any state for any given type of vocational education is a question which the factors involved should show. In sparsely settled areas educational preparation for vocational competence would not be possible without widely extended boundaries. This involves commuting if not boarding, and, at that, the range of choice might be very limited. In certain urban populations, on the other hand, excellent opportunities may exist for a wide range of choice. In between these extremes are multiple and varied opportunities for establishing vocational schools and classes.

The machinery for accomplishing extension and expansion already exists in the national acts and favorable state legislation. Without increased financial support, few states could carry on extended or expanded programs. The equalizing of financial aid must come ordinarily from the larger administrative unit, if support is from public taxation. Financial support will be needed not only for buildings, equipment, supplies, and instruction but for support of the needy student or of the specially screened student. This has already been recognized as a justifiable expenditure which the public may well make in the interest of the general welfare.

Types of Schools and Classes. An almost unlimited number of types of schools and classes is possible for enlarging programs of vocational education. Beginning with what we have, we think that vocational departments or classes should be established in most secondary schools. This should be our first concern. To what extent do vocational opportunities exist in the states? To what extent should these opportunities be provided for other schools within the states? A second consideration is one of co-operating schools. In many places, conditions of transportation, numbers of pupils, costs of education, and other factors may favor two or more schools co-operating, either by dividing the time of one or more teachers, whereby costs could be reduced, or by providing improved vocational offerings. In co-operating schools and other larger schools, new features could well be added to the programs, or short-term and special classes—seasonal, emergency, special-unit—could be introduced. In other centers of still larger populations, present consolidated or centralized schools could be utilized for special and specialized classes. If transportation were not available, boarding might be arranged. Then, the large central school may well become a technical institute, depending upon the significance of local vocational institutions, their financial value, and the significance of these institutions for placement opportunities. To all of these types of schools, special services should be provided.

Location of Schools. The criteria for the location of schools may be few or many depending upon the areas studied. One of the important considerations in this matter of extended and expanded vocational education is discovery and interpretation of the facts that concern education in particular communities. Until state and local studies are made and analyzed, no complete cataloging of the factors affecting location of schools and classes can be prepared. Administrative officers, guided by advisory councils, would agree upon certain basic factors. The extent to which these affect given local situations would depend upon local survey data.

Availability of People

The number of people that reside in a given area or in a proposed area and the facts concerning them are basic considerations. There must be people in sufficient number to justify the establishment and maintenance of a particular school or class.

Vocational Pursuits and Workers

The ratios of the numbers of vocational pursuits pla[illegible]

extent of the vocational operations within the area for which occupational education is necessary is a matter of prime importance. The need of education for any type of occupation depends upon the number and extent of current and potential opportunities for employment. This is not a static problem since opportunities may be made by normal expansion and by raising operations to higher levels of significance thru improved skills and advanced knowledges.

Financial Importance of Resources

Total financial importance of resources and of production enterprises within the area constitutes a basic factor in permanency of any undertaking in vocational education. Successful business enterprises and economic and vocational resources are an index of potential vocational success.

Mobility of the People

The index of mobility of a people within a given area, as a factor of stability, is related closely to the maintenance of adequate school population for vocational programs. In normal times migration appears to promote vocational balance. It likewise creates difficulties in the determination of the location of schools and classes for a long-time service. The sudden shifts of population create emergency demands for schools and classes on a short-time basis. Only the larger schools can meet these emergency requirements. The steady migration of the rural population to the city has produced a heavy load for rural families, especially in the education of their children for vocational competency. The conditions of mobility of population must be appraised.

Social and Economic Trends

Changes and trends within vocations affect permanency and economy in vocational enterprises. Imbalance is always in the making. Therefore, appraisal of this factor is essential to long-time programs, especially where expensive facilities of lands, housing, and equipment are required. This applies to employment opportunities, to production, to marketing facilities, and to vocational services also.

Standard of Living

Can the people in the area maintain a satisfactory standard of living on the basis of the competency already achieved? How could special education help, if at all, in raising the standard of living?

Communication and Transportation

The factor of distance to the boundaries of areas of sufficient size and the character of the transportation within these areas are items which determine whether or not students can attend a school on a live-at-home basis. The facilities for instruction and work experience at special schools would determine whether or not it were worthwhile, if possible, for persons at greater distances to attend given schools. Facilities for transportation are not provided equitably for rural, suburban, and urban people. Means of communication facili[illegible]

conclusion, special schools and classes exist for the welfare of the students as integral parts of a community. The administrative machinery of a school exists to implement the scheme of instruction—including the student, the teacher, the curriculum, and courses of studies which provide the content or materials of instruction. In order to develop a satisfactory curriculum for vocational schools, it will be necessary to follow the recognized steps of curriculum construction: (1) the discovery of the purpose (occupation) for which training should be offered; (2) the setting up of the objectives to be attained; (3) the determination of significant course content by means of which objectives may be attained; (4) the organization of content for instructional purposes; and (5) the analysis of the qualifications of the pupils who come (or are accepted) for training.

Altho special legislation and further financial support are essential to further implement vocational education, it is still possible within the acts now operating within the states to launch the "enlarged program" well within the directions indicated in this statement.

Regional Agent Clements Honored

"MAN of the year in service to southern agriculture" is the honorary title awarded D. M. Clements, Federal Agent of the Southern Region and formerly State Supervisor in Tennessee. The announcement, appearing in the January issue of *Progressive Farmer;* enumerates many of Mr. Clements' achievements in the field of agricultural education. Earlier winners of the award include Dr. George W. Carver, 1942; Oscar Johnston, 1941; Dr. H. J. Morgan, 1940; Edward A. O'Neal, 1939. The honor given Mr. Clements is richly deserved. All of his co-workers in agricultural education congratulate him upon this signal recognition.

The Editor Suggests

Resolved, that a year of work on a farm by a teacher of agriculture during which he must earn his own living is worth more than a year of graduate work.

"As you haven't asked me for advice
I'll give it to you now
PLUG!
No matter who or what you are, or where
you are, the how
IS PLUG."
—Edmund Vance Cooke

We lose vigor thru thinking continually the same set of thoughts. New thought is new life.

If we cannot learn wisdom from ex-

Methods of Teaching

G. P. DEYOE

The Minneapolis Program for Training Non-Farm Youth for Farm Work

ARTHUR V. STORM, Supervisor
Food Production War Training Program, Minneapolis Public Schools

Arthur V. Storm

I WONDER how many readers of this article would voluntarily select a city of half a million people in which to train boys for farm labor. Probably none of you, nor did I, but when the superintendent made the request of me I could not fail to do it.

Our school system consists of 10 junior, 10 regular senior, and two vocational high schools. Training programs were held in all but one senior high school and the girls' vocational high school.

Recruiting

Like most other school systems, we started late last year, classes not meeting until the first week in April. Beginning about the middle of March, assemblies were held in each of the buildings which all boys were supposed to attend. Several speakers gave them the background view of the necessity of training labor of their type, and an explanation of the system to be used in conducting the plan, ending with an appeal for volunteers. As a result of this form of recruitment, 1,380 boys indicated that they were interested in such a program. However, when classes met and the work began in earnest, there were probably not more than six or seven hundred that reported for training.

General Instructional Plan

The time of conducting classes (after school hours on two days a week), the course of instructional content, the farm experience assignments, and outside personal activities of the boys themselves, by the 28th of May had brought the numbers regularly attending classes down to about 575.

Our over-all instructional plan consisted of three phases: (1) Regular classroom instruction with discussion and film showing, (2) trips to the University of Minnesota College of Agriculture, and (3) farm experience days.

(1) *Classroom Instruction.* The regular classroom instruction was built around a set of syllabi prepared by members of the staff of the State Department of Vocational Education and by the Agricultural Department of the University of Minnesota. These syllabi covered the following subject matter: (1) General Tractors, (7) Safety, (8) Living with a Farm Family. If I had my choice of only one of the above to the exclusion of all others I would choose the last named, for I feel that the subject matter covered in that one can do more toward insuring success in later placement than any other factor.

(2) *University Farm Trips.* The classroom work was augmented by trips to University Farm where pre-arranged short courses had been provided in two fields, livestock and tractors. We attempted to have each boy spend two full days from early morning till late afternoon there, one day being with the instructors in each department. Six different tractor companies had machines there and representatives with them to give the boys a rather "concentrated pill" of instruction and operation. Those days were considered very valuable.

(3) *Farm Experience Trips.* Probably the most practical feature of the entire training program was the "experience days" to farms in the county surrounding the city. Personal contact was made with 38 farmers on good farms and an arrangement made thru which we could send groups of boys with their instructors to the farms early on Saturday morning to spend the entire day at work. A regular assignment schedule was made out so that each teacher knew where he was to be every Saturday and each farmer knew who was coming to his farm. The teacher would take six boys in his own car and transport the group to the farm, arriving before eight o'clock. With two practical men, the farmer and the teacher, six boys are not too many to keep busy and out of mischief.

We attempted to have each boy out for a full day on a farm a minimum of five times. We were not able to accomplish this in all schools because of the size of the classes. After each session the instructor sent in a report of the class activities from which was compiled a composite list. The final result of this showed 94 reported, general activities. It seems that every conceivable farm process carried on in the spring of the year was participated in by the groups in the aggregate.

Two systems of scheduling the trips to farms were made use of. One was to have each teacher take a group to a different farm each Saturday. The advantage of that plan was that it gave the boys the opportunity to observe a variety of farmers, farm equipment, and farming methods. The other plan followed, in a few cases as an experiment, was to have the teacher assigned to one farm for five consecutive Saturdays and at the end of plan and expect to follow it more (if not entirely) this coming season. The chief advantages of this plan are: (1) The boys see more continuity to the activities carried on. (2) The teacher and the farmer get better acquainted and their working relationship is more effective. (3) Plans can be made on one Saturday for work to be done the next. Along this line, two farmers made plans with teachers to be entirely absent on the following Saturday and the teacher and the boys took over the entire management of the farm on those days. The big disadvantage which I see in this plan is that, if one or some particular farms are somewhat unsatisfactory for various reasons, then that teacher is "stuck" there for several weeks. That is not a desirable situation.

Confusion From Using U.S.E.S. Facilities

Shortly before the training program came to a close we made use of the United States Employment Service by having each enrollee interviewed in his school by a representative of that office. However, when the school term was over and we were placing the boys during the first week of vacation, we found that many of them had gone to the office of the U.S.E.S. to "get their job" (altho they had been told that it would come from my office as the director). They were impatient and anxious to put their ten weeks' training in practice. Attendants at the main desk in the U.S.E.S. office looked them over and also their registration cards, and told them that there was no possibility of their getting farm jobs because of their inexperience. At the same time the man in charge of Farm Labor placements in the same office, not fifty feet away, would have welcomed them with open arms as he and I were ready to work together. Naturally the boys and their parents were disappointed and in many cases angry when I called up the home to give the boy a good farm job. As the result of that confusion we lost a good many boys to all sorts of odd jobs. Our reputations in their households suffered considerable demerit, since they thought that they were not wanted. I had considerable explaining to do when I happened to call a home to get a boy. So I cannot see the value of the U.S.E.S. to the placement program as it has so successfully worked here in our schools the past season. Unless there is some situation of which I am not aware, I feel that we do not need the very valuable services which they have to offer the general public. The arrangement which we had for placement with the University Extension Service functioned so successfully that I am in favor of using that means only this coming season.

Placement

At the close of the term the group which we had trained fell into three categories, namely: (1) those whom we

tives, family friends or strangers (about 200), (3) those who took odd jobs of all sorts such as with the railroads, filling stations, stores, etc. (about 150). We were sorry to have lost the last group but there seems to be no way to prevent entirely a mortality of that nature. This next year, during both recruiting and training, we are going to emphasize especially the responsibility which each boy should assume of going on a farm after time, effort, and money have been expended on his training.

The plan we followed, I believe, is prepared to function on a national scale. In the office of the Director of the Extension Service is an individual whose chief responsibility is the placement of Victory Farm Volunteers. The county agents over the state had been somewhat prepared by conferences to solicit the farmers to ascertain who would need the kind of help that had been trained. They would send their orders to the State Director of V.F.V. and he would call on my office for a certain number of boys for delivery on a specified day. Large groups were taken out on busses and small groups transported in private automobile right to the office of the county agent. This trip with the boys out into the state affords an excellent opportunity to discuss the problems immediately facing the boys in going into their new homes and doing it in a very informal and personal manner.

When in the county agent's office, he, his farm labor assistant, the boys, and myself would discuss the farmer's family and business requirements and try to fit a boy into each position. From there on two methods were used by the agents. One was to accompany the boy right to the back door on the farm, introduce him, and try to leave him with a feeling of a personal association in the family with whom he was to live and work. The other plan followed by some agents was to have the farmers meet in his office at a specified time and in their presence assign the boys an employer considering the problems involved. Personally I favor the first plan, in spite of the fact that it takes longer. I feel that it pays dividends by having better oriented the boy to his job. In every case I accompanied the first group into a county in order that I might become acquainted with the agent and his methods of carrying on this project.

Summer Follow-Up

During the last half of August, a trip was made out into the state to see as many boys as possible on the job. The agent's labor assistant and I called on all we could in a preallotted time in each county. As a result of this trip we got the reactions of the farmers and the boys near the end of the season. In a high percentage of the cases the placements had been very successful. I want to give credit to the county agents for a job very well done. I felt that in most cases the agent had not placed a boy in a home where he would not have been willing to have placed his own son. It seemed to be the opinion of a large share of the farmers that the boys had been able to adjust themselves to farm life and work quite satisfactorily. Some of the lads from the poorer districts of the city had been in the best homes they had ever entered, and some of those from the "Kid Glove" city district[illegible] der conditions that were quite new to them also, but in another manner.

A Postseason Study

After the boys were all back in school in the fall, we made quite a detailed study of them by using a questionnaire in each school. Knowing that there would be others than those we had trained who had been on farms, we called into the auditoriums two groups: (a) those we trained, whether they went on farms or not, and (b) those that had been on farms, whether we had trained them or not.

The first day in the first junior high contacted, we were startled to see a group file in which was about five times as large as the spring class in that school had been. That proportion held true in most of the ten junior highs. In the senior highs the group that appeared each time was two to three times as large as the spring class had been. However that gave us an interesting opportunity to compare "trained" with "untrained" boys on jobs generally similar.

The following are some of the rather striking results shown in this study:

Age 1. The senior-high boys (282) averaged 15 years old.
2. The junior-high boys (1331) averaged 13 years old.

Height 3. 52% of the senior-high boys were from 5′3″ to 5′9″ tall.
4. 58% of the junior-high boys were under 5′3″ tall.
5. 70% of them were under 5′6″ in height.

Weight 6. 60% of the senior-high boys were from 121 to 150 pounds in weight.
7. 72% of the junior-boys were under 120 pounds in weight.

In answer to the question, "By Whom Were You Employed?" the results below are interesting:

Employed by	Junior High	Senior High
Relative	(596) 46%	(111) 40%
Family Friend	(254) 20%	(44) 16%
Stranger	(444) 34%	(124) 44%
	(1294) 100%	(279) 100%

In answer to the same question when we compare them on training and placement we get the following results:

Senior High (279 cases)	"A" Trained by us and placed by us	"B" Trained by us but got own farm jobs	"C" Untrained—got own farm jobs
Employed by:			
40% Relative	0 — 0%	18 — 37½%	93 — 52%
16% Family Friend	0 — 0%	12 — 25%	32 — 18%
44% Stranger	52 — 100%	18 — 37½%	54 — 30%
	52 — 100%	48 — 100%	179 — 100%
Junior High			
46% Relative	1 — 3%	49 — 45%	546 — 48%
20% Family Friend	0 — 0%	23 — 20%	231 — 20%
34% Stranger	36 — 97%	39 — 35%	369 — 32%
	37 — 100%	111 — 100%	1146 — 100%

As shown above, 66 percent of the junior-high boys went on farms of relatives or family friends. That seems to have had a direct bearing on three things noted in their individual questionnaires, namely, (a) the large number that worked for board and room only, (b) the number of them that were on the farms for short periods of time which looks like "vacation" time spent there, (c) the rather high rate of pay that many received from these friends or relatives.

Among the senior-high boys the number working for strangers was considerably higher, 44 percent as against 34 percent of the junior-high boys. According to the comment of those working for strangers, they had to "cut the mustard" while with those working for relatives and friends the working demands placed on them were considerably lower.

In answer to the question, "Are you willing to work on a farm next year?"

	Senior High	Junior High
Yes	78%	87%
No	22%	13%

"Have you made plans to return to the same farm next year?"

Yes	31%	37%
No	69%	63%

"Did your family carry accident insurance?"

Yes	5%	4%
No	95%	96%

"Did you have an accident that required medical attention?"

Yes	5%	4%
No	95%	96%

"Would you like to have a chapter of V.F.V. organized in your school?"

Yes	64%	64%
No	36%	36%

Farming Programs

C. L. ANGERER

A Contest in Agricultural Skills

R. A. POWER, Instructor, Viroqua, Wisconsin

THE farm skills contest which was inaugurated in the Viroqua (Wis.) Agricultural Department several years ago has increased the interest in our department almost to the "boiling point." So many teachers of vocational agriculture have asked about this plan, I am taking this opportunity of making available the details to all departments who want to acquaint themselves with them. The plan briefly is as follows:

We have worked out a list of about 150 farm skills that are within the aptitudes of the average farm boy, with brief, concise instructions on the correct procedure for each skill.

Such skills include culling the home poultry flock, testing the home herd for butterfat production, cleaning and oiling a harness, mixing home-grown rations for livestock and poultry, setting out fruit trees, catching farm pests, pruning trees, and dehorning calves.

The boys select the skills that they want to perform on their home farms, which may be done at any convenient time. On completion of each skill, however, each boy must present to his instructor a signed affidavit that the skill has been satisfactorily performed on the home farm. These affidavits can be run off on the school mimeograph, several hundred at a time. Following is a facsimile of the affidavit that we use for this purpose in the Viroqua department:

"—I hereby declare that.....
(name of boy)
.....
has satisfactorily completed skill No. ..... entitled.....
.....
(name of skill)
Signed.....
(name of parent)
Date.....

Boys' Records Displayed

I have erected a 22" x 28" chart on the wall of the classroom where each boy is given credit as each skill is vouched for by an affidavit. We award a red star for a livestock skill; a yellow star for each skill in plant husbandry; a blue star for a skill in farm mechanics; and a silver star for miscellaneous skills such as pest control. The boys like to gather around this chart every day to observe the progress being made by the different members.

In order to make this program click 100 percent, awards should be given a boy as soon as 10, and every multiple of 10, skills have been posted to his credit. Our department has adopted the following prizes: First 10 completed skills, an F.F.A. pennant or cap; for 20 completed skills, an F.F.A. shirt or letter; for 30 completed skills, an F.F.A. coat; for 40

spicuously in the classroom where all the boys can see them. However, after a few of the boys have received their prizes, they naturally like to wear them around school, which acts as the best stimulant to the other boys in the department and serves as good advertising for our F.F.A. chapter.

Right now there is a movement on foot in Wisconsin to adopt a uniform set of prizes for each 10 skills completed, because all departments which are following this program do not award the same prizes for each 10 skills completed.

The plan for paying for these prizes is important. Not all F.F.A. chapters have enough money in their treasuries to pay for all the awards won. The plan used most commonly in Wisconsin is to have the chapter and the boy share equally the cost of the prizes. So far, the boys have been willing to meet their chapters half way financially.

In conclusion, I do not believe a plan like this would be worth the effort unless the results are definitely favorable. Not only in the Viroqua departments but in several others of which I have learned, the results have been excellent, far surpassing expectations. This program not only pops up the entire department and F.F.A. chapter, but it has turned out to be a good teaching device by supplying a real motive on the part of the boy to apply approved farm practices, such as he learns in school, to actual application on his home farm. For example, before I started this contest, I would have some difficulty in getting some farm boys to cull their home flocks of poultry after I had shown them how to do it. Now, because they know they will get special credit for culling their flock, I need not urge them very strongly about this matter, because they know that means another star on the chart. I have found here at Viroqua that the skill contest is a very effective way to get the boy to apply his knowledge on his farm, and after all, isn't that one of our main objectives in teaching vocational agriculture?

"It is a bad plan that admits of no modification."—Publius Syrus

"A life spent worthily should be measured by deeds, not years."—Sheridan

"It is well to think well; it is divine to act well."—Horace Mann

Postal Zone 10, Please

All correspondents are asked to note that the editor's postal zone is Columbus 10, Ohio. Please use

Alabama Officers Visit One Hundred Chapters

C. C. SCARBOROUGH,
Teacher Education
Alabama Polytechnic Institute
Auburn, Alabama

ALABAMA'S State F.F.A. officers are visiting 100 chapters in all parts of the State this year.

This goal was set last summer during the Officers Training Conference. It came about while the officers were discussing the ways and means of carrying out the State Activity Program. It was thought at the time that such a plan would result in more local activities in line with the statewide objectives. State officers also realized that they would have the opportunity to see local situations and get acquainted with more Future Farmers. So far so good, but what about all the plans necessary for making the visits? How many chapters to visit? When? What to do on the visits? These and many other questions presented themselves. Altho Alabama has followed for several years the general policy of officers visiting special programs in chapters upon invitation, no definite plans for *each* officer to visit a *designated number* of chapters had ever been made. Therefore, some definite planning was the next job of the F.F.A. officers.

The first point decided was that the approximate number of chapters each officer could be expected to visit was 20 chapters. The next problem was selecting the chapters for visiting by each officer. It was decided that, since the officers lived in different parts of the state, each officer would visit the chapters in his home and neighboring counties. Each officer then wrote the 20 local advisers in his area requesting the name of chapter presidents. Then the chapter president was written to concerning the visit as well as other state F.F.A. activities.

It was decided that the officer visit would probably be more valuable if made to a regular chapter meeting than to a banquet or other special occasion. A conference with local chapter officers was to be held on every visit. Considerable time was spent last summer by the officers, while in session together, in outlining the general plan to follow while visiting a chapter. This included a list of state objectives to be stressed each month, as well as for the whole year.

Reports from the state officers at their December meeting indicate that their plan is working well. In spite of travel troubles all officers are making progress. The worst trouble encountered thus far is the difficulty of getting replies from some local advisers! It is the opinion of the officers that the program of officer visits will prove to be the major feature of their year's work. It has been suggested that

Editorial Comment

(Continued from page 183)

ects" to distinguish his work the second or more years in an enterprise from the first year. This carries the idea of growth in the enterprise and seriousness of purpose in making it a part of his life work on the farm. Thirdly, the other activities he studies in the classroom which he finds are desirable for him to carry out because of their economic or other value to him or his farm home and which he has not previously practiced. For these he accepts the very simple term, "New Practices." For the boy these four terms cover the situation—a *farming program* consisting of *projects*, *continuation projects*, and *new practices*. They are, therefore, adequate for me and, for the duration of my editorship, "Farming Programs" will appear as the heading of the section pertaining to this area of agricultural education. My decision is in the interest of the farm boy. I hope you will like it.

Look, Louis! A Laugh!

In the last column on the last page you will find an innovation described and illustrated. It is the first time a smile has been purposely introduced into the columns of our magazine. I hope that all readers will survive its introduction.

Some Needs

In specific areas of our program it seems to the editor that certain needs are evident which can be met in part thru the columns of the magazine. I mention a few for your consideration.

Needs in Project Accounting

What is the right answer to the problem of appropriate accounting for farm boys? Project accounting has been conducted with wide variation in most of the states. It is begun with the freshmen boys and carried thru the high-school period. But with what variation in results? Results in accuracy of items, results in terms of usable teaching material, results in the attitude of the boys. On this subject some years ago, Dr. H. M. Hamlin of Illinois commented to the effect that our boys, upon engaging in farming after high school, are not enthusiastic about farm accounting and, according to his information, few young farmers keep farm accounts. That situation cannot be ignored. It should command our respect and should call for critical remedial thinking. What is the answer?

In Ohio, project accounting has been carried to the greatest detail probably of any state. The procedure has been determined following close advisory relationships with the extension specialists in farm accounting—men of national reputations. Also project books have been carefully analyzed and the various errors and shortcomings enumerated; courses have been offered for teachers or discussion groups have been held at our conferences to the end that improvement might be made. Yet with all this care and detail, the best that can be truthfully said of the situation today is that many teachers do not direct their boys thru the accounting procedure correctly and hundreds of the boys fail to bring their project accounting to an acceptable analysis. After 25 years

appear to have the answer. Who has the answer?

Needs of Future Farmers

Our organization of Future Farmers of America is one of which we are all proud; its accomplishments have exceeded expectations, likewise its growth. But, good as it is, can there not be further improvement? My first suggestion is with reference to the framework for building the annual program of work. I have never been satisfied with this for the reason that, in my judgment, it indicates incomplete thinking; more specifically the absence of a well defined philosophy or of complete objectives and goals for the organization. The Future Farmer organization should develop its members somewhat in the vocational field but not basically. Much more so, it should see the boys as wholes and help provide educational experiences that will develop them in other needed areas by providing for them or, better still, have the members provide for themselves, activities that will give them educative experience in these areas.

The following are accepted by many as basic areas and the program should, therefore, include activities in farming, social life, recreation, civics, co-operation, personality and leadership development, conservation, money making, altruism, religion, health, and perhaps others. If each chapter, in the preparation of its annual program of work, were to list varying activities from three to a dozen, as agreed upon in each of these areas and, as they are completed, discuss their contribution to the development of the well-rounded citizen-farmer, a better individual and a better understanding on the part of each boy of his total possibilities would result. Speaking negatively with reference to the present offerings, "supervised practice" and "publicity" are omitted. No boy ever thought of these activities as specific activities of the F.F.A. The first has been the responsibility of vocational teachers since the work was initiated in 1918; the second sounds like the work of administrators who have seen fit to exploit the F.F.A. organization as a means of promoting their field of work and their own responsibilities.

In building the program of work for an F.F.A. chapter, consider the following steps:

a. Determine by action of the members the specific areas of activities in which they feel a need of development for their well-rounded education.

b. Secure suggestions of appropriate activities in each of these areas from the program of work committee supplemented by additions from the floor at the business meeting.

c. Reduce these extended lists in the various areas by the elimination of the least essential until the program is reduced to what the chapter considers within its capacity to perform during the year. That, then, would become the program of work for the chapter, contributing to the carefully planned development of the members as broadly educated individuals.

Another feature of the Future Farmer program in which I believe most thoroly is the development of leadership thru the mastery of parliamentary abilities. What a contribution this organization would make to its members if it could be sure duties of a presiding officer by the time he leaves school! The emphasis is on the number of members in whom is developed a reasonable mastery of parliamentary procedure rather than the development of a few boys who can meet all kinds of complicated parliamentary situations. To this end state contests in chapter procedure which include, in addition to the business session, the opening and closing ceremony are sometimes recommended. Within each state the objectives and the procedure should be critically studied, evaluated and re-evaluated to make certain that the best objectives of such a contest are selected, and that the ways and means used to attain those objectives are the best that can be developed. The next five years may see marked improvement in the development of this type of Future Farmer activity.

A by-product of parliamentary mastery is worth mentioning. When chapter teams demonstrate before school assemblies, without exception the comment is commendable—such words as, "That ability is good for all high-school boys and girls—not just the Future Farmers." Will those who believe in the development of personality and leadership thru the mastery of parliamentary abilities report their achievements?

We need to hear more about the social activities of our Future Farmers. What progress is being made to prepare these young men for proper conduct in social situations? The parent and son banquet, of course, is first in the list and progress has been made in preparing toastmasters to be creditable toastmasters and boys to give creditable presentations of their respective assignments on the program. Also, in the better departments, the committee plans ways and means that will be used at the banquet to insure the proper entertainment of their parents, a reception committee, the introduction of parents to members of the faculty, orchestra music at the proper time, fun and yet not boisterous conduct during the program. And, after the banquet, a careful study of what was done, what mistakes were made, how next year's banquet can be improved. All of this is to the credit of the chapters practicing it.

But, in other social activities, what is being done? Occasionally boys are given help in the choice of clothing by asking a clerk from a clothing store to come to the chapter meeting and talk on selecting clothes, asking boys to select from the display of shirts and ties an appropriate combination for a given boy. That's a type of social education for which older boys have a need. The making of introductions and proper conduct are other areas in which adolescent boys and, of course, Future Farmers, feel the need for help. May we have contributions in this area as a means of strengthening our program? More next month.

Learn to *act* with and for others while you learn to *think* and to judge for yourself.—John Dewey

I know of no pursuit in which more real and important service can be rendered to any country, than by improving its agriculture, its breed of useful animals and other branches of an husbandman's cares. (Washington's Agricultural Cor-

WATSON ARMSTRONG

Farmer Classes

W. H. MARTIN

Planning Postwar Programs for Young Farmers*

R. W. GREGORY, Assistant Director,
Food Production War Training, U. S. Office of Education

R. W. Gregory

FIRST, let me state a fundamental concept concerning the prewar period program for young farmers. It is that, as adolescents mature and become grownups, they desire most fervently to become established socially and occupationally. That desire, being fundamental, will exert the same powerful influence after the war it has always exerted. This leads to the conclusion that the biggest problem facing young men wanting to farm after the war will be the problem of finding, evaluating, and becoming identified with farming and an opportunity for farm family living, both in its economic and social aspects.

A second fundamental point is that, unless this war drags on to a long and bloody end with its consequent drastic death toll of our young men, there will again be more young men who have been reared on farms and in rural environments than may be accommodated occupationally on the farms of this country. Any planning we do in agricultural education for the postwar problems of young farmers must be predicated upon our recognition and understanding of these two fundamentals.

We face some distinctly new problems, or at least new angles to old problems, as we attempt to plan to deal with this postwar problem. In the first place we are likely to find rural and farm youth informally segregating into distinctive groupings, as follows:

1. We shall have in every rural and farm community in America an outstanding group of returning veterans.

2. Tho not quite so conspicuous, there will be a group of young farmers who were denied the opportunities of service in the armed forces, being deferred to remain on the farms in the front lines of food production.

3. There will be in many instances a group of individuals returning from their city work experiences to which they were deferred for essential war materials production.

4. There will be a currently emerging group of young men who during the war emergency were in secondary schools but who now will be graduating or leaving school to go into farming.

5. Finally, there will be that group of youth graduating or leaving school who, not wanting to farm and finding it difficult to enter upon industrial occupational activities, will "wait around" looking and hoping for work.

Such experiences as we have had in dealing with the problems incident to the organization and development of programs of systematic instruction for out-of-school young men points definitely to the principle that these programs to succeed must be made to function concretely and objectively in the lives of the individuals they are set up to serve. If this is so, then, in their organization and content, educational programs must be geared to the conditions and needs of the young men wherever they may be found. The program must be of such organic structure as to make it possible to carry it directly to the young men to be served. It becomes necessary to make some understanding analysis of the individuals to be served and of the environmental circumstances surrounding them.

Returning Veterans

If such an analysis were to be made of the group of returning veterans, it would appear that there would be at least 11 more or less well developed characterizing statements included in any valid description of the members of this group.

1. The returning soldiers will come back to their rural and farm communities after having lost from one to perhaps five years of time occupationally. The span of time over which persons are normally engaged in agriculture is shortened by that much for the returning veterans and, as a result and being conscious of the lost time, they may exert a tremendous driving pressure in the initial stages of this period to overcome it.

2. Depending upon the length and intensity of their war experience, these veterans may have forgotten much of the information they once possessed with respect to agriculture and farming, and as a consequence may find it extremely difficult to recall it effectually.

3. While they have been away, much new science and many new practices will have been developed, particularly as they relate to (a) governmental programs of both an educational and agricultural nature, (b) technical knowledge on farming problems, and (c) mechanical skills and work simplification processes leading to greater labor efficiency. "Time studies," as an illustration, is a phrase new to their thinking.

4. These young persons have proved their right to be designated as young men and, in many instances, will have ma-

experiences. If we were ever prone to refer to them as "boys," such a designation most certainly will be inappropriate for the group as it will be composed.

5. Many of the returning veterans will bring back with them physical handicaps which they did not have when they went away.

6. They will return to the rural villages and quiet farm living after having been an important part in a movement, world-wide and aggressive. They will "have been places" and "have seen things" and, in many instances, will have become considerably sophisticated with respect to the meeting of the new and unusual. Because they have been so close to reality they are likely to be impatient of things superficial. Play-acting as an educational process will find small tolerance in their thinking.

7. Without doubt many of these returning veterans will possess some new and unusual social attitudes particularly towards (a) the young men who remained at home to work in industry and on farms even tho they were closely identified with essential occupations, and (b) adult managed institutions, particularly those which they think should have made a contribution to the prevention of the war itself.

8. An increasingly large number will have developed some new mechanical skills and will have become particularly adept in the handling of tools and equipment. Others will have developed managerial and business abilities in fields other than agriculture, or even closely related to agriculture, out of which they have gained much satisfaction.

9. In individual instances, these young men will possess War Bonds and cash money saved from their pay or accumulated from civilian enterprises engaged in previous to the war.

10. Next to getting a job, and for some even of more importance, will be their interest and concern in marriage and the establishment of a home.

11. They will be accorded a well earned veterans' preference that will stand them in good stead in many instances as they attempt to gain entrance to and make progress in an agricultural occupation.

Non-Service Young Men

A similar analysis, made of the personal and environmental circumstances surrounding the out-of-school young men who are not former servicemen, would reveal them as characterized more or less by the following:

1. They will not be and may not become members of a veterans' organization. This will effect them in proportion to the dominance of the role such organizations will play in the economic and social phases of life in the rural community where they reside. It is likely to be a much stronger factor in the situation at the end of this war than at the end of World War I due to the fact that veterans' organizations will now be made up

World War and of young veterans from the second conflict. The age spread of the membership of these organizations will be representative of the adults living in the communities ranging in age from 18 to well above 50 years.

2. A large number of the young men who have continued to farm during the war period will have been able to keep up with or remain abreast of the technological developments in agriculture during this period. This may become for them no mean asset as they attempt to adjust themselves to the new conditions imposed upon farming in the postwar era.

3. In certain instances these young farmers will have been able to build up their economic assets in cash and in kind, which will enable them to solve, at least in its initial stages of development, certain of their production problems in which expanded capital and credit reserves will be vital.

4. Due to favorable prices in farming during the war, many young men will have been stimulated to purchase land at increasingly high prices. When price levels decline they may find it extremely difficult to meet their obligations. A certain proportion of these young farmers will find that they own too small an equity in the capital investment to be able to survive a period where both volume of production needed and price levels are on the decline.

5. Young farmers who have continued to farm during the emergency have been faced with an increasing competition for ownership of farm land by "investors" trying to find a safe place for war profits. If such competition continues for any length of time after the war, it will become extremely difficult to purchase farm land with the expectation that it will yield a reasonable return on the investment that had to be made for it.

6. Many young farmers, patriotically doing their best to meet the demands of their government for more essential food crops, will have plowed back into their farming business all of their earnings and will find, at the end of the war period, that they are carrying such heavy capital investment in machinery and equipment as to make it necessary for them to continue to operate in volume much as they operated during the emergency. This may cause them to drive hard bargains for farming opportunities.

Many of the above characteristics, varying in degree, will hold true for young men returning to the farms from the industrial areas after the war and for boys leaving school for farming occupations.

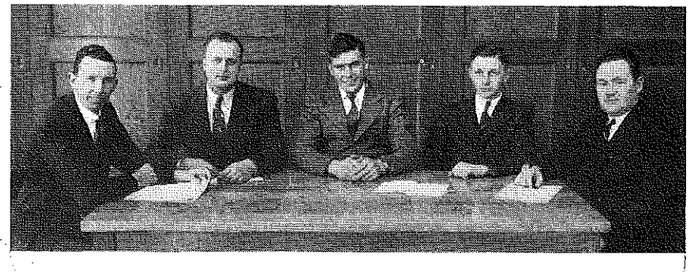
Teachings of World War I

One further analysis most certainly should be made before too comprehensive an undertaking in farmer education for out-of-school young men in the postwar period is undertaken. Historically, we know that there were certain definite trends with respect to the happings and conditions characteristic of farming in the period immediately following World War I. What these were and how they affected young men attempting to get into farming as a life's work should be thoroly understood by those who now would teach young men to solve problems of establishment in farming in the coming postwar period. To what extent these same situations will prevail in the period ahead no one may be able to say, but certainly nothing is to be lost by the acquiring of some understanding of what happened in the previous period. The land boom and all it came to mean to farming, the kaleidoscopic shifting in the prices of farm products, the increase in taxes that had to be borne by the land, the rapid development of new technological truths, the development of nationwide public works programs, the growth of educational programs in rural communities and their effect upon farming, all need to be given serious and careful consideration as we attempt to lay out a sound program of education for these young men.

As an illustration, many of us here today know of numerous cases where the individual young man at the close of the last war, taking precipitate action, would have been saved immeasurable grief and loss could he have gained a glimmer of understanding of what might happen. One does not need, necessarily, to attempt to bring a spirit of ultra conservatism into the minds of these young farmers, but most certainly one should attempt to develop in them abilities of comprehension, understanding, and evaluation that will, in part, protect them against the making of extreme errors in judgment and practice. In order to make intelligent, satisfactory progress in becoming established in his occupation, the farmer must have faith and courage, but he should not be blind or foolhardy.

Finally, we shall of necessity return to a third fundamental with respect to the development of education and training programs for out-of-school young men desiring to become established in a farming occupation. I want to reiterate my faith in the belief that, whatever educational programs are devised, they shall of necessity be organized and conducted as a continuing educational service, lasting thruout the productive life span of the individuals they are attempting to serve. The educational program must begin with these young men where of their lives as long as they are willing and anxious to have it so. Our responsibility is to see that the educational program shall be of such quality and character as to make it invaluable to them as long as they live.

All Y.F.A. Officers American Farmers



Officers of the Canal Winchester Ohio Young Farmers Association: left to right, Virgil Harrison, President, American Farmer '38; John McLaughlin, Vice-President, A. F. '41; John Dietz, Secretary-Treasurer, A. F. '42; Neil Schirm, Reporter, A. F. '42; Ralph E. Bender, Adviser. Oh, yes, he is an American Farmer, too, class of '31. This Y.F.A. has 30 young farmers enrolled of whom 24 are former students of vocational agriculture and 13 are State Farmers. The farming programs of these young farmers, all in partnership with their fathers, include 1,023 acres of land, 50 dairy cattle, 149 beef cattle, 385 hogs, 274 sheep, and 515 chickens. The young men's present worth approximates $49,700. Individual achievements include: Virgil Harrison, President of the F.F.A., Vice-President of the State F.F.A., winner of the State F.F.A. and Regional Public Speaking Contest; John McLaughlin, President of the F.F.A., President of first place Chapter Procedure Team, won scholarship to Ohio State University, produced 10 tons of pork from 10 litters, produced 17 ton litters; John Dietz, Reporter of F.F.A., State winner, Overseer of Grange, Assistant Superintendent of Sunday School, Treasurer of Community Club; Neil Schirm, Treasurer of F.F.A., won scholarship to Ohio State University, President of Community Club.

Shall There Be a State Y.F.A.?

Not so much in wartime as in the years following, the editor proposes the problem "Do we need a state organization of young farmer associations?" Local associations of young farmers have been in existence in Ohio since 1922. Their growth has been more or less steady, reaching a high of 193 associations in 1939. Altho their programs of work have varied widely, the existence of the organizations has been justified by their accomplishments. Some other states may have had even better results. In many states, however, the first association has not yet been formed. In those states it is, of course, too early to think about a state association. It is too early in any state unless such an organization can be justified by objectives and goals which are deemed sound in terms of their contribution to the lives of the members. Are there such objectives? Can a state organization be justified?

The editor has no desire other than to discover the truth insofar as members and advisers can produce it. A contribution from a state president of a Y. F. A. would be most welcome. Also, a carefully thought out contribution opposing such an organization would likewise receive consideration. Will some young farmer or teacher write on either side of the question?

Trade increases the wealth and glory of a country, but its real strength and stamina are to be looked for among the cultivators of the land.

Farm Mechanics

R. W. CLINE

Improving Farm Mechanics Instruction Thru Teacher Clinics

R. W. CLINE, Teacher Education,
University of Arizona, Tucson, Arizona

R. W. Cline

AMONG the new developments in agricultural education growing out of war programs, none are more striking nor far reaching than those occurring in the field of farm mechanics. I have reference to such changes as shifting emphasis in types of work, expanded equipment and facilities, increased number of people served, and extensive use of skilled tradesmen as instructors.

Greater Need for Efficient Instructors

Greatly enlarged programs, especially in farm machinery repair and maintenance, are demanding competent instructors. A few studies and general observations indicate that the special mechanics teachers as a whole have been the most successful group of instructors in the Food Production War Training Program. With few exceptions these men possess the first requirements of successful shop instructors, namely, proven ability to do the job according to accepted standards.

In addition to this ability, the efficient instructor must also be able to make job analyses or breakdowns, conduct successful demonstrations, and supervise and check the practice of learners on the job.

In planning a program to improve the shop instruction of both special teachers and regular instructors in agriculture in Arizona last year, we started with a three-day clinic, dealing mainly with the problem that seemed to be the weakest link in the shop program, use of the demonstration in teaching.

Clinic Objectives

The term *clinic* is defined as: "Instruction of a class by treatment of patients in the presence of pupils." Educationally speaking, all members of the group were "patients" in that they had experienced difficulties with some phase of their instruction, and all were pupils as shown by an intense desire to improve their teaching procedures.

The primary objective of the clinic was to improve teacher technique in using the demonstration. Contributory objectives included: improvement of shop organization and management, supervision of students in the shop, more extensive use of visual aids, closer working relationships between special teachers and teachers of agriculture, and observation of good practices as shown in the demonstrations.

The Program

Three types of activities were included in the program. First, observation of farm mechanics classes at the University Farm Shop and in a nearby center. These observations were followed by discussions on general teaching procedures and shop management. Second, a study and evaluation of motion and still films available to teachers. The third and main part of the program was devoted to demonstrations by teachers with group evaluation and discussion following each performance.

Since each demonstrator's performance was subjected to a critical evaluation by the entire group, teachers selected jobs in which they were very proficient. The local supervisor of the special teacher, the teacher of agriculture, and University staff members assisted in analyzing jobs and making special preparation for the demonstrations. Every effort was made to see that each teacher had the necessary equipment and facilities for his job. The demonstrations were limited to the 14 special teachers present. Twelve teachers of vocational agriculture took part in all other activities.

The first session on this phase of the program was devoted to developing an appreciation of the values and characteristics of the demonstration in teaching farm mechanics. Three types of presentations were included in this unit. First, a discussion of the values and limitations of the demonstration with presentation of a check list of essentials of a good demonstration. The following list was explained and copies given to all members of the group to be used in evaluating individual demonstrations later:

The second step in setting a pattern for the demonstration was the use of a sound film, *Giving a Shop Demonstration.*

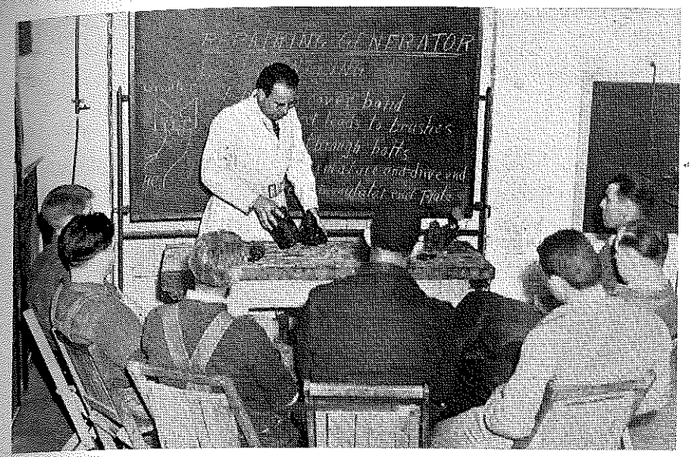
Group discussion of the film following the showing emphasized the fact that it was a splendid illustration of the essential steps of a demonstration. The third and final item in preparation for demonstrations by the teachers was an explanation and demonstration of the J. I. T. (Job Instructor Training) procedure as it applies to the teaching of farm mechanics. This presentation was made by Russell Talbot, Assistant State Supervisor of Trade and Industrial Education.

Check Sheet of Criteria for Evaluating a Demonstration*

Job.....Instructor.....Evaluated by.....

	Good	Fair	Poor
1. Is the problem a real job in its natural setting?			
2. Does the demonstrator have the steps of procedure well in mind?			
3. Is the demonstrator skilled in the required techniques?			
4. Does he have the correct kind of tools?			
5. Are materials conveniently located?			
6. Is each step explained as the demonstration proceeds, giving the "why" of the procedure used?			
(a) Does he speak slowly and clearly?____			
(b) Does the instructor ask *why not* do this step this (different) way?____			
(c) Does he ask for the meanings of new words used?____			
(d) Does he ask questions of judgment within the experiences of the class?____			
(e) Does he ask for a recognition of the steps requiring special precaution?____			
(f) Does he ask for a description of the ideal?____			
(g) Are questions asked that will stimulate thinking towards improvement or progress?____			
7. Are observers seated so they are able to see and hear? (Seated in a semi-circle about the demonstrator, if possible)			
8. Does he stay on the subject or job? (He should not stray from the problems to a lecture when the demonstration is finished.)			
9. Is he correctly dressed for the job?			
10. Is the job one that the learner is physically able to do?			
11. Are learners given some understanding of the job before demonstration begins?			
12. Are students given an opportunity to ask questions after the demonstration?			
13. Does instructor maintain acceptable standards in doing the job?			
14. Does instructor use visual aids in the demonstration?			

A Good Demonstration



This teaching activity shows many essentials of a good demonstration. The tilting, movable, blackboard contains a projection screen and space for charts on the other side

Learning by Doing

The actual demonstrations by teachers proved to be the highlight of the program. By use of the check list the group observed closely each move of the demonstrator, and was ready with thoro but considered criticism at the end of each performance. Evaluation discussions on the jobs were led by J. R. Cullison of the Departments of Agricultural Education and Agricultural Engineering in the University. From these analyses by the group and the wide variety of techniques used on the various jobs, the observers developed a keen sense of values on all phases of the demonstration. At first some of the special teachers were reluctant to face the array of critics, but all soon caught the spirit of mutual assistance that permeated the entire program, and sustained alert participation thruout the sessions.

The following is a list of some jobs included in the demonstrations:

1. Testing and Repairing Electric Generator
2. Fitting Piston Rings
3. Hard-facing a Plowshare
4. Checking and Timing a Magneto
5. Welding Cracked Motor Heads
6. Sharpening and Repointing Plowshares
7. Greasing and Adjusting Front Wheels
8. Operating a Homemade "Tumble Bug"

Conclusions

The following observations are listed as an aid to evaluation and further improvement of training clinics:

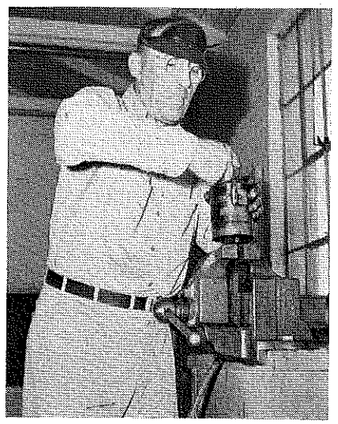
1. Members of the group showed intense interest in all phases of the program, and were very receptive to constructive criticism of their activities.

2. There was evidence that the program developed appreciation among the members for improved shop organization and management.

3. The special teachers set high standards for shop work by the quality of their own workmanship thruout the demonstrations. This phase of the clinic was of special interest to teachers of agriculture.

4. The program offered opportunity to learn improved techniques, (such as welding a cracked motor head), on a number of timely shop jobs. This item was high on the list of values derived from the program.

Clinic Demonstration



A typical demonstration during the clinic. Notice that the instructor stands back of the vise with arm held high, giving a splendid view of his operations

5. By the end of the program, the group as a whole showed considerable efficiency in picking the strong and the weak points in a demonstration.

6. The program developed a broader understanding of the objectives of farm mechanics instruction and the responsibilities of supervisors, teacher-trainers, teachers of agriculture, and special teachers in the work.

7. Teacher interest in further professional improvement and demand for district in-service training clinics developed from the work.

8. Altho the special teachers were highly skilled in their work, they experienced much difficulty in analyzing their jobs, organizing them into appropriate teaching units, and presenting them effectively to the group. There is need for much additional work on this problem with groups and individual teachers; also, intensive assistance and follow-up by the local teacher of agriculture.

9. The techniques or practices used in the demonstrations aroused so much interest that there was a tendency for the discussions to stray from the problems of teaching procedure to those of doing the job. This was to be expected, since the teachers as tradesmen were interested in any new means by which the scope or quality of their skills could be extended. This situation could be somewhat alleviated by group discussion, and possibly some demonstration, to arrive at a common understanding on practices before beginning the activities dealing primarily with teaching procedures. In some situations, depending upon the needs of the group, it would be desirable to arrange a series of demonstrations with emphasis on job techniques rather then teaching procedures.

Book Review

Introductory Animal Husbandry, by Arthur L. Anderson, published by the Macmillan Company, New York, 777 pp., illustrated, list price $4.00. The book is designed to acquaint the student with the fundamental problems and essential general concepts of livestock production in the United States. While designed primarily for use as a text for college students, the subject matter is presented in a manner to be useful in the teaching of vocational agriculture. The book consists of four parts and 45 chapters. Each part is devoted to one kind of livestock, and includes chapters or parts of chapters dealing with types, markets, market classifications, prices, feeding, management, and breeding. Rather specialized chapters in each part cover the processing and distribution of the animal products or other special considerations, such as wool of sheep, milk secretion of dairy cows, etc. In organizing the subject matter the author followed a pattern of presenting each kind of livestock with its place in farming and ranching and then followed with market requirements, marketing methods, processing, and merchandising, closing with feeding, management, and breeding. The subject of breeds is not within the scope of the text, and the material on feeding and breeding is quite general. Illustrations are adequate and of excellent quality. This introductory text should prove of special value to students and teachers of vocational agriculture in all sections of the United States where there is an interest in livestock in agriculture. APD.

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Studies and Investigations

E. B. KNIGHT

High-School Boys as Emergency Farm Labor

E. B. KNIGHT, Teacher Education, University of Tennessee

E. B. Knight

As IN numerous other industrial regions, the manpower demands of our armed forces and manufacturing plants early in 1943 created a scarcity of farm workers in the area surrounding Knoxville, Tennessee. The seriousness of the situation brought a request from the City Superintendent of Schools for a conference with representatives of the College of Agriculture at the University of Tennessee. Particularly was this group concerned with the possibilities of the utilization of city high-school boys as emergency laborers on nearby farms.

Foremost among the questions raised in the preliminary conference were items regarding: (1) the actual need for extra help; (2) farmers willingness to use city boys (and rural ones also); (3) the types of farm work such hands would be expected to do; (4) the months this emergency help would be needed; (5) the wages these hands might be paid, and (6) the possibilities of providing preemployment training for inexperienced hands. Finally, the Department of Agricultural Education was asked to obtain factual data upon which further exploration of the project might be based.

Letters were immediately sent to 12 teachers of vocational agriculture and their respective principals requesting co-operation in the undertaking. These schools were located in rural communities in a six-county area surrounding Knoxville. Co-operation was immediately forthcoming, suitable dates set, and each school visited by a member of the staff in Agricultural Education. A brief talk was given to the rural students during which the matter was explained and their aid asked in the distribution of prepared forms to neighboring farmers. Emphasis was placed on the return of completed blanks from farmers who would need extra help during the current crop season.

Farmer Demands

Two hundred ninety-five usable survey forms were tabulated in this rapid sampling of the area. Forty-three percent of the responding farmers expected to use 298 extra hands in the course of the year, and 47 percent of these hands were reported as being unobtainable locally. Nine-tenths of the farmers requiring additional help stated they were willing to employ local high-school boys. August, ers were most needed. Over half (55 percent) of the farmers planning to use extra labor stated they would be glad to hire city high-school boys who had been given a limited amount of preliminary training in farm activities. Incidently, farmers wanting additional help operated 30 acres more on an average than did all farmers replying to the questionnaire. They cropped 25 percent more land and, in a large majority of instances, were engaged in general farming.

The survey blank contained a question asking the kinds of work these extra hands would be expected to do. Eighty-five farmers mentioned haymaking jobs, 52 named tasks connected with corn production, 41 listed small grain harvesting activities, and 25 indicated aspects of tobacco growing. Another item inquired into the nature of the job training city boys should receive prior to commencing farm work. In general farmer replies stressed haymaking, corn cultivating, working teams, tobacco growing, and grain harvesting.

City Boy Qualifications

On this background, city boys attending four Knoxville senior and junior high schools were given an opportunity to declare their interest in emergency summer work on nearby farms. One hundred seventy-seven youths responded to the questionnaire. Their median age was 14.0 years with 161 boys coming from grades seven to 10 inclusive. A considerable majority gave "to help with the war effort" as their principal reason for desiring farm employment while others expressed a wish to earn money, to gain experience, and to build health. One hundred thirty desired employment all summer, 121 hoped to live where they worked, and 147 stated they would be willing to work a few days for experience alone, then for pay. Field and crop activities, livestock operations, and gardening constituted the principal areas of their previous farm experience.

Approximately two-fifths of this student group had lived on a farm during the past six years while two-thirds actually had worked on farms in the last three-year period. Interestingly enough, one or both parents of 80 percent of these boys were farm reared.

Questions designed to produce information pertaining to the youths' abilities in skills associated with farming brought forth many helpful data. For example, 105 boys could drive passenger automobiles, 57 trucks, and 44 tractors. One hundred forty-six possessed gardening skills, 128 had fed cattle, 106 had driven a team, 94 could milk a cow, 89 had helped in harvesting hay, 82 had cultivated corn, and 65 had harnessed horses.

A Teacher of Agriculture Helps Solve the Farm Labor Problem

F. W. LATHROP, Research Specialist, U. S. Office of Education

F. W. Lathrop

On SEPTEMber 30, 1943 I visited Ortonville, Minnesota in company with Dr. Fred Frutchey of the Extension Service, U. S. Department of Agriculture, Mr. Arthur Storm, Director, Farm Worker Training, Minneapolis, Minnesota, and C. E. Bublitz, State Director Victory Farm Volunteer Placement, State of Minnesota. We obtained information from the teacher of agriculture, the superintendent of schools, the county agent, the youth employed in Big Stone County, and the farmers who employed them, about the youth farm labor program which has been conducted at Ortonville for two years.

This article is a summary of what we found. Mr. Hoberg has demonstrated how an important war service can be performed by a teacher of vocational agriculture.

The Background of the Project. The program in Big Stone County began early in 1942. Mr. R. H. Hoberg, teacher of vocational agriculture at Ortonville, proposed for the approval of Mr. Leslie W. Brown, Superintendent of Schools at Ortonville, a plan for training and placing town boys on farms. The 1943 program in Big Stone County is based on a similar successful program in 1942. The Extension Service has co-operated from the beginning.

The farm youth of Big Stone County have been drawn upon freely by the armed forces and by industry during the

(Continued on following page)

non-farm work each boy had done, the nature of his current summer plans if not farm-employed, and his past membership on athletic teams.

Once tabulated, the completed forms were returned to the co-operating teachers of vocational agriculture. Several of these men found the data of considerable value in meeting local calls for emergency labor. The summarized results of the survey were carefully scrutinized by the Curriculum Committee of the College of Agriculture and plans formulated for a training program to be conducted jointly by the College and the Knoxville City Schools. Later, a number of boys received some preliminary training on the

past few years. The fact that war industries are not near Big Stone County did not prevent youth from going into industry. A little transient labor has come from Kansas and Nebraska and some Mexican labor for corn picking. On many farms visited (10 out of 19), the *town* boys were the only farm laborers found in addition to the operators.

General farming is the rule in Big Stone County. Most important kinds of livestock are beef and dairy cattle, hogs, sheep, and poultry. Most important crops are corn, oats, wheat, barley, and flax. The farms range from 160 to 700 acres.

The county farm labor committee is quite large. The county extension service, the U. S. Employment Service, the American Legion, the Agricultural Adjustment Administration, the Farm Security Administration, the Farmers Union, the public schools, businessmen, and farmers were represented.

State extension and education offices have been active and helpful.

The survey of need was made by Mr. Hoberg. He attended farmers meetings and talked with individual farmers. His conclusion was that he could place about 50 boys on farms.

A general school meeting was held. Mr. Hoberg talked with teachers. Also F.F.A. boys helped in recruiting prospective workers who would receive training.

The training began January 1. Twenty-five meetings were held; usually a farmer came in to talk with the boys. Placements were made early; many of the boys worked out on farms over week ends. About half the boys rode the school bus, going out to do night and morning chores and returning to school each day. Some of the boys were placed with relatives.

Forty-eight boys were placed; only one of these failed to make good. Each employment situation was visited about three times during the summer.

Observations on the Big Stone County Program

Training. The training was managed by the vocational teacher at Ortonville High School. Several features stand out. The course started January 1, very early; local farmers came before the class, they talked about their special interests and explained the kinds of work a town boy would be expected to do on their farms; the boys obtained part of their training by going out to farms over the week ends; the good attendance at these meetings was maintained thru the course. One feature which was not indicated in the course outline was a presentation by farm women of farm family life and how a town boy should adjust himself to farm family life.

Farm Experience. The 19 boys who were interviewed, indicated the farm jobs they did during the 1943 season. These boys averaged 35 different farm jobs during the season, ranging from six to 47 different jobs. This means that this group had an unusually wide experience. It is of interest that 17 of the boys drove tractors and 13 handled teams of horses.

The jobs done by most workers are in the hay, small grain, corn, potato, dairy, poultry, and horse enterprises. Many did farm mechanics and miscellaneous jobs.

Table 1. Different Farm Jobs* Performed by 19 Victory Farm Volunteers and the Number of Boys Performing Each Job

Type of Job	No. of Boys Performing
Hay:	
Load	11
Mow away	13
Mow, machine	9
Pitch on	11
Pitch off	8
Rake, horse	12
Unload with hay fork	10
Unload with slings	5
Small grains and corn:	
Cultivate corn	13
Silo filling	5
Harrow	6
Shock grain	10
Plow	12
Haul bundles	9
Drive tractor & binder	3
Spike pitch	6
Potatoes:	
Cultivate	9
Cut seed	5
Plant	9
Spray	5
Dig	4
Dairy:	
Bring in cows	13
Clean barns	16
Clean utensils	8
Feed calves	16
Feed cows	14
Load and spread manure	15
Milk, hand	14
Milk, machine	4
Run separator	12
Poultry:	
Clean house	11
Feed	11
Kill and dress	9
Treat for lice and mites	6
Beef cattle, sheep, swine:	
Feed cattle, pigs	12
Horses:	
Clean horse stable	12
Drive horses	13
Feed and water	11
Harness and unharness horses	12
Farm mechanics:	
Operate tractor	17
Sharpen tools	5
Other farm jobs:	
Carpentry jobs (partitions, doors, fix bins, hog house)	12
Fence building or repair	13
Painting	7
Repair of machinery	11
Service machinery	16
Household work:	
Assist in	
Bring in wood	11
Care of children	3
Dishwashing	5
Laundry duties	2
Making beds	4
Meal preparation	4
Setting table	3

Several jobs ordinarily done only by highly experienced farm hands were done by these workers.

Household Work. The household work shown in the table is significant because even the small amount reported is more than was found in other counties studied. We do not expect to find very much household work done by male farm workers. On the other hand, it is important that town and city boys living in a farm family make themselves co-operative and useful in the home. A Victory Farm Volunteer to the farmer is at least a partial solution to his farm labor problem. To the farm homemaker, he is ordinarily one more person to feed and make comfortable. We must expect the farm woman to consider him as a liability especially if, before the war, the hired man usually lived in a tenant house. We have not ordinarily considered the homemaker's angle. We have realized that the *farmer* should recognize what is involved in employing inexperienced farm labor. To insure successful placements on many farms we must also give consideration to the *farm homemaker.*

Chore Boys. The practice of employing boys to do evening and morning chores during school terms is a feature not found in any other county program studied up to this time.

This phase of the plan cannot be extended beyond the patronage area of the school because the school bus is essential to its practical operation. It is most useful in communities having large numbers of dairy animals or other livestock. Further study should be made of the effect of the "chore boy" scheme on school work, extra curricular activities, adjustments in the farm home, relation to training program, attitude of parents, and the like. It is strange that this scheme has not been tried in other communities. It is a real labor contribution on livestock farms.

Age of Workers. There is no general agreement on the minimum age of "live-in" workers. The median age of the 19 Ortonville boys is 15. One boy is 13 and six others are 14 years old. It appears that a well grown 14 year old makes a satisfactory "live-in." The fact that they are within easy reach of their homes at all times may be a factor in the success of younger workers.

Supervision and Placement. The teacher of agriculture at Ortonville was responsible for the training and also did much of the follow-up, visiting employer-worker situations. These visits were made in connection with his other visits in the regular line of duty. There is an advantage in having the person who is responsible for the training participate in the follow-up. Because of his knowledge of the trainees, the person who trains is in a position to participate in the placement as Mr. Hoberg did.

Relationships. The plan for training workers at Ortonville in 1942 was looked upon as an experiment. Mr. L. W. Brown, the superintendent of schools, was at first doubtful about its value but soon became convinced and has given the training program his full support. Working closely with school authorities and gaining their support is a cornerstone in any youth farm-labor program.

Another cornerstone is a good working relationship with the county extension

Future Farmers of America

A. W. TENNEY

A State Contest in Chapter Procedure

D. B. ROBINSON, Teacher, Kenton, Ohio

D. B. Robinson

THE Contest in Chapter Procedure is an outgrowth of a desire to develop within the membership of Future Farmer Chapters in Ohio the ability to preside over business meetings. This desire has been expressed in the objective of having every Future Farmer attain the ability of a presiding officer in ordinary business affairs by the time he graduates from high school. The development of different abilities was first encouraged by contests in parliamentary procedure in which each member of the contesting teams presided in the demonstration of one or more abilities. This type of activity led into a state contest among winning teams from the several districts of the state. It seemed desirable to add to the display of parliamentary abilities the presentation of the opening and closing ceremony as a means of insuring better memorization and recital of that ritual. The opening and closing ceremony combined with the business session constitutes the normal procedure in a chapter's regular meetings. Hence, the contest has become A Contest in Chapter Procedure. The basic objective, however, remains the same; namely, the *development* of the *abilities* of the *presiding* officer in *ordinary business transactions* in *every Future Farmer* rather than the development of a few members to meet involved parliamentary situations rarely met in life.

This revision of the rules of the Ohio Contest in Chapter Procedure was compiled by a committee of teachers who had extensive, successful experience in training chapter procedure teams during the six or seven years of the project's development. Mr. Robinson was chairman.

The development of this contest and the rules governing it are given as a starting point for critical consideration of the desirability of such a contest and, if it is held, of its objectives and finally its procedure. Differences of opinion must be expected if the best chapter contest is to be evolved. Your experiences and your opinions are requested.

RULES

1. The contest shall consist of a special meeting which shall include the presentation of the opening ceremony, a business session in which at least six different parliamentary abilities are displayed, the reading of the minutes of the contest session as recorded during the session by the secretary, and the closing ceremony. Reading the minutes of the previous meeting shall not be included.

Comment: The display of six parliamentary abilities is assumed to be a fair test of a team and economizes on time that would be needed if all abilities were demonstrated.

2. A team shall consist of not less than six nor more than 10 F.F.A. members.
   a. The F.F.A. members who fill the major offices during the contest need not necessarily be the members elected to those offices for the current year.
   b. A member shall act as adviser during the opening and closing ceremony.

3. Each team shall use not more than 20 minutes for its demonstration. Two points shall be deducted for each minute used over 20 minutes.

4. The order of appearance of the teams in the contest shall be determined by lot.

5. At least three members of each team must preside during the demonstration, each presiding member demonstrating at least one parliamentary ability. The presiding members, other than the president, may be designated as vice-presidents or chairmen.

This requirement insures performance by more than the president who doubtless was elected for his superior ability as a presiding officer.

6. A disinterested person shall supply three items of business to each judge and each demonstrating team 20 minutes before the team appears on the program. These items shall include (a) unfinished business, (b) a committee report, (c) new business. Each demonstrating team shall provide the additional items of business.

The purpose of this rule is to provide unfamiliar business for each team and thus prevent members memorizing the particular items of business which each presiding officer is to dispose of. A team, upon receiving its items of business, may withdraw for a conference in which the items of business will, no doubt, be assigned to specific members for presentation.

7. After the presentation of any item of business by the team demonstrating, representatives, known as a "quizzers," one from each competing team, may (a) second motions or amendments, (b) present amendments, (c) discuss motions or amendments, and (b) check errors in parliamentary procedure. No representative of five teams are participating, the number of quizzers shall be limited to four determined by a regular sequence which shall be agreed upon by the advisers prior to the opening of the contest. The quizzers shall not deliberately use time in order to cause the demonstrating team to overrun the 20 minute limit.

Quizzers are provided to insure interruptions and errors in the business procedure of a demonstrating team and thus test its members' ability to recognize and dispose of irregularities in performance. The chairman and the judges, however, should consider the performance of the quizzers from the standpoint of intentionally delaying the contest by unnecessarily long remarks or otherwise conducting themselves to the deteriment of the intended objectives of the provision for quizzers and of the contest as a whole.

8. All quizzers shall be seated together during a demonstration, each displaying a placard bearing the name of his school. Placards should be furnished by the host school. If a quizzer is not known by name, the president may recognize him by his school, e.g; Mr. Chicago.

9. Not more than two amendments or one amendment to an amendment may by made to any motion. The president need not permit more than three discussions on any motion or amendment unless he so chooses. No discussion shall exceed one-half minute in length.

These provisions are to conserve time and yet provide for the needs of ordinary business.

10. The Committee Report mentioned in Rule 6 must be read. The reading of any other committee reports shall be optional.

11. Voting and participation in the opening and closing ceremony shall be limited to the members of the demonstrating team, except that the quizzers shall rise with the demonstrating team and participate in the salute to the flag.

Any intentional improper conduct by quizzers shall be counted a demerit by the judges.

12. A disinterested chairman shall preside during each demonstration directing the contest to its desired objective. He shall restrain extreme interference with any demonstration and may interrupt the contest to confer with the judges relative to any questionable situation or procedure.

13. The minutes of the secretary shall cover the procedure of the entire demonstration and shall be read by him prior to the closing ceremony. The minutes shall be judged for their completeness as read, not on the basis of penmanship or sentence structure as written, since the secretary will have no time to correct his hurriedly made record. As a team takes the floor, the chairman shall supply the secretary with paper for his use in recording the minutes of the demonstration meeting. These minutes shall be turned over to the judges at the close of the demonstration.

14. Three judges shall rank the contesting teams, unless by unanimous consent of the participating teams, one judge is acceptable. It is recommended that the judges be selected from teachers who have trained chapter procedure teams. The judges may request a timer if they themselves prefer not to serve.

This is a very difficult contest to judge. To detect what is done properly, what errors are made, what errors are detected, and which ones are overlooked calls for judges well informed in the details of correct procedure. Teachers who have recently served as coaches of teams are, therefore, usually superior to laymen as judges.

15. Stewart's "Helps in Mastering Parliamentary Procedure" shall be accepted as the authority in the contest. Points of order or questions raised which are not included in this manual may be ruled out of order by the demonstrating team.

This elementary authority is accepted in keeping with the objectives of the contest. If all members develop the abilities presented therein, the objective of the contest will have been attained.

16. Teachers shall not aid or mingle with the teams while the contest is in session.

17. Contestants shall not be permitted to use notes or parliamentary aids.

18. All contestants shall be expected to display good sportsmanship and exemplary conduct thruout the contest.

A Proposed Score Card for a Chapter Procedure Demonstration

Items for Comparison	*Points*
Opening and closing ceremony: Memorization, impressiveness, poise, voice, manner of flag salute	7
Presiding chairmen: Voice, poise, grammar, sentence structure, expression, accuracy in dispatch of business, and manner of handling quizzers	20
Secretary: Voice, poise, grammar, sentence structure, accuracy in organization, and expression in reading the minutes	8
Other members: Voice, poise, grammar, sentence structure, expression, response, and equal participation in helping with the business	20
Business procedure: Disposal of three required items of business; demonstrate at least six parliamentary abilities; proper method of disposing of business and demonstrating abilities; recognition of violations and errors	35
Quizzer participation: A team thru its quizzers may *earn* up to five points by checking error, by making tests and by their manner of work; quizzers may *lose* up to five points by lack of participation, over participation, and use of improper tactics. Errors made by a quizzer to test a presiding officer shall, of course, not be counted against his team.	10
Time consumed: Two points shall be deducted for each minute over the allotted time	

Minneapolis Training Program

(Continued from page 187)

The following interesting results are found from a study of their *earnings:*

	"A" Trained by us & placed by us		"B" Trained by us but got own farm jobs		"C" Untrained —got own farm jobs	
	Jr. High	Sr. High	Jr. High	Sr. High	Jr. High	Sr. High
Average number of weeks worked	5.8	9.3	7.5	8.6	5.4	7.5
Average rate of pay per month	$31.17	$35.00	$34.27	$35.33	$31.34	$39.04
Average total of summer earnings	$42.56	$84.76	$56.51	$82.02	$43.36	$66.15
Average weekly earnings	$ 7.33	$ 9.08	$ 7.53	$ 9.54	$ 8.02	$ 8.44

Salient features of the above figures are:

The senior-high boys whom we trained and placed worked at a rate per month slightly less than the other two groups did. (Remember, they worked for total strangers.)

The untrained senior-high boys (70 percent of whom worked for relatives and family friends) were paid at a higher rate per month, probably on account of the personal relationship between the boys and their employers.

The senior-high boys whom we trained and placed, because of the fact that they worked for a greater number of weeks, actually earned more during the entire season than either of the other groups did—$84.76 as against $66.13 for the untrained boys.

The senior-high boys trained and placed by us (entirely with strangers) worked on an average of nine weeks and two days.

The senior-high boys whom we trained but who got their own farm jobs (56 percent of whom were employed by relatives or family friends) worked on an average of eight weeks and three days.

However, untrained senior-high boys (70 percent of whom worked for relatives and family friends) stayed on the job for seven weeks and four days, which was the least time of any group of senior-high boys.

Out of the 1280 junior-high boys answering the question in regard to the rate of pay, 365 or 21 percent of them worked for board and room only.

The junior-high boys whom we trained and placed appear to have worked almost two weeks less than the ones we trained and who got their own farm jobs. One explanation of this probably lies in the fact that many of those we placed were sent out to detassel hybrid seed corn and those jobs were of relative short duration. Also 66 percent of all the junior-high boys were in homes of family friends and relatives.

The fact that the boys whom we trained and placed worked at a monthly rate ($31.17) slightly less than those we trained and who got their own farm jobs ($34.37) is also probably related to the fact that those employed at the higher rate were paid more by their family friends and relatives than the same boys could have earned had they been employed by total strangers.

"What Is It That the City Boy Likes to Do in Farm Work?"

A variety of answers was given to this question. Among them the following were selected as being typical and frequent.

WORK WITH HORSES
OPERATE TRACTOR
OPERATE FARM MACHINES
Plant crops
Cultivate crops
Harvest crops
Field work
Make hay
Build fence
Herd cattle

An actual count of the numbers of times that each appeared was not kept. However, *those that are capitalized were distinctly the most frequent.*

"What Is It That the City Boy Dislikes to Do in Farm Work?"

Here again there was a great assortment of dislikes given. Many of the items in this list were included by other boys as being among their "likes," and vice versa.

As one looks over this list, even adults see in it activities which they would probably not "choose to do" but which

PULLING WEEDS AND GARDEN WORK
WORKING INDOORS
TAKING CARE OF CHILDREN
Caring for lawns
Cleaning manure from pens and buildings
Feeding pigs and poultry
Grinding feed (in a dusty, hot building)
Handling hay in mow
Picking rock
Washing dishes and dairy pans
Castrating hogs and sheep

"What Does the City Boy Like About Living With the Farm Family?"

There is what amounts to a book full of human interest stories in the list of answers the boys gave both to this question and to the one following.

TREATED LIKE A MEMBER OF THE FAMILY
GOOD FOOD AND MILK AND LOTS OF IT
Consideration shown in hot weather and with hard work
No swearing and drinking
Cheerfulness and thoughtfulness of the family
Going to church and to town with family
Being taught a lot
Consideration shown when mistakes are made

Book Reviews

A. P. Davidson

Food Enough, by John D. Black, the Jacques Cattell Press, Lancaster, Pennsylvania, 1943, 269 pp., list $2.50. Dr. Black is one of the foremost agricultural economists in the United States. Professor Black was Chief of the Division of Agricultural Economics at the University of Minnesota in 1921, and in 1927 he was appointed to a full professorship at Harvard University. As a member of the Economic Panel of Interim Commission of the United Nations Food Conference, he is eminently qualified to write on such an all embracing subject as "Food Enough." Each of the 21 chapters contained in the book is devoted to some particular phase of the food problem. Some of the chapter headings are: "Food for Our Armed Forces," "Food for War Workers," "Food for Civilians," "Enemy Food Supplies," "Food Prices," "Food Rationing," and "Food After the War." According to Dr. Black, the food producers and food distributors of the United States now have the assignment to produce and distribute every possible pound of human food. There is no chance that too much food will be produced. The farmers are admonished to produce not just for 1943 and 1944, but also for 1945 and 1946. "And after that, if the fighting is over and the first hunger of Europe's population has been allayed, produce so that, if nothing more, forty millions in our own land will not be underfed as in the past." The vocational agricultural teacher is vitally concerned with the total food job, but is so hard pressed and so beset with troubles that he has little time or energy left to get a balanced over-all view of the situation. "Food Enough" will aid him in gaining an overall understanding that puts military, lend-lease, relief, and civilian needs in their proper relationship, that balances food needs against other needs, that co-ordinates production adjustments and consumption adjustments and relates distribution to both, and that fits the various foods into an effective national and United Nations program.

The Meat We Eat, by Zeigler, pp. 376, profusely illustrated, published by The Interstate, list price $2.70. Part I deals with tools and equipment for slaughtering all classes of livestock, and presents the steps in the slaughter of the different classes of livestock. Slaughter of livestock under home-farm conditions is given major emphasis. "Federal and State Meat Inspection," "Preservation, Smoking, and Storing of Meats," "Cold Storage and Refrigerated Food Lockers," and "Curing and Tanning Hides and Pelts" are chapters in addition to those dealing with slaughtering included in Part I. Part II of the text discusses meat as a food, Federal meat grading, and treats by chapters the cutting of the various livestock carcasses. A chapter is devoted to the "Preparation and Use of Sausages," and a chapter is given to the "Preparation and Serving of Meats." "Meat Judging" and "Meat Identification" are topics also given chapter emphasis in Part II. The book is well written, easily read, and practical. It should prove helpful to the vocational agricultural teacher as well as to the farmer and housewife.

Youth is the time to study wisdom; old age is the time to practice it.—Rousseau

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The Minneapolis Program

(Continued from page 197)

All helped each other
Country life—"everything"
Just plain, "swell" people

"What Is It That the City Boy Dislikes About Living With the Farm Family?"

From a great list of "dislikes" expressed by many hundreds of boys studied, the first two among those listed below stand out predominately from the others. The other eight are quite reasonable criticisms that probably could be made of any large group of adults.

LITTLE CHILDREN ALWAYS HANGING AROUND
THE WOMAN WAS TOO CROSS
Nobody to play with and not enough recreation
Lack of modern improvements
Not enough rest, get up too early
Unreasonableness when mistakes are made
Life too dull and hours too long
Slamming and talking about other people

A Teacher of Agriculture Helps Solve Problem

(Continued from page 195)

Clarence Quie, County Agent, and Mr. McDonald, Farm Labor Assistant, are excellent.

We did not talk with parents at Ortonville as we did in Minneapolis.* Possibly the Minneapolis parents were kept in closer touch with the program than the Ortonville parents. Whether this is true or not, the relationships with parents are important and parents should be invited to at least one of the winter and spring meetings.

Living and Working Conditions. The homes of the workers were near the farms where they worked. Some of the youth worked for relatives. Some youth were given week-end tryouts before they were employed. These factors are inherent in a farm-labor program where local non-farm youth are employed and they make for good placement. This placement is responsible in part for the high percentage of youth staying thru the period for which they were employed.

In general, the workers were satisfied with their wages. The younger and smaller boys usually received $25 to $30 per month plus board. Older and larger boys received $50 to $60 per month and board. Some of these older boys had had previous summer experience on farms and for that reason could command higher wages.

*A study of Minneapolis boys placed in Yellow

Laughter

Blest be the hearts whence the funny things flow,
These cute little nothings that tickle us so,
The soft streams of humor like fountain of joy
That go into dark ways like precious alloy.
Life with its hard ways needs the sunshine of wit,
And all the sweet graces, by humor well lit;
So keep the heart young with the joke and the chaff,
For life's charm is lengthened by a good, hearty laugh.

—M. L. Foster-Parker

We Need Your Help

IN THIS issue we introduce a new feature under the heading "Banquet Banter." It consists of a toastmaster's introduction of the guest speaker at a parent and son banquet and the guest speaker's introductory response told in streamlined style. Since the ability to introduce speakers is highly desirable in a toastmaster, it is hoped that the feature may be helpful in the development of toastmasters. Do you like the idea?

If the feature is to be continued, we shall need some good stories, the best you have to submit. Send them direct to the editor.

Banquet Banter

TOASTMASTER: Honored tonight to have as speaker, state supervisor. Many experiences in vocational agriculture and otherwise. Heard recently that he and staff decided to assist war effort by sending blood plasma as a unit. To blood bank. Staff was drained, container labeled at once to prevent thirsty nurse mistaking contents for water. Sent to Gen. Bob Beightler's Ohio Fighters in South Pacific. Awaited results. Finally the 37th returned from action. Plasma used. Our speaker notified and his staff eagerly awaited results. Division finally returned to active duty. Local papers ran special edition and headline "Fighting 37th Retreats 10 Miles." Ladies and gentlemen, I give you our state supervisor.

Supervisor: Ladies and gentlemen, always pleasure to attend banquet. Enjoyed the meal and program to this time. Careful leadership of teacher indicated and thoro planning by committees. Impressed with the toastmaster. Superintendent tells me he has been extremely concerned about success of program. Last Sunday afternoon took family fliver, his best girl, to talk over final details of program. Drove down side road, no traffic, little driving neccssary. Thru accident or design took only one copy of program. Small print as you note. No difference to the T.M. He and Mary used the small copy effectively. Finally were passing farm home where old man going house to barn for evening chores. He stopped and looked at the sight. T. M. was peeved. Called out, "Well, rubber, will you?" Old man replied, "Why don't you rub her yourself. You have your arm

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ds—T. L. Faulkner, Auburn
t—S. L. Chestnutt, Auburn
t—G. T. Sargent, Auburn
rt—R. W. Montgomery, Auburn
ct—E. A. Grant, Tuskegee Institute
ct—Arthur Floyd, Tuskegee Institute

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s—L. D. Klemmedson, Phoenix
t—R. W. Cline, Tucson
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s—C. R. Wilkey, Little Rock
as—S. D. Mitchell, Little Rock
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rs—B. R. Denbigh, Los Angeles
rs—Howard F. Chappell, Sacramento
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rs—Weir Fetters, San Luis Obispo
rs—Harold O. Wilson, Los Angeles
ts—Wesley P. Smith, San Luis Obispo
rs—H. H. Burlingham, Chico
t—S. S. Sutherland, Davis
sms—Geo. P. Couper, San Luis Obispo
sms—J. I. Thompson, San Luis Obispo

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s—A. R. Bunger, Acting, Denver
t—G. A. Schmidt, Fort Collins

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s—R. L. Hahn, Hartford
t—C. B. Gentry, Storrs

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s—P. M. Hodgson, Dover

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t—E. W. Garris, Gainesville
it—W. T. Loften, Gainesville
t—J. D. Smith
ct—L. A. Marshall, Tallahassee
ct—G. W. Conoly, Tallahassee

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ds—C. M. Reed, Carrollton
ds—J. N. Baker, Swainsboro
ds—J. H. Mitchell, Athens
cs—Alva Tabor, Fort Valley
t—John T. Wheeler, Athens
t—O. C. Aderhold, Athens
sms—A. O. Duncan, Athens
t—R. H. Tolbert, Athens
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s—W. H. Coulter, Honolulu, T. H.
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s—Stanley S. Richardson, Boise
s—Elmer D. Belnap, Idaho Falls
t—H. E. Lattig, Moscow
t—H. A. Winner, Moscow
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t—D. W. Skelton, State College
sma—H. O. West, State College
it—V. P. Winstead, State College
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ds—Joe Duck, Springfield
ds—L. H. LaRue, Lexington
ds—C. V. Roderick, Jefferson City
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t—G. J. Dippold, Columbia

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s—A. W. Johnson, Bozeman
s—H. E. Rodeberg, Bozeman

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s—L. D. Clements, Lincoln
s—H. W. Deems, Lincoln
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rt—Ray Fife, Columbus

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t—Chris White, Stillwater
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