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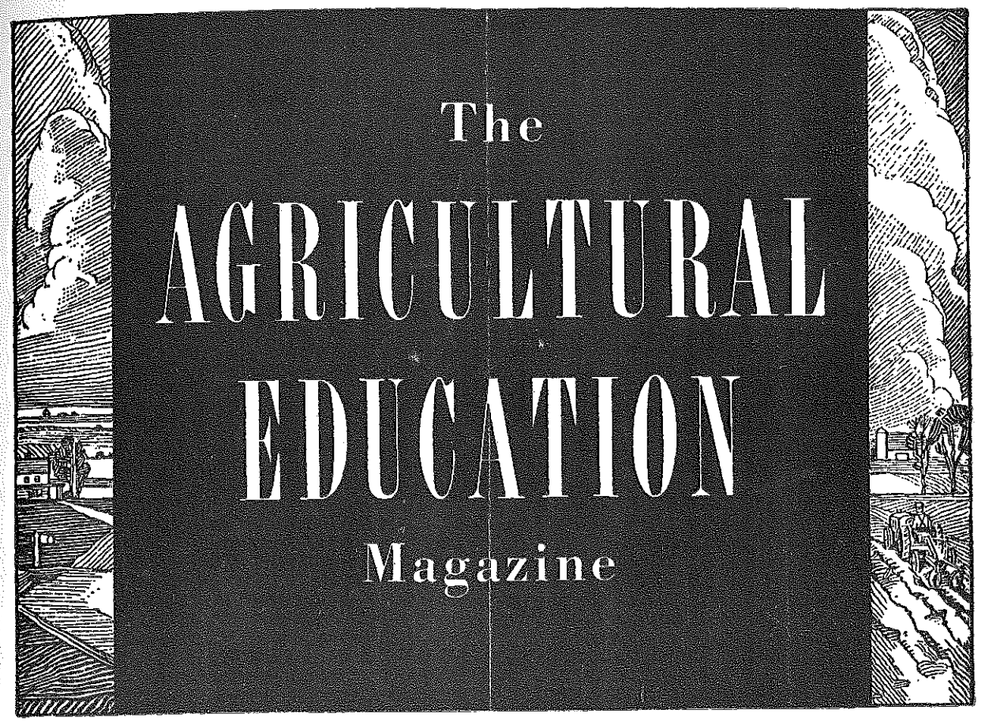

"We should all be concerned about the future, because it's where we're going to spend the rest of our lives."

—Charles F. Kettering

The Agricultural Education Magazine

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Editorial Comment

Youth and Tomorrow

Leon E. Cook

THE time seems to be ripe for all forces in agricultural education to join hands in a restudy and an evaluation of the program of vocational agriculture. We have been exhorting ourselves under the urge of an emergency and it is well that we have, for the early winning of this war is of first importance. The Food Production War Training program has made signal contributions to the war effort, and on an instructional basis it is still needed as an emergency measure. But we now need to look about us to see where we are going and why. The emergency will not always last. Indications now point to early changes and new problems which we should be prepared to meet.

With our present teaching personnel of one teacher in a department it is very clear that there must be a limit of responsibilities which can be undertaken. Better organization of a teacher's program and a budgeting of his time will help, but still the extent of the program has reached the point where one teacher cannot comprehend it and do it justice in its various aspects. Therefore, an evaluation is essential to determine some of the priorities from the standpoint of fundamental principles of secondary education. General observation reveals that for the past two or three years especially, boys in school have suffered neglect. To some extent this may seem to be justified as a very temporary matter in order to give teachers of agriculture time to render the services to farmers and farm families expected of them. But have we started a trend in movements and services which are not fundamentally the responsibility of educational agencies and certainly not of the public secondary school, and in which there may be danger if not promptly recognized and remedied?

The teaching and guidance of childhood and youth certainly is the primary function of the public school. The adolescent period represents a critical age and the opportunity for education for the great masses of youth covers a rather short period of time; hence the greatest advantage should be taken of this opportunity. There is strong evidence that in the rural high schools of North Carolina mental development and scholastic achievement of an intellectual character have suffered. The results of placement tests given freshmen entering college show this condition in quite marked contrast with the achievement of freshmen coming from urban school systems. This lack of scholastic preparation serves as a handicap thruout their college course. Reference is here made to college placement tests only as one ready measure of high-school scholastic achievement. It is made with full cognizance of the fact that only a small percent of rural boys go to college, but the boys who do not go to college—and this group contains many boys who have the capacity for college work if scholastically prepared—will, even more than the others, need the mental development possible from high-school work for meeting life's problems and for better assuming the duties of citizenship including, for many, important leadership responsibilites.

There are those who would say that weak high-school preparation is due largely to vocationalizing education, but this cannot be supported with convincing data, provided the vocational work is on a sound educational level. Mere training of the hands, important as it is in its place, in and of itself does not constitute education. Some teachers, I fear, have overlooked this potent fact. There are many boys in vocational agriculture capable of good scholastic work and there is plenty of opportunity for this type of work in vocational agriculture organized and taught as it should be, but these boys too frequently are allowed to spend an inordinate amount of their time in manual activities and skills to the neglect of work requiring stronger mental processes. It is true that we should provide boys of less mental capacity with more manual and very practical activities. But why, by default, should we allow those of stronger mentality to forego the advantages of mental development because other boys are not so well endowed, or for other reasons do not respond to the more intellectual type of work?

Vocational agriculture has available some of the most valuable subject-matter and training situations in the whole program of studies in a rural school system. But it takes time, thought, effort, and careful planning to select, organize, adapt to needs of individuals, and to present this material effectively. The time and energies of teachers for the most part are now so taken up with the service features to farmers and farm families that they cannot do justice to in-school and out-of-school youth. Is this a mistake?

Tomorrow the rural community, as well as the nation, will need intelligent and able leadership, which youth cannot develop without vigorous mental effort and the resulting ability to do clear and independent thinking. Our country has reached the stage of development where the structure and the functioning of our democratic system are in need of study and improvement. The rural community and the farming interests should be in a position to make their contribution to the solution of local, national, and international problems, and to exert an influence in keeping with the importance of this great occupational group of citizens. There are trends in the development of business, labor, and agriculture, and in their relations to one another, that are very disturbing. In this and other important issues equity and justice to all concerned including the general public will require wisdom, a keen sense of fairness, and a magnanimous spirit, all of which should be recognized and duly considered by those having in charge the education and guidance of the youth of today. In imagination let us look at the council tables of tomorrow at which the youth of today will be sitting. Then let the educational leaders consider, deliberately and with pains, the responsibility of public education in preparing youth for meeting complex issues such as this country and the world have never before faced.

In a guest editorial in "Character and Citizenship," J. Edgar Hoover, Director of the Federal Bureau of Investigation, calls attention to the alarming record of delinquency and adds, "—it is the result of failure on the part of adults to recognize their own responsibility and discharge it. We have records on thousands of cases of juvenile misbehavior, and in virtually every one we have found that an adult really is at fault. Boys and girls under 21 commit 14 percent of the criminal homicides, 34 percent of the robberies, 52 percent of the burglaries, and 63 percent of the automobile thefts. Among arrests of males, age 17 predominates over all others."

With this evidence—and it is not complete—can leaders in agricultural education justify a policy of extensive and continued personal service to farmers, much of which is not instructional in nature, and continue to neglect the youth both in school and out of school? Another responsibility very likely to face us is that of the younger returned servicemen who may be coming back to these rural communities to become established in farming. This certainly is a responsibility high on the priority list insofar as our personnel and facilities may be equal to the task.

This discussion should not be interpreted as discounting the need and the importance of a program of adult education in rural communities, but as contending that such a program should be instructional in nature and, in the main, not in the form of personal service. Youth should come first on the priority list, then as personnel can be provided let us expand the program to include the best opportunities possible in adult education. Moreover, this program should not be confined to a narrow vocational training in mechanics and skills but should be organized to include real studies in the results of research and the scientific explanations of many of the farm practices. It should also include management problems and issues involving the welfare of a rural community. Altho the forces of agricultural education are not primarily responsible for it, adult education should include a study of civic, political, and other issues about which citizens in a real democracy should be informed and have unbiased and intelligent opinions.

Vocational education has a great future if its policies and practices can be guided by a sound philosophy, and not allowed to be diverted into questionable practices, inspired by popular appeal rather than directed by sound principle.

S. S. SUTHERLAND

Professional

HENRY S. BRUNNER

When Teachers Change Schools

H. M. BYRAM, Teacher Education, Michigan State College, East Lansing, Michigan

H. M. Byram

DURING the past five years we probably have seen a more extensive shift in teacher personnel in departments of vocational agriculture than in any other comparable period in the history of agricultural education. The reasons are well known to everyone in the profession and need not be stated here. But the total effect on the programs thruout the country is being felt. Most teachers will agree that it took considerable time, after they moved to different schools, to orient themselves in the new departments and enable themselves to render maximum service.

Last year in Michigan data were obtained from 61 teachers of vocational agriculture relative to the use of time by teachers. One fact uncovered by this study reported by Sweany* was that teachers who had a tenure of more than three years in their schools had larger programs in their departments than did teachers with shorter tenure. It was also shown that these teachers with longer tenure did not find it necessary to work quite as many hours per week. The recommendation made was to the effect that, if one wished to accomplish more in proportion to the time available, he should remain in a department from four to nine years. Or, to put it another way, it will be difficult, if not impossible, to accomplish more in the same length of time in a new location.

It is not the purpose of this article to discourage teachers from moving. Rather it is hoped that some help may be given to cushion the shock of a change of teachers.

New Teacher Often Starts Under Handicap

It probably is human nature for one who is moving to be thinking largely of what he is going to do on his new job. Altho a higher salary may be the chief inducement for a teacher to change his location, the typical teacher is also motivated by the possibility that the new position may be one in which he can accomplish more or can put across a program with less difficulty than in his old job. But he may be severely handicapped if his predecessor has not prepared the way for him, and he may retard his successor unless he helps him to pick up the program where he has left it.

Many a teacher moving to a new department has had to spend considerable time in getting a complete list of farming programs. Others have had difficulty in planning courses because no course outlines had been left by their predecessors who may have taken the outlines with them or who may have "played by ear."

The writer at one time visited a school in which both the superintendent and the teacher of agriculture were new. When asked by the writer if the advisory council organized by the teacher's predecessor the preceding year was being used, the teacher stated that both he and the superintendent were unaware that there had been such a council, and subsequent search thru the files failed to reveal any record of it. The one organization that, potentially at least, could have been of greatest help to the new teacher in interpreting community needs, in setting up objectives, and in organizing a balanced, practical program was impotent becaise the preceding teacher did not think to pass on this essential information to the new teacher.

There is a tendency for some teachers to regard records and other materials as their own personal property, taking them to the next department, without realizing the handicap that their successors will experience without them.

In at least one state, to the writer's knowledge, it is reported that reimbursement to a school in which teachers are changing is withheld until "clearance papers" have been submitted and processed showing that certain minimum materials have been placed on file and other requirements complied with by leaving teacher prior to the termination of his service. This procedure appears to be a bit undemocratic but the fact that it is followed is symptomatic of a situation that should not prevail.

During the past 20 years the writer has visited a large number of departments and counseled with teachers in three different states. Many of these teachers were serving their first year in the departments where they were located. They have, almost without exception, reported problems caused by predecessors who left in too much of a hurry. It is to be hoped that the teachers referred to left their former departments in better shape for their successors.

What Should the "Leaving" Teacher Do?

What should a teacher do who expects to leave soon? Probably the first thing is to realize that the best use of his time during the last few weeks before he leaves is to concentrate on putting the department in order for the next teacher. First of all, he should reassemble the courses of study for all-day students and get them ready to turn over to his successor. He should not take them with him. If they are good courses—adapted to community needs—they will not be suitable where he is going anyway. If he has not followed the courses very closely, records should be made of such deviations. Other related materials such as course calendar, students' notebooks, and some evaluation instruments might also be included.

Hours of time of the new instructor will be saved if a spot map is left, showing location of all-day, part-time and adult class members. A complete list of all productive projects, improvement projects, and other supervised practices should be left. However, teachers often report that, when they go out to check on pupils' farming programs turned over to them, they find some projects nonexistent. Some teachers may need to "wring the water out" of these "paper programs" for the next teacher so he can know just where he will have to start. He might as well know it sooner as later. Other teachers have belatedly found projects unaccounted for on the original lists turned over to them, which would suggest that one should be sure that all projects are actually listed somewhere.

Important Information on the F.F.A.

A copy of the program of work of the F.F.A. chapter, the secretary's book, the treasurer's book, a list of committee members, committee reports, a scrapbook, and similar information about the F.F.A. should be placed in a prominent place or turned over to the new teacher. This will avoid a situation not infrequently found in which much time is wasted in trying to find this elementary information or in getting it together from individual members. With the prospect of officer and senior member losses to the armed service, it is extremely important that sufficient information be left for the new adviser so that the chapter will not suffer.

What New Teachers Would Like to Find

It is important that all sound and necessary phases of the complete program of vocational agriculture be continued, even tho there is a change of teachers. The new teacher knows much less about community needs than a good predecessor. He should be thoroly informed of long-time aspects of the program. He also should be warned against experimenting with activities that are not needed, that have proved to be impractical, or that merely represent the new teacher's hobby or specialty. Teachers in some states have demonstrated that the wise use of an advisory council for planning and evaluation will help to guide a new teacher and to keep a well-planned program from deteriorating. A Michigan teacher who changed schools this year in writing of his start in the new situation stated, "Since coming here the council has been especially helpful to me." Records of the membership, minutes of the council meetings, copies of data, surveys and other materials developed or used by the council should be preserved and made available to the new teacher.

One teacher well known to the writer spent considerable time before leaving the community in preparing a comprehensive list of a fair proportion of the farmers of the community. After each name, in addition to the address, some remarks were given which would be of help to the next teacher such as: "good cooperator for field trips on hog production"; "has outstanding soils conservation program under way"; "key farmer for adult classes"; "good father-son partnership setup with young-farmer class member"; "good breeding stock available" and similar facts. This teacher also left notations as to where he obtained lumber, uncommon tools, and machinery parts for farm mechanics, since the school was located in a village.

Many F.F.A. advisers have stimulated the development of cooperative activities. If adequate records of these activities, contracts or other information are not kept and made easily accessible to the new instructor a near calamity might result. This suggestion may seem elementary to many teachers and yet the writer knows of one teacher who, two months after school opened, was still trying to get all the facts about a cooperative orchard project that was about to "go on the rocks," but the former teacher had left that state without a forwarding address!

Records of adult and young-farmer classes, including farming programs under way, must be preserved and left well filed for the new teacher. There are doubtless many other kinds of information that could be prepared. These might be determined by the leaving teacher if he would ask himself the question, "What would I like to find in the next department to which I move?"

Probably most teachers about to go to a new position make a practice of contacting their predecessors and arranging for a visit with them. They should come with specific questions in mind to get information which they will need. They should realize too that the leaving teacher may want to use the last two weeks of his contractual year for a vacation or for summer school, and should plan to visit him when he will have time to spend with him.

It is also important for the leaving teacher to invite in the man who is to follow him and to set aside several days in which the two teachers can go over the entire program. He should show his successor that he is still interested in the future of the department even tho he is leaving it. If every teacher of vocational agriculture were to do this there would be much less lost motion when teachers change schools. We can't afford to slip back a foot every time we step ahead when there is a war on—or at any other time.

* H. P. Sweany, *The Use of Time by Teachers of Vocational Agriculture. Agricultural Education*, May, 1945.

Applying Government Services to Local Farms

WATSON FOWLE, Teacher,
Traverse City, Michigan

IN THE Traverse City, Michigan, Department of Vocational Agriculture for the past four years an effort has been made to study the problems of the students' farm homes. This is material which is vital to them, and about which they have a great deal of firsthand information. We have found that the problems of the home farm can be used effectively as one basis for teaching vocational agriculture. This method of presentation is effective in introducing various activities which may be included in the farming programs of the student. Since the home-farm problems are of interest to the boys, these provide a desirable basis for effective instruction. When the students can see direct applications of subject matter, such as soil conservation or laborsaving equipment, these directly maintain the interest in the subject at hand.

This year an innovation has been followed which has greatly motivated the students. The writer has developed a procedure in presenting materials in the study of the cooperatives and governmental services to agriculture of this county. The students first selected the home farm of one of the class members to study the services that the Soil Conservation Service could render. From a careful and exhaustive study of this farm as a demonstration, it was soon appreciated that other agencies may be of value in helping out the home-farm situation. The laws that brought those agencies into being were studied.

A further study was also made of the methods followed to bring the values of this Act to the individual farmers. As these data were assembled by the class and discussed, it was seen that on the "guinea pig" farm the student and his parents would profit by qualifying for benefit payments thru practices that would improve the soil and hence the value of the farm. The county chairman was invited to discuss the 1945 "Triple A" program with members of the class. Each member could then see one or more of the situations on local farms where further cooperation should and could have been carried out, not only to have received more benefit payments but to have received these payments more advantageously in his farming program.

After considering these two agencies, the group invited the local secretaries of the Farm Security Administration, the Production Credit Association, and the Farm Credit Administration to present their programs to the class. These gentlemen explained their loaning facilities to operating farmers. After these meetings the class members considered how the loaning facilities of each agency might be used on the "guinea pig" farm. As an outgrowth of these lessons, several of the students, realizing credit as a tool of production, saw opportunities to use it on their home farms. The Farm Bureau and its allied cooperative marketing and purchasing agencies were studied, and also the Rural Electrification Service and the Agricultural Extension Service.

Representatives of these agencies met with the boys and possible applications of their services were discussed for home farms of the students. After Mr. Harry Hall, local manager of the Cherry Land Rural Electric Cooperative Service met with the group, he invited the class to visit his plant. On this trip the boys learned some of the conveniences, comforts, and economies that electricity may bring to the farm homes. This brought to the attention of the students, in a very direct way, the many postwar uses of electrical appliances which will make farm work easier, more efficient, and more economical.

To the Men of America

You talk of your breed of cattle,
And plan for a higher strain,
You double the food of the pasture,
You heap up the measure of grain:
You draw on the wits of the nation,
To better the barn and the pen:
But what are you doing, my brothers,
To better the breed of men?

You boast of your Holsteins and Herefords,
Of the worth of a calf or a colt,
And scoff at the scrub and the mongrel,
As worthy a fool or a dolt:
You mention the points of a roadster,
With many a "wherefore" and "when,"
But, ah, are you conning, my brothers,
The worth of the children of men?

You talk of your roan-colored filly,
Your heifer so shapely and sleek,
No place shall be filled in your stanchions,
By stock that's unworthy or weak.
But what of the stock of your household?
Have they wandered beyond their ken?
Oh, what is revealed in the roundup
That brands the daughters of men?

And what of your boy? Have you measured
His needs for each growing year?
Does your mark as his sire, in his features,
Mean less than your brand on a steer?
Thoroughbred—that is your watchword,
For stable and pasture and pen;
But what is your word for the homestead?
Answer, you breeders of men.

—Rose Trombull

Ode to Homefronters

So you're sick of the way the country's run, and you're sick of the way the rationing's done,

And you're sick of standing around in a line, you say—well that's just fine.

So am I sick of the sun and the heat, and I'm sick of the feel of my aching feet,

And I'm sick of the mud and the jungle flies, and I'm sick of the stench when the night mists rise,

And I'm sick of the siren's wailing shriek, and I'm sick of the groans of the wounded and weak,

And I'm sick of the sound of the bomber's dive, and I'm sick of seeing the dead alive.

I'm sick of the roar and the noise and the din, I'm sick of the taste of food from a tin,

And I'm sick of the slaughter—I'm sick to my soul, and I'm sick of playing a killer's role,

I'm sick of blood and of death and the smell, and I'm even sick of myself as well.

But I'm sicker still of a tyrant's rule, and conquered lands where the wild beasts drool,

And I'm cured darn quick when I think of the day when all this hell will be out of the way,

And the pain of this day won't have been in vain, if the lights of the world can blaze again,

And things can be as they were before, and kids can laugh in the streets once more,

When the fascist flags are dipped and furled, and God can look down on a peaceful world.

—De Laval Monthly

Supervision

LANO BARRON

Helping Teachers to Improve Students' Farming Records

JOE DUCK, District Supervisor, Jefferson City, Missouri

Joe Duck

"KEEPING records is a pain in the neck," say many students and teachers of vocational agriculture. In the opinion of the writer record keeping need not cause pains if all concerned will give it the attention it deserves. "We learn what we practice," say psychologists. Supervisors, teachers, and students have not had sufficient practice of the right kind in plan making and record keeping. Because vocational agriculture is still young, we have given more time and effort to the promotion of our program than we have to its refinement. Is it any wonder, then, that we have made little progress with our boys in the matter of keeping their farming records when we have been concerned with other aspects of the program?

Teachers and supervisors of Missouri, working together on this important problem, have made extraordinary improvement during the past two years. The remainder of this article is a brief description of how we attacked the problem of improvement in record keeping.

In helping a teacher to improve farming records, the supervisor may take the following four steps:

1. With the help of the teacher, determine the situation regarding record keeping in his department
2. Convince the teacher of the value of accurate records
3. Assist the teacher in overcoming difficulties encountered
4. Follow up the problem during subsequent visits and at group conferences.

With the help of the teacher, determine the situation regarding record keeping in his department. Study the record books of 10 to 15 students in each class. Do this in the presence of the teacher if time permits. If it is not practical to have the teacher present while studying record books, select books that will illustrate typical difficulties in plan making and record keeping. With the teacher go over these typical books later in the day.

Another approach to this step is to ask questions of the students. Such questions at the following will bring out the situation and at the same time make the teacher aware of it: "How much milk has your cow produced since she freshened? What was the average egg production of your flock for the past month? How much money have you spent for feed on your sow and litter project? What are your definite goals and objectives for your sheep project?" Questioning of the students has the additional advantage of motivating them to better planning and record keeping.

Convince the teacher of the value of accurate records. If the boys' farming plans and records are not satisfactory, it is because the teacher and the boys do not realize their value or because they do not know how to secure them. With the teacher, go over the analyses of several of the previous year's projects in the most important enterprise in the community. For example: if pork production is the major enterprise of the community, select from each of several pork production projects the average daily gain per pig, pounds of feed required to make 100 pounds of pork, number of pigs raised per litter, and other measures of efficiency. Compare the efficiency of these projects with each other and with those of average and superior farmers in the community and state. Determine why the efficiency of some projects was much lower than that of other projects and why they were lower than should be expected. Also, determine why the efficiency factors of some projects were high.

These comparisons will point to the kind of planning that was done by the students and to the effectiveness of the teacher's supervision. Comparisons of this sort will suggest the setting up of department standards of efficiency for all enterprises in which productive projects are conducted. The record book used in Missouri contains a page on efficiency standards, which each student uses as part of his plans.

If the farming records are not complete and accurate enough to provide material for comparisons, the supervisor may present tables and charts made by other teachers.

Unless the teacher realizes the importance of adequate plans and accurate records, his students will never produce them. He must understand that his students must have specific goals or objectives in mind and must have definite plans for achieving them. Students of vocational agriculture should learn while in school that attention to little things means the difference between success and failure. They should learn that, for each 1 percent improvement in practices above the average, the labor income increases 3 to 4 percent.

Assist the teacher to overcome difficulties encountered. The next step is to discover the teacher's difficulties in the securing of adequate plans and records. This often requires keen analysis on the part of the teacher and the supervisor. It may be that sufficient time is not given to this important part of the student's program. Some teachers assume that boys are born with the ability to keep accurate records. Individual instruction, as well as class instruction, must be given to this important part of the boy's training. The teacher's time cannot be spent more effectively.

At the close of the project, the boy's study is not complete. He should now analyze his records carefully and compare them with records of similar projects of his classmates. The comparison should be made on labor income, production, and other efficiency factors. He should determine why he succeeded or why he failed.

Whatever the teacher's difficulties are in securing satisfactory plans and records, ways must be found to overcome them. The supervisor may suggest practices used by other teachers in overcoming difficulties.

Follow up the problem during subsequent visits and at group conferences. During his next visitation the supervisor should go over the matter of record improvement again. The teacher should be commended for progress made. It is well, also, to commend the students for improvement. Agreements should be reached by the teacher and supervisor on plans for further improvement.

At group conferences teachers learn much from their fellow teachers about the improvement of records. Teachers who meet regularly in small groups may develop a set of approved practices for record keeping. Following is a partial list of approved practices set up by a district organization of teachers of vocational agriculture in Missouri:

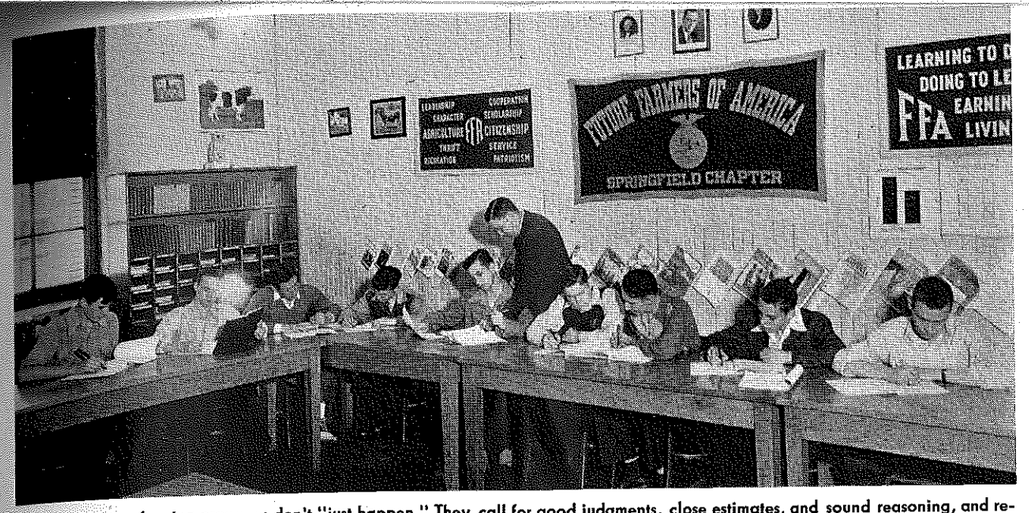
1. Keep the record books in the schoolroom.
2. Designate a certain day each week to be used for bringing records up to date.
3. Encourage students to make entries as soon as possible after transactions take place.
4. Require completeness and accuracy in record keeping.
5. And so on.

Charts on project analyses may be presented and discussed at group conferences, and efficiency standards can be evaluated. The state program of work should include an objective on record improvement with definite goals and ways of accomplishing. The teacher should also include this in his local program of work.

The record book in supervised farming. Nearly every state has its own record book, each of which has some valuable featuring not found in the others. The writer believes that no record book is complete without pages for efficiency standards and project analysis. Table I illustrates the page on efficiency standards found in the Missouri record book and how one young farmer used it.

It is evident that Table II contains some valuable teaching material, more valuable in some respects than experiment station data. Such material should be put into chart form and notes should be made to supplement it.

There is a page in the Missouri record book for the analysis of each project.



Good records on farming programs don't "just happen." They call for good judgments, close estimates, and sound reasoning, and require time for recording under supervision. At the close they must be summarized and analyzed and the results compared by boys within the same enterprise and by enterprises from year to year. Springfield, Missouri boys supervised by John Kirby, teacher

This form is now being revised and a separate form will be provided for each kind of major project. These forms will enable each boy to analyze, even without the asistance of his adviser, any project which he completes.

Table I. Form in Missouri Record Book for Study of Efficiency Factors

Factor	Average Farmer	Dept. Standard	My Goal	My Achievement
Number of pigs raised per litter	6	8	8	?
Average weight at 56 days	35	45	50	?
Average gain per day from farrowing to marketing	.9	1.25	1.25	?
Pounds of feed to make 100 pounds of pork in dry lot	500	404	400	?

Table II. illustrates the form for milk production analysis found in the Missouri Record Book.

Table II. Project Analysis Form for Milk Production

	My Project	Dept. Average	Average D.H.I.A.* in County	Others
Number of cows				
Average pounds of fat or milk				
Length of project, days				
Days on pasture				
Pounds of grain, av.				
Cost of all feed & pasture, av.				
Feed cost of producing 1 lb. fat or 100 lbs. milk				
Other costs, including labor, av.				
Total cost of production, av.				
Value of fat or milk sold, av.				
Cost of producing 1 lb. fat or 100 pounds of milk				
Selling price, av.				

* When D.H.I.A. records are not available, use other records that will enable the boy to compare his project efficiency with that of others so that plans for improvement can be made.

Dr. H. F. Cotterman Recognition

THE services of Dr. H. F. Cotterman were recognized at a dinner meeting of the teachers of agriculture in Maryland held in connection with their annual conference at the University of Maryland on April 13.

The award, a specially designed charm, was presented by Howard Anderson, President of the Maryland Association of Teachers of Agriculture. Doctor Cotterman's record follows:

Dr. Harold F. Cotterman—28 years of service. Doctor Cotterman, a graduate of Ohio State University in 1916, came to Maryland from Columbia University in 1917. During his 28 years in the state he has served continuously as teacher-trainer in vocational agriculture at the University of Maryland. He also served as State Supervisor of Vocational Agriculture from 1917 to 1923 and 1935 to date. In addition, he was appointed Assistant Dean of the College of Agriculture in 1937, a position he still holds. He has been very active in his support of of all agricultural organizations and has been lecturer of the Maryland State Grange for the past 10 years.

Earl C. Baity, teacher of vocational agriculture at Highland High School in Harford County for 35 years and Mrs. Elsie Hill Roland, teacher of vocational agriculture at Flintstone, Allegany County for 28 years, were also appropriately recognized.—A. M. A.

In 1937 a plaque commemorating the organization of the F.F.A., 10 years previously in the Baltimore Hotel, was unveiled. The plaque bore the following inscription: "Commemorating the Founding of the Future Farmers of America Organization, Baltimore Hotel, Kansas City, Missouri, November 20, 1928." The plaque was placed October 17, 1937.

Farming Programs

C. L. ANGERER

Group Projects Provide Farming Opportunities

BIRON E. DECKER, Research Specialist, Agricultural Education, Pennsylvania State College

KENNETH Diehl, teacher of agriculture, Livingston, Illinois, in his discussion in this magazine, March, 1943 suggests that, "One of the major reasons for a poor supervised practice program with the majority of students is that the teacher is a poor salesman. He has failed to sell the boy the program. Let us sell the boy the program rather than compel him to do some particular task." Experience has convinced the writer that "the group project" is an ideal means of selling the boy the program because of the great number of interesting problems concerned in carrying out such a project.

Biron E. Decker

Last month Supervisor Walters described a project in which several cooperating agencies had selected one enterprise for improvement and were combining their efforts in a state-wide forward movement in the improvement of this enterprise—sweet potato production. Here Mr. Decker relates the experience of his department of vocational agriculture in similarly moving foward an entire community in its improvement in one enterprise—producing certified seed potatoes. Excellent projects both of them. Why shouldn't every supervisor select an enterprise for extensive improvement? Why shouldn't every teacher select an enterprise in his community and move it forward?

Not all of the boys live on farms and not all of the farms are equally good in providing farming experiences. Some farms are limited in equipment and other facilities for carrying out scientific farm practices. When pupils lack the opportunities for conducting good farming programs at home, the group project becomes the solution for these less fortunate pupils. It can provide situations where practical experience can be provided and where interest will prevail.

An Example of a Group Project

At Edinboro, Pennsylvania, as teacher of agriculture, the writer enjoyed several years of interesting experiences resulting from a group project—Producing Certified Seed Potatoes. Potatoes were not a major crop in the area yet there seemed to be no evidence to indicate that potato culture might not prove to be a highly successful enterprise, considering soil type, fertility, rainfall and climate. Marketing facilities were ideal. The writer was convinced that a project in growing certified seed potatoes would stimulate interest in the class as well as open a new field for the local farmer.

The Organization Procedure

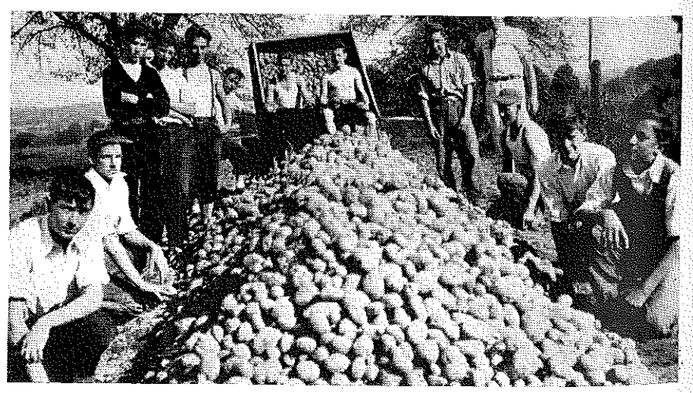
Interest in the work and cooperative support were the first considerations. Obtaining the desired vote of confidence from the Board, the class in agriculture was told of the possibilities of conducting a group project. After a discussion the pupils voted approval. During class periods cultural plans, improved practices, sources of seed stock, rental of land, labor problems and other considerations were studied and decisions made. The pupils were familiarized with the bookkeeping procedure, but the actual cash was to be handled by the teacher at the request of the school officials.

A strip of alfalfa sod near the school and adjacent to the main highway was rented. An appropriate sign was erected in the field indicating that the project was an educational undertaking by the agricultural class of the Edinboro High School. It said to the farmers, "Watch this spot."

New Practices Introduced

The first new practice to be adopted was that of exposing the seed potatoes to sunlight thus inhibiting growth of sprouts. Second, early planting rather than the erroneous custom of waiting until July, thus losing half the growing season. Third, the use of modern picker-planter and ring fertilizer application. Spraying was done every 10 to 14 days. Cultivation consisted chiefly of using a weeder across the rows—another novel procedure—saving hours of labor.

Special interest was created when the state inspector arrived to check the plants, determine the percentage of each plant disease present, and to note the stand and the insect injury. The boys knew that an infestation of only 1 percent of any one disease or a combination of diseases would "wash out" all efforts to produce certified seed potatoes. The inspector taught the boys how to identify potato diseases and how to rogue affected plants. The boys were interested and they learned rapidly. The inspector praised their work and announced that the first inspection revealed no disturbing insect and disease damage. His verdict was, "Passed inspection." Subsequent inspections were made and the findings were favorable. After each inspection all diseased plants were removed and destroyed.



After a shallow pit was dug, the boys of the Edinboro, Pennsylvania department dumped potatoes from the field into the pit for winter storage. B. E. Decker, teacher

Harvesting and Storage

Harvesting time was the most exciting period because the boys could all share in the work. Then, too, it is always pleasing to see the firm smooth tubers roll off the digger. Many of the boys had never before witnessed a modern laborsaving potato digger in action.

Trucks equipped with dump bodies were driven down the rows, so that pickers need not walk more than 15 feet to empty their baskets. The trucks were driven slowly along as pickers progressed thus making it convenient for all pickers.

As soon as the pickers had a space cleared in the field on a sloping ridge where drainage was assured, the boys scooped out an area 10″ deep, 72″ wide, and approximately 40′ long. The soil was deposited near the sides of the excavation for future use in covering the potatoes. The loaded trucks were then backed into the pit and a power hoist raised the front of the truck body. After the first load, the potatoes need not drop over eight to 10 inches; hence bruising was negligible.

Soil 8″ to 10″ deep was evenly distributed over the straw insulation. Ventilators show slightly on the surface at the top. The pit is now ready for cold weather

The field storage pit was the most practical means of storage. Considerable time was saved by this procedure and there were no storage charges.

Potatoes are warm when removed from the soil early in the fall. Such potatoes when stacked in a pile do not cool off but they heat instead. Ventilators were installed, extending from the bottom to the top of the pit-stored potatoes. The ventilators allow the potatoes to cool during the early fall, thus insuring dry, cool storage and inhibiting sprout growth until late in the spring. Some authotities do not favor ventilators, but experience gained during this group project proved that the idea was highly successful. Potatoes in another pit in the same field, but without ventilators, had sprouts two inches long before the potatoes in the group project pit had more than started growth. This was convincing evidence which the pupils used to advantage on their home farms.

Burlap was placed over the potatoes to prevent straw and soil from mixing with potatoes. Straw was placed over the burlap to a depth of 3″ to 4″ when compressed; then 8″ to 10″ of soil was added. The ventilators were left open until the soil was frozen, then covered with manure to keep out cold and later to maintain a low temperature in the spring months. It was not necessary to cover the entire pit with manure. Since the potatoes would be removed early in the spring, a prolonged low storage temperature was not essential. Altho temperatures in the area range from 15° to 40° below zero, additional safeguards were not considered essential.

An interesting supplementary study developed during the harvesting of the certified seed potatoes. There were many perfectly shaped potatoes so the boys could not resist collecting typical specimens. One boy was appointed to collect all specimens approaching perfection. He selected all sizes, a total of 12 bushels. These potatoes were used for class exercises in judging. By the time the judging exercises were terminated, the boys were expert in estimating the weight of each potato. It was an easy job to pick out potatoes to represent any grade in the U. S. Standards.

Grading Seed Potatoes Prior to Marketing

Early in April, long before many local farmers were thinking about planting potatoes, the pupils set to work removing their field stored "Certified Seed Potatoes" from the pit. It was an exciting time for everyone. Would the potatoes be dry and firm or would they be frozen? Work started while farmers, pupils and others looked on. The straw was dry. The burlap was dry—just like the day it was placed there. The potatoes were dry, firm, and free from sprouts. Not a frozen tuber.

The potatoes were mechanically graded and sacked. Grading standards of the Pennsylvania Department of Agriculture served as a guide in the exercises of grading, weighing, tagging, and sealing the sacks. The potatoes were now ready for the final and critical inspection. Approximately two pounds of cull potatoes in any single sack of the sealed certified seed stock would mean failure. How well had the boys stuck to the standards prescribed? Final certification depended upon two or three sacks which the inspector might select from the 850 bushels. The inspector, pleased, reported, "Passed favorably. This is the first time in the history of Pennsylvania that a group of school boys representing a department of vocational agriculture have succeeded in producing State Certified Seed Potatoes." The group had achieved it objectives. The outcomes were gratifying.

Stimulated by the group project, several boys elected potato projects and planted certified seed potatoes. They bought the potatoes from the group project for use at home. Each year after the group project, at least one carload of potatoes was ordered cooperatively by farmers in the Edinboro area. The quantity of such stock purchased in 1944 is not known, but farmers who grew six acres in 1930 are now growing as high as 60 acres individually.

Edinboro is now a center of potato production. Farmers know how to grow, grade, and market potatoes cooperatively. The agricultural department of the high school continues to sponsor experiments cooperating with local farmers. There is no doubt that much of this expanded potato-growing program resulted from this first group project. New ideas carried out successfully were not permitted to die. Pupils and farmers continue to study potato culture, and Erie County ranks third in the state in the number of bushels grown.

"Blueprints" Again

D. R. PURKEY, Teacher, Wauseon, Ohio

ONE of the most enjoyable pieces of literature, including Shakespeare, I have ever read was written as an editorial in The *Agricultural Education Magazine*, December 1944, its title "Blueprints Wanted."

As a teacher of vocational agriculture I agree with it 100 percent. From the time I graduated from college in 1933 to the present day, I can think of no year when some new job was not added to the duties of the teacher of vocational agriculture either by the community, the local school officers, or some supervisor or teacher-trainer. We were told in 1933, "Teaching is a full-time job. No teacher can operate a farm, drive a school bus, sell real estate or do any other outside work because he should be occupied with his job." If that was true, and I think it was, what are we trying to do?

Let us stop and look back over the years and see what jobs a teacher of vocational agriculture has had to do or is doing. From my experience I note the following: teach all-day students six hours a day; supervise farming programs of all-day, young-farmer and adult classes; keep study hall; teach junior high-school agriculture; act as adviser to the local F.F.A.; help in an official capacity at all school athletic contests; teach short courses for young farmers; serve as adviser of Y.F.A.; teach classes for adult farmers; work with the town committee on AAA; take active part in the local P.T.A.; meet with the local agricultural council; attend Sunday school and teach a class; attend lodge or service club (at least one); take an active part in the local Farm Bureau and the Grange; supervise three adult courses including finding teachers in addition to your own short courses; attend meetings of the County War Board; conduct surveys for groups such as farm safety, conservation, water supply and so forth; finally conduct classes in two departments and carry on the above activities listed in both communities. I think we all agree that some of these activities are more important than others. Which ones shall we keep?

Our first responsibility is to our all-day students, their farming programs and the activities of the F.F.A. chapter. Then, the young farmers and the adult farmers, and finally the community agricultural activities, surveys and questionnaires.

If I were to summarize a week's activities of a good teacher of vocational agriculture it would look like this. Five days a week teach three hours in the morning and three hours in the afternoon in two schools after swallowing a hurried lunch at noon; Saturday, do project jobs that must be done, five hours; spend three hours per week after school on project visitation or shop and classroom improvement; spend two hours per week planning lessons and gathering visual and demonstrative materials. This totals a 40-hour week but does not include the evenings. Having only five working nights in a week is a handicap. I would divide them as follows: one night each week a meeting of the F.F.A., or F.F.A. activities in one school or the other; two nights a week in Y.F.A. in the two communities; or supervising four

(Continued on page 13)

WATSON ARMSTRONG

Farmer Classes

W. HOWARD MARTIN

Pennsylvania's Pioneer Cannery

S. C. HULSLANDER and I. MILDRED TITUS, County Advisers for Vocational Agriculture and Homemaking, Court House, Tunkhannock, Pennsylvania

S. C. Hulslander

I. Mildred Titus

ONE hundred eighty-six families processed 25,000 pounds of meat and canned 13,000 containers of fruits and vegetables during the past year in Pennsylvania's pioneer community cannery, located at Beaumont, Pennsylvania. Pennsylvania folks are reputed to be highly conservative and cautious in accepting new ideas and practices. Beaumont is typical of the commonwealth in this respect; in fact, ultraconservatism has been a factor highly responsible for the absence of many desirable features in this community. Typical, also, is the fact that, while food has been processed and preserved in the homes for generations, the community cannery program was an entirely new idea to the people of Beaumont. It was to this community that leaders interested in introducing the community cannery to Pennsylvania directed their first efforts.

This community is rural in every respect. The tiny village of Beaumont in which the cannery is located, is surrounded by typical northeastern Pennsylvania farms. Limited wealth and resources are to a great extent overcome by hard-working people and their determined efforts to achieve success. However, community spirit and flourishing community institutions have been notably absent, a condition brought about to a great degree by the many factions in the community. This has been reflected in their school system which operates under the barest necessities. Vocational agriculture and home economics are not included in their "minimum curriculum."

The area supervisors of home economics and of agriculture became actively interested in community canneries as they noted the progress being made with such projects thruout the nation. This program, however, when presented to school people and others in their supervisory area, received only passive interest and no active response. Equipped with but limited knowledge and with no actual experience with canneries, the supervisors were at a disadvantage to sell this program to the schools in their area. To receive firsthand experience in community cannery organization and operation and to prove that this program could be successful in a typical conservative rural Pennsylvania community, were the underlying reasons why Beaumont was chosen as the site for this pioneer cannery.

Several months prior to the establishment of the cannery the area supervisor of home economics organized, in the Beaumont community, a group of men and women to receive instruction in the processing and preserving of food under provisions of the OSYA program. Meetings were held in one of the classrooms of the high school. Equipped with close fitting, antiquated double seats and desks, and lighted with but one clear electric light bulb, this room was not conducive to comfort or effective instruction. The instruction consisted largely of lectures by lay persons, supplemented by demonstrations on a few recommended practices in food preservation with limited home canning equipment. In spite of these disadvantages, the room soon filled to overflowing with men and women eager to learn more about food preservation. Here was the opportunity to put a cherished idea into practice.

Advisory Committee Functions

Acting upon the theory that "many heads are better than one," and that "participation creates interest," a group of citizens from the community was selected as an advisory committee for the development of the proposed oemmunity cannery. Composed of farmers, housewives, school board members and teachers, this committee assumed the responsibilities for recruiting patrons, recommending instructional content, selecting a suitable building, and establishing local policies on scheduling, the use of cannery equipment, financing, and maintenance and care of the cannery. The advisory committee soon became the executive committee for a cooperative organization known as "The Beaumont Cannery Cooperative Association." This organization served to knit the cannery patrons together and added continuity and permanence to the program.

The problem of locating a building suitable for a community cannery in a locality where buildings are few and small, was a major problem confronting the executive committee. It was decided that a building need not be pretentious but that it should be safe, warm, possess sufficient light and ventilation, easily accessible, of sufficient size, and should possess an abundant supply of pure water. The Odd Fellows' dining hall and kitchen met more of these requirements than any other building in the community, and was therefore selected as the cannery site. With volunteer local labor, partitions were removed, windows and doors changed, floors repaired, basement excavated, rooms sealed and painted, water piped from a nearby spring, and a boiler house, parking lot and rest room were constructed. In other words, the community took their resources at hand and adapted them to meet the requirements of their new educational enterprise.

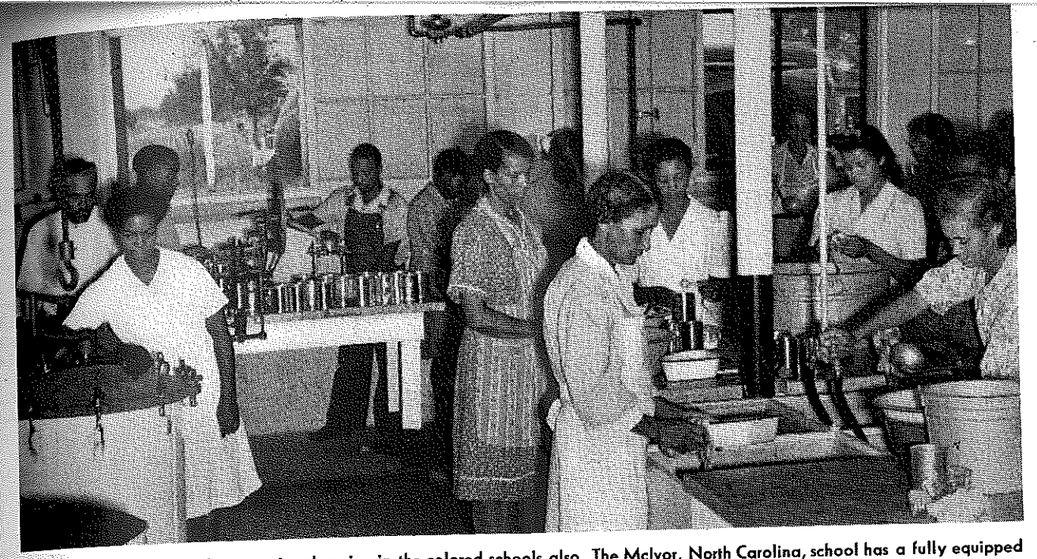
A local housewife, highly respected by the community and possessing competent ability in leadership, was placed in charge of all instruction. She was given the privilege of securing other persons to aid her in the instruction, subject to the approval of the Advisory Committee. This made possible the use of the best talent in the community for instruction on the various teaching units. Other personnel at the cannery included a fireman and maintenance man, a cleaning lady, and a clerk.

Practical Instruction Insures Success

The instructional plan, determined by the Advisory Committee and approved by the Cooperative Association, included food planning, production, and preservation activities. Instruction in food production during the fall months included units on harvesting late fall vegetables, storing late fall vegetables, fall cleanup and care of garden and small fruits, and a study of milk and milk products for family use in which homemade cheeses, butter, ice cream, and milk drinks were made. Preservation and processing of meat was taught during the winter months. A local butcher gave instruction on slaughtering, carcass cutting, curing, canning, making meat products, and rendering lard. As a result of this "learning by doing" type of instruction, over 20,000 pounds of pork, 5,000 pounds of beef, and 3,000 pounds of poultry were processed.

During the spring months the group assembled each week at the cannery for a two-hour meeting devoted to the planning and production of food. Instruction on "Determining family nutritional needs" aroused interest in family food requirements, but it was not until these nutritional requirements had been translated into food products which could be produced at home that the instruction on nutrition became effective. Raising poultry and capons, gardening, culture of small fruits, production of pork and beef, and the selection and preservation of eggs, were included in the production phase of the instruction during the spring.

This line of instruction was supplemented with several motion pictures and special demonstrations. To focus interest and attention on garden planning, a garden seed cooperative was formed thru which quality garden plants and seeds were purchased early in the season at reduced prices. Extensive participation by the enrollees in the planning and production phase of the instruction was the most important reason for the effective results. The summer and early fall program of instruction was devoted entirely to selecting, processing, and preserving fruits and vegetables. During this season the cooperative association purchased a truck load of cherries for its patrons. All instruction was planned to give a maximum amount of productive activity and a minimum amount of theoretical presentations.



Community canneries render exceptional service in the colored schools also. The McIvor, North Carolina, school has a fully equipped cannery which is used to capacity by the appreciative patrons. Roy H. Thomas, state supervisor

Of significant importance were the promotional devices used to introduce and maintain interest in the cannery program. Newspaper articles, carefully prepared and released at appropriate times, were reasonably effective. News flashes of this project were broadcast at various times over the radio. A featured radio program, in the form of an interview with the cannery patrons, proved very helpful in focusing interest on the new community enterprise.

Meet Needs Is First Requirement

It was the intention of those responsible for the development of this cannery that the cannery building, equipment, and operations should be constructive; that nothing should go into the program which was not definitely needed. This conservative attitude did not fail to recognize, however, the fact that a cannery must be of sufficient size and possess facilities adequate to permit the plant to operate in an efficient manner. A high degree of efficiency is essential if the operating costs are to be kept within the means of the patrons who are to support the program.

Cooperative effort among vocational teachers of home economics and agriculture and community individuals and groups in the planning, operation and progress of this food program is vital to the success of the program. "Learning by doing" instruction has been the underlying principle guiding those in charge of this enterprise. It is observed that the patrons' first interest in the cannery is one of processing service. It therefore becomes the responsibility of teachers to weave appropriate instruction into the activities which the patrons perform. Adult education can be successful only when an educational program is so organized as to be of evident help to the enrollees. In this respect a community cannery must afford the patrons something better than they have been accustomed to at home.

Community Spirit Develops

A successful community cannery gives to a community more than an opportunity to process and preserve high-quality foods in a relatively short time. The Beaumont Cannery has brought together the factions and isolated groups of the community. Many persons, who for years past have not spoken to each other, now work shoulder to shoulder in the cannery. A sense of pride has developed in this community and a progressive attitude has taken the place of one of defeat. Other community organizations are prospering because of the cooperative spirit developed in the cannery. For many years an attempt was made, without success, to introduce vocational education in agriculture and home economics into the schools of this community. Now, the community is awaiting the time when it will be possible to procure the necessary personnel for this type of education.

The Beaumont Community is wholeheartedly behind their food preservation program. After one year of operation they realize that greater opportunities in community canning lie ahead. It will require at least three years to adjust production practices and cannery schedules to efficient cannery operation. The Beaumont folks are looking ahead to the time when their cannery will be included as a part of a new school building. They are agreed that their cannery is one of their permanent community institutions. As pioneers in this undertaking they have together, conservatively but progressively, built their cannery. As leaders they now study the cannery with a view to its improvement. An institution built upon such principles cannot fail!

Young Farmer Classes

JIM EVANS, instructor at St. Charles, Missouri, evidently regards his young farmer classes as a part of his regular responsibility. Teaching in three schools since 1934, Jim says, "There is satisfaction in doing a little more teaching than merely what the contract calls for. Who knows how much good these discussions may do in helping some young man get started on the right road? Not least, in my estimation, is the amount of goodwill and friendship developed among these young farmers. Such intangible results cannot be measured in dollars and cents, but they have a great effect upon the life of a community."

At Hartville, Mr. Evans' classes were made up largely of young farmers who had had no vocational agriculture in high school. At Wheatland they were composed mainly of former students of vocational agriculture. At his present school, St. Charles, the classes are a mixture of both groups. Mr. Evans says this makes little difference as they all "eat it up" anyway. And this in spite of the fact that no particular recreational or social activities are carried on except for a special party the last night of the series.

At Wheatland the courses established a number of young men in purebred Jerseys. Loans were secured from the Production Credit Assocation and a Jersey bull block was established. The young farmer class cooperated actively in starting the Hickory County Fair held annually on the high-school campus.

At St. Charles, several parochial schools are near by. The first young-farmer class attracted the attention of young men thruout the county. In succeeding years courses were held in these different communities resulting in many improved practices and changed attitudes. At the graduation meeting the priest furnished the refreshments and the superintendent of schools awarded the diplomas.

The students are enthusiastic about their teacher and friend.—S. D.

Farm Mechanics

R. W. CLINE

Something New Has Been Added

H. W. DEEMS, Assistant Supervisor, Lincoln, Nebr.

"SOMETHING new has been added" is a familiar phrase from the radio. They probably are not, but they could be, talking about the shops for vocational agriculture in Nebraska. On a recent supervisory trip I made notes of changes that have occurred in our shops during the last few years.

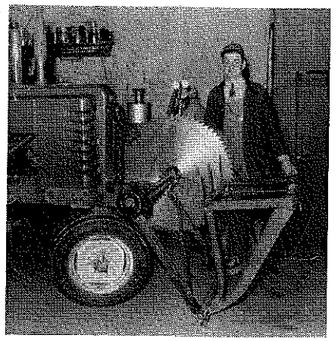
Shops Well Equipped

At Valley I watched a young farmer building an all-steel flare-top wagon box. He had purchased the material, all cut and properly bent, from a sheet metal company for $50. He was welding it together. The builder estimated that, if properly painted and cared for, it would last as long as he would want a box.

Another lad at the same school was making what he called a "weed and grass power lawn mower." It was made from a few angle irons, three small wheels, a horse-and-a-half motor, and a blade. The instructor informed me that 18 such mowers had been constructed in his shop during the last year. They are used for cutting the lawn and for cutting weeds along fence rows and in places hard to reach with a horse or tractor drawn mower. The arc welder, the metal turning lathe, and the electric drill make building such machines possible. Hard surfacing plow and lister shares with stillite was demonstrated by this instructor later in the afternoon. A large pile of shares in one corner of the shop indicated that this procedure was used by many members of the adult class. The instructor informed me that it was very easy to do. Later he admitted that he meant that it was easy to do if one knows how. The vocational boys at Pawnee City were constructing some farm machinery trailers and farm wagons that really looked good. Axles salvaged from old autos were being used.

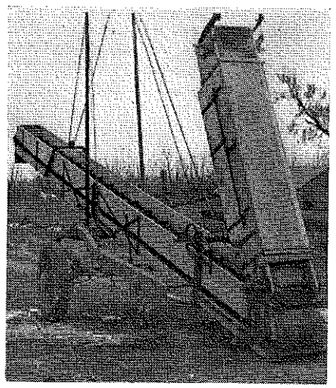
Improved Practices Taught

At Elktown an interesting conference between the instructor and a student was observed. This student needed on the home farm seven large feed bunks for cattle. The conference lasted less than 10 minutes. The student was to look over the blueprints and decide on the type wanted. He was then to multiply by seven the bill of material on the sheet attached to the blueprint and order the lumber delivered to the shop. The instructor figured the bunks would be ready to take home in about two weeks. Later the instructor explained the way the lad would do the work. On the big power saw, he would cut out all the pieces for the seven bunks at one time. All holes for bolts would be drilled with an electric drill. A special 12-inch bit would be used. It would take two boys a little over an hour to assemble a bunk.



A buzz saw attached to a farm tractor in a well-equipped shop by an instructor who knows his job

Thru experience in FPWT courses, welding equipment has changed from desirable to *must* equipment in modern Nebraska farm shop



A corn elevator built in a well-equipped Nebraska farm shop. Some of the metal was new, more of it was found in junk piles. When new equipment is simply "not available," it is quite difficult to place too high a value upon satisfactory shop skills

At Fremont the boys were turning out cement hog troughs at a rapid rate. They were using a special metal form. They were also building good, steel farm gates using pipe, angle iron, and hog wire. The welding outfits made this job possible.

Schools Support Program

At Scribner there were 18 adult farmers working on three manure loaders, one machinery trailer, one hay sweep, a grain elevator, and a 50-bushel self-feeder for hogs. On the sidelines watching approvingly were the Board of Education and the superintendent of schools. Several class members were asked, "Why are you attending the class?" Many reasons were given; all, however, emphasized the value and convenience of working in a shop equipped with arc and oxy-acetylene welding outfits, power saws, electric drills, and "husky" grinders.

Instructors Prepare for the Job

It would not be fair to the instructors of vocational agriculture to conclude this "memo" without adding at least one more observation. This new and modern equipment would be of little value without the skillful guidance of the class leader. In most cases "something new has been added" to the teacher of agriculture. One instructor informed me that he had spent many evenings and some Saturday afternoons working with a local mechanic who was an expert welder. Another had taken a special summer course at the State Trade School. Others had, with an instruction book at their side, practiced for many hours in their own shops. Another informed me that he had just picked it up as he went along, "Or," he added with a smile, "maybe I was born with it."

Yes, "something new has been added" to our shops. The hammer-handle, birdhouse days are gone. Both the shops and our instructors are now equipped to really train farm boys, young farmers, and adults to solve the mechanical problems they encounter in their farming programs.

The Editor Comments: A question raised in some sections of the country is "What will be the status of acetylene and electric welders in our farm shops after the war?" When manufactured equipment becomes available, will farmers buy their elevators and trucks and loading devices which they have built in recent years because of necessity? Or will they resort to purchase? To what degree shall they be skilled in welding using both acetylene and electric equipment? With rural electrification reaching hundreds of new farms every year and, when wire becomes available, thousands of farms, how many farmers will equip themselves with electric welders? Even tho the answers will not be uniform for all states, these questions might merit a discussion from one or more writers.

Summer and Farming Programs

LESTER B. POLLUM, Supervisor, Topeka, Kansas

Lester B. Pollum

WHAT should a boy accomplish during the summer months if his farming program is to be continued the next school year with the least interruption and loss? This question applies to all boys enrolled in vocational agriculture, and especially to this year's ninth grade boys, most of whom will, as their feed crops develop, be in the market for livestock with which to begin farming programs in the late summer or early fall. Usually, advanced boys will be in the market for additional livestock if their programs are to expand and grow in size and scope.

Such questions as the foregoing naturally stimulate others. When should such livestock be purchased, if purchased most advantageously? What is a reasonable price to expect to pay? Where will the credit be secured if needed—local bank? Production Credit? other sources? What security will be required? Have credit arrangements been made? Can suitable livestock be purchased in the community? If not, what are other possible sources? In case several boys desire the same class or type of livestock, can cooperative purchases be made advantageously? What further arrangements are necessary if this is to be done?

Has each boy the equipment and facilities for handling such livestock? If not, what further provision must be made? How? When? At what cost? What provision has been made or will be made for fall and winter pasture? These and perhaps other questions must be met and dealt with and many of them acted upon during the summer months if farming programs are to progress without delays, interruptions, and loss of interest that often proves detrimental, if not fatal.

Casual observation leads one to believe that failure to begin dealing adequately with such questions before the close of school has perhaps caused more slackening of progress and interest than any other single factor. Once interest dies, it is often extremely difficult to rekindle. Few will question the assertion that the degree of interest and progress in farming programs will largely determine the degree of interest in vocational agriculture.

"My sophomore class has a poor attitude" is heard with somewhat surprising frequency, or "My junior boys don't seem to have the interest they should." If boys have at one time displayed satisfactory interest in their farming programs and later lose it, there must be a reason. It may not be easy to find. But before attempting to locate the causes, perhaps the teacher should analyze his own methods and techniques. Have there been prolonged periods during the year in which the boys' minds have been permitted to get away from farming programs—periods in which farming programs have not been discussed? Can a recurrence of this be avoided? Have farming programs been specifically and objectively planned or have they been generally and perhaps a bit vaguely planned? Is it clear in the boys' minds, as they leave school for the summer, just what each is to do concerning his farming program, when he will do it, how he will do it?

If specific and objective plans have been arrived at, was it at the dictation of the teacher? Or was it the result of the boy's thinking and planning stimulated and guided by the teacher? There's a difference.

At any rate, much of the accomplishment of next summer and next school year may have been lost if boys leave school this spring without a rather definite schedule of things to be accomplished during the summer and early fall. If this schedule is paralleled with adequate summer supervision by the teacher, long strides will have been taken toward a successful next year for all concerned. Boys will more likely return next fall in an attitude of anticipation and expectancy. Without it, most anything can happen.

It is perhaps too much to expect to eliminate all loss of progress when a change of teachers occurs. It has not been uncommon for the current teacher to be called away at the close of school. Often his successor is not found and on the job until late summer. Naturally the summer progress is retarded, often eliminated. The incoming teacher must then, with a meager knowledge of the circumstances, begin all over again. Many steps in farming programs that, by all means, should have been taken during the summer, have not been taken. Proper timing has been lost. Boys who were keenly interested when school closed last spring may now be indifferent. The incoming teacher is in for some tough going. He begins to suspect his predecessor was neglectful. Maybe he was, maybe he wasn't. The effect is the same—interest is dead, farming programs are retarded. The boys, more than the new teacher, are the victims.

Again, if each boy has a definitely planned summer schedule before school closes, some of this loss, perhaps most of it, could no doubt be prevented. With such a schedule many things could and perhaps would be accomplished even in the summer absence of a teacher. Much loss can be prevented if the outgoing teacher leaves a copy of each boy's program and schedule with the superintendent or principal for delivery to the incoming teacher as soon as he arrives.

Practically all of it could be eliminated if, in addition to furnishing the incoming teacher with copies of such plans or schedules, the outgoing teacher could spend a few days with his successor.

It is a bit distressing to note how little concerned some of us are over such losses. Even tho there is no conclusive proof, it seems safe to say that many promising farming programs fail, due to inadequate plans for the summer, especially when there is a change of teachers. It constitutes perhaps the greatest single drag on the progress of farming programs. We can and must eliminate much of it. It is not meant to imply the problem is universal. There are many departments in which, for years, summer has been a period of substantial accomplishment and progress. Let's make it so thruout each state.

The Future

In spite of this discussion, it is not inconsistent to say that in recent years of good crop yields, together with stable prices of both livestock and crops, farming programs have flourished to an unprecedented degree. Marked increases in size and extent have been common. In many cases the net worth of high-school boys has mounted to surprising figures. This has been accomplished with moderate risk. It is reasonable to believe teaching accomplishment has increased accordingly.

How long will such encouraging conditions continue? Probably nobody knows. There is considerable evidence that the extent of America's stock pile of food is not accurately known. Nor is it known at what rate it will be drawn upon in the immediate future. There is difference of opinion among authorities as to the amount of food needed to feed reconquered and occupied countries. There are those who insist such demands will not be as heavy as anticipated when food reservations were made.

There is no way of knowing what steps will be taken to support farm prices in case of food surpluses. Nor is there any way of knowing the effectiveness of such steps when and if taken.

These are factors, however, that cannot be ignored as we work at the job of directing and advising our boys in the establishment and enlargement of farming programs.

In recent years many boys have bought into sizeable farming programs with comparative safety. We may, however, be approaching a time when this will be hazardous. On the other hand, it would be regrettable if the scope of farming programs was unnecessarily curtailed.

As a rule the boy who starts with a modest farming program and maintains a steady growth thru natural increase is on the least hazardous ground. Especially is this true if he produces his own feed and pasture crops. He can weather economic jolts that would render the more venturesome insolvent. A foundation herd of breeding stock, along with some farm machinery and equipment reasonably free of debt, constitutes a start in farming, whether beef and pork are worth $17 per hundred or $7. All of which adds up to the fact that we must be alert and keep our boys alert.

"Blueprints"

(Continued from page 9)

adult classes under FPWT; one night each week in high-school athletics, class play or other school activity. This leaves one night free with the children while the wife goes out for the evening.

This program would last during the peak-load of short-course season. Before these classes start time should be spent in securing enrollment and planning instructional courses. After the courses are completed time must be spent in follow-up chores.

Now, what have I left out? Is it more important than some things that we do? Shall we try to carry on all our former activities plus all wartime activities and not do them so well, or shall we adopt some working schedule and keep it, and drive ourselves out of the profession by the overload?

Studies and Investigations

E. B. KNIGHT

A Part-Time Farming Community Analyzed to Meet the Educational Needs of Nonfarm Pupils

WM. F. HALL, Teacher Education, Pennsylvania State College

Wm. F. Hall

A VERY sizable portion of our population employed primarily in industrial or in commercial vocations finds part-time farming an attractive way of life and a practical means of increasing annual income. As industry tends toward greater decentralization, a trend interrupted by the war emergency, the number of part-time farmers will probably progressively increase. The return of servicemen, of whom one in nine has an agricultural background, to peacetime pursuits will probably also swell the number. Clearly only a fraction of these men who may want to return to agriculture may do so on a full-time basis.

This characteristic of American vocational life poses a problem for secondary education in the United States, a problem most pronounced in the industrial East but definitely not peculiar to it. The signs of the times suggest that it will become much more general in a relatively short time. The problem is to provide a secondary-school curriculum which will be most functional in the lives of the young men who will become part-time farmers. Research done by Harry I. Knox*, teacher of agriculture in the Bellwood, Pennsylvania, high school, under the guidance of the department of agricultural education of The Pennsylvania State College, may point the way to a solution of the problem, at least in part. The dominance of families engaged in part-time agriculture in the patronage area of the Bellwood school and of pupils from these families in the curriculum in vocational agriculture was the main influence leading to the study.

Objectives of the Study

The major objectives of Mr. Knox's study were:

1. A description of the nonfarm pupil problem in its relation to curricula in vocational agriculture, generally;

2. A description of the Bellwood Borough-Antis Township part-time farming community, and

3. The construction of a course of study in agriculture adapted to the needs of the pupils in the patronage area of the Bellwood High School.

* In June, 1944, Mr. Knox was granted a leave of absence to accept an appointment as ensign in the U.S.N.R.

Sources of Data

Data on the general nature of the nonfarm pupil problem were supplied in questionnaires submitted by 49 teachers of agriculture representing 33 of Pennsylvania's 67 counties. At the time, the summer of 1941, these teachers, a one-in-six random sample, were employed in areas quite representative of the dominant kinds of farming in the state.

Significant Findings

The data indicated that nonfarm pupils constitute 36 percent of the enrollment in the curriculum in vocational agriculture in the 49 schools. Stated differently, for every five Pennsylvania farm boys studying vocational agriculture, there are three from nonfarm homes enrolled in the curriculum. While 90 percent of the teachers of these nonfarm pupils believed the curriculum in vocational agriculture to be ill-adapted to the needs of the nonfarm pupils, half of the teachers were disinclined to deny them enrollment. They wanted, rather, to adapt the course of study in vocational agriculture to meet the probable vocational needs of the nonfarm pupils.

From 1937 to 1941, 46 pupils were graduated from the Bellwood High School in the curriculum in vocational agriculture. Thirty-six of these young men, or almost four in every five, were, at the time of the study, pursuing nonagricultural vocations. But 22 of these 36, or three in every five, were engaged in part-time agricultural enterprises, primarily to supplement income from industrial or commercial pursuits.

The Pennsylvania Railroad Company, with car shops in Altoona, a city of 80,000 people, provides employment for a large number of adults living in Bellwood Borough and its environs, Antis Township. Bellwood is within convenient commuting distance, 10 miles by rail or bus, from Altoona. It is only natural, then, that many of the school's graduates find employment with the railroad company and other urban industries and businesses.

Mr. Knox made a survey of the agricultural enterprises of 54 families in the area for the year, 1940. Each family was represented by a pupil enrolled in the curriculum in vocational agriculture, grades 10 to 12, for the school year, 1940-41. Twenty-three of the pupils were from farms; 31, from nonfarm homes. Case studies of two of the nonfarm families and their agricultural enterprises were also made. The survey and case studies were designed to discover how the agricultural enterprises, the kind and scope of projects and proceeds from them, of nonfarm families compared with those of farm families.

The data of the survey presented the agricultural enterprises of the two kinds of families in striking contrast. The farming enterprises of pupils from nonfarm homes also contrasted markedly with with those from farms.

In gardening, for example, the nonfarm pupil intensively cultivated 1/6 acre; practiced inter-, succession-, and companion-cropping; used hand-power, or light motive-power units, and maintained fertility with green manure and commercial fertilizers. The farm pupil cultivated 1.1 acre; used horses or tractors for power, and depended upon animal manures for fertility.

Some Generalizations

Significant generalizations made from the data of the case studies are:

1. Nonfarm families averaged (mean) 9.5 members

2. A market was provided for family labor

3. Ground areas of properties were fully utilized

4. Cash outlays for vegetables and fruits, and pork and poultry products were reduced to a minimum

5. The mean labor income per family member per year from the enterprises conducted was $22.62

6. The mode of life appeared distinctly satisfying to these nonfarm families.

Suggested Course Organization

To prepare prospective members of nonfarm families to engage successfully in part-time farming, Mr. Knox constructed a course of study styled "Consumer Agriculture." It was based primarily upon the data derived from his study of the part-time farming families in the Bellwood community. The course of study represents a cross-section of the agricultural enterprises of these families. It is to be administered in two years for pupils of grades 11 and 12.

Subjects and Time Allotments for a Course of Study in Consumer Agriculture

Enterprises	Double periods by years I	II	Total
Poultry husbandry	30	12	42
Vegetable gardening	32	12	44
Fruit	12	30	42
Care and management of livestock	14	12	26
Soils and crops	0	18	18
Bees	12	0	12
Home improvement	16	0	16
Flowers, lawns, trees, shrubs	0	17	17
Community living	0	15	15
Supervised practice	17	17	34
Household mechanics	36	36	72
Total	169	169	338

A Timely Project

A RESEARCH project, just completed in Ohio, promises to be of great value to the supervisory staff in locating departments of vocational agriculture even to the extent of complete coverage of the state with agricultural departments based upon the number of farm boys enrolled in the high schools.

The information was secured in a statewide survey calling for six items from every high school known to enroll farm boys. A copy of the survey sent out by the State Director of Education follows:

Wartime Survey of Ohio Schools to Determine Postwar Opportunities in Vocational Agriculture

1. Name of high school..... County.....
2. Approximate school patronage area ..... sq. mi.
3. Number of (4-year) high-school boys as of April, 1944.....
4. Number of boys living on full-time farms.....
   Such a boy is defined as one living on a farm where the majority of the income received is from farming and the majority of the time spent by the head of the family is in farming.
5. Number of boys living on part-time farms.....
   Such a boy is defined as one living on a farm consisting of three or more acres which produces an income of at least $250 worth of agricultural products, but which does not meet the requirements of a full-time farm as defined.
   Signature.....
   Address.....

The use of the returns is obvious to any one interested in placing teachers of vocational agriculture where farm boys are enrolled.

Space is not available here for the presentation of the complete course of study. (The full text may be had upon request to the Department of Agricultural Education, State College, Pennsylvania.) For their suggestive value, however, excerpts from it are presented in the preceding paragraph.

Mr. Knox also analyzed each of these 11 subjects or enterprises into jobs most appropriate for the education of the part-time farmer. The jobs were then grouped into monthly, September to May inclusive, teaching plans or calendars according to the best seasonal sequence of each in relation to all the other jobs.

A Code: I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what right I have. I must stand with anybody that stands right; stand with him while he is right, and part with him when he goes wrong.—Abraham Lincoln.

E. M. Tiffany, author of the F.F.A. Creed, also wrote the words and air for the "Song of the Future Farmers." This was one of the early F.F.A. songs in the field, being copyrighted in 1929.

Evaluating the Work of Teachers of Agriculture

O. J. SEYMOUR, District Supervisor, Arkadelphia, Arkansas

EVALUATING the work of teachers of vocational agriculture in Arkansas is a responsibility of the district supervisors. Each year, early in the month of May, each district supervisor furnishes the director of vocational education with his rating of the teachers of his district. This rating is used by the director in determining the amount of federal and state reimbursement to be made to a school district upon the salary of a teacher the next fiscal year.

The writer, in cooperation with teachers of the Southwest Arkansas district, has attempted to work out a rating sheet that would be broad enough in scope and objective enough in character to give fair consideration to the achievements of every teacher of the district. Each activity selected for rating has been assigned a weight value. About one-half the total weight of the rating is based upon in-school activities and work with all-day boys and the other one-half upon work with out-of-school classes and other outside activities.

The activities used, the weight values assigned each activity, and the source of information used for the rating of an activity follow:

In-School Activities and Work With All-Day Boys (19 points)

Activities	Points	Sources of Data
Housekeeping	1	Observation of District Supervisor
Condition and completeness of files	2	Observation of District Supervisor
Accumulation of days reports are late in reaching District Supervisor's office	2	Report Register
Number enrolled in all-day classes	2	Form 2 report
Average number productive enterprises planned per all-day boy	2	Preliminary 4AA, current year program
Average number productive enterprises completed per all-day boy	2	Final 4AA, last year program
Percent of all productive enterprises of all-day boys completed	2	Final 4AA
Average number improvement projects completed per all-day boy	1	Final 4AA
Average number supplementary farm practices completed per all-day boy	1	Final 4AA
Number F.F.A. meetings held first 10 months of fiscal year	1	Monthly reports
Total number of hours of teaching activity, all classes	1	Monthly reports
Number visits to projects of all-day boys for first 10 months of fiscal year	2	Monthly reports

Out-of-School Classes and Other Outside-of-School Activities

Activities	Points	Sources of Data
Number evening-school meetings held first 10 months of fiscal year	3	Monthly reports
Number attending evening-school meetings first 10 months of fiscal year	3	Monthly reports
Number FPWT classes approved first 10 months of fiscal year	1	Office ledger
Number visits to evening-school men first 10 months of fiscal year	2	Monthly reports
Number visits to other people first 10 months of fiscal year	1	Monthly reports
Number services rendered to farmers first 10 months of fiscal year	3	Monthly reports
Total number of hours worked outside of actual teaching first 10 months of fiscal year	1	Monthly reports
Total miles traveled on official duties first 10 months of fiscal year	1	Monthly reports
Outstanding services rendered to the community	5	Observation and knowledge of District Supervisor

Readers who heard Dr. H. V. Holloway, State Superintendent of Public instruction in Delaware, speak at the A. V. A. convention in Philadelphia may have been impressed by his recital of "The Teacher's Creed." He writes that its author is Edwin O. Grover. It is reprinted here for the inspiration that its sentiment may give to all of our readers everywhere.

The Teacher's Creed

I believe in boys and girls, the men and women of the great tomorrow, that whatsoever the boy soweth the man shall reap. I believe in the curse of ignorance, in the efficiency of schools, in the dignity of teaching, and in the joy of serving others; I believe in wisdom as revealed in human lives, as well as in the pages of a printed book, in lessons taught not so much by precept as by example, in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely. I believe in beauty in the schoolroom, in the home, in daily life, and out of doors. I believe in laughter, in love, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living.

—Edwin O. Grover

Future Farmers of America

A. W. TENNEY

Loraine Chapter Leads

EDW. F. BROWN, Teacher, Loraine, Texas

DURING the recent Sixth War Loan Drive the little community of Loraine, Texas, reached 125 percent of its quota with the Loraine Chapter of Future Farmers acting as the sales committee for the community. Merlyn Bruce, chapter parliamentarian, contracted one-seventh of all E Bonds sold during the drive according to a final report made by K. L. Taylor, local banker, and Edward F. Brown, teacher of vocational agriculture and Chapter adviser.

The Loraine Chapter volunteered to conduct the Sixth War Loan Drive for the Loraine Community. In order to announce the drive to the public the chapter purchased space in the local paper for every week of the drive and sold advertising to the merchants on these ads. A mimeographed announcement of the campaign was printed and mailed to each box holder in the Loraine trade territory listing the members of the Loraine Future Farmers Chapter who would call on them. A booth was constructed and placed downtown to aid in the sales. Nearly $4,000 worth of Bonds were sold from this booth one Saturday afternoon. At a "Buy a Bond" picture show at the local theater on the night of December 7, chapter members took care of the sales. A barometer to show the progress of the sale was constructed by the chapter to be placed on the bank corner and was kept up to date by the chapter. A contract mimeographed form with a check to be filled in for any bank at the bottom, was used so that the chapter member could get all of the necessary information needed by the bank to issue the Bond, plus a check to cover costs.

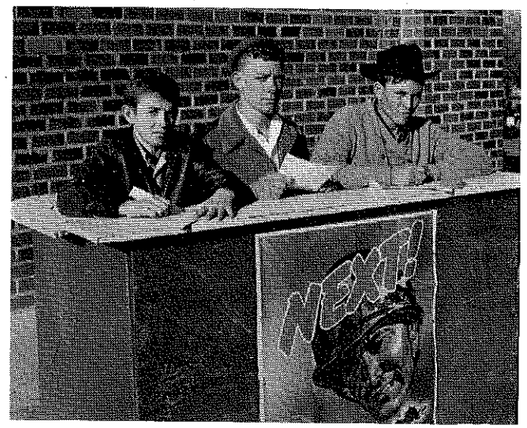
To encourage the campaign the local Lions Club offered a $25 bond to the chapter member who contracted the sale of the greatest number of E bonds.

All of these efforts reaped a just reward as the red line of the sales barometer passed the quota line of $28,000 cash purchase value in E Bonds to reach a final mark near $36,000. With $3,000 worth of F Bonds and $28,000 of industrial bonds purchased, a grand total of over $70,000 in cash was reached by Loraine.

In the sales contest sponsored by the Lions Club, Merlyn Bruce was winner with $6,725; contracted in selling one-seventh of all E Bonds sold. Royce Beights, district secretary, was second with $4,250, and Donald Hoover, third with $3,600. These boys were guests of the Lions Club at a regular meeting in January, and Merlyn was presented a $25 Bond by the club.

Not Father and Son in a stern, solemn way,
But chums and good partners at work or at play!
Not Father and Son separated by fear,
But comrades in friendship and honor and cheer!
Not Father too busy to care for his boy,
Not Son thinking only of personal joy,
But let each be true to the love in his heart
And nothing can draw Son and Father apart!
Not Father and Son for a day or a week,
But loyal companions who constantly seek
To make life a happy adventure in fun,
And welcome the glory of each morning sun
With eager delight, for to them it extends
A chance to become closer comrades and friends.
Oh, nothing could ever mean more to a lad
Than taking his place as a pal of his Dad!

—Lawrence Hawthorne



The Lorain, Texas, Chapter was responsible for that community reaching 125 percent of its War Bond quota. These three boys sold nearly $14,000 worth of Bonds—about one-third of all "E" Bonds sold. They are (left) Merlyn Bruce, high salesman receiving a $25 Bond; Royce Beights, second, and Donald Hoover, third

Success in Cooperation

JAMES A. MORTON, Teacher, Barryton, Michigan

COOPERATIVE activities can be, and very often are, the basis of a strong and well-balanced Future Farmer program, as the Barryton, Michigan, Chapter of Future Farmers has demonstrated.

Altho membership during the past four years has never exceeded 32, the Barryton Chapter has extended and expanded its activities to include the following: (1) One 10′ x 12′ brooder house and equipment; (2) 14 registered Duroc Jersey sows and one boar; (3) One 8′ x 7′ portable hog cot; (4) A stock trailer with a 10′ x 12′ tarpaulin cover with chapter name and address on panel; (5) An electric incubator with a capacity of 416 eggs; (6) A 20′ greenhouse with a 20′ coldframe. (Plans are now under way to build a new 40′ greenhouse this spring); (7) $50 in war bonds; (8) 200 potato crates and bushel baskets; (9) A 1½-acre Victory garden; (10) Operation of F.F.A. loan fund; (11) Milkweed-pod harvest; (12) Scrap metal and paper drive.

The entire program is organized, financed, and carried out by the F.F.A. members during the regular classes in agriculture and F.F.A. meetings.

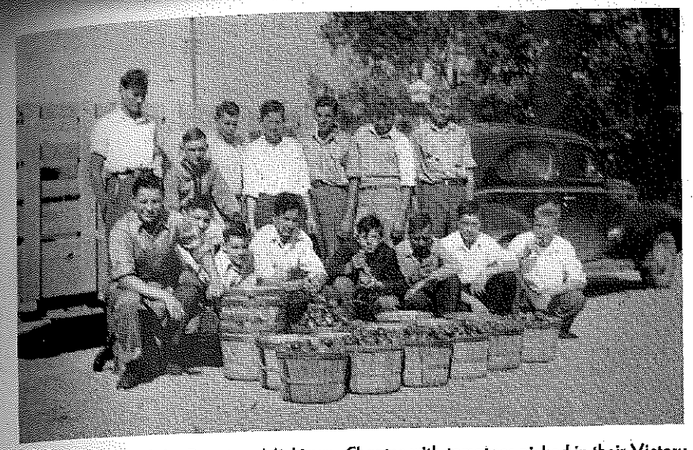
The Barryton Rural School is situated in the eastern half of Mecosta County. The soil is classified as second and third class land. The highest agricultural development has been reached in those sections in which the soils are heaviest and which formerly supported a growth of hardwoods or a mixture of hardwoods and pine. The deep, sandy soils have remained in the cutover stage for a long period of time, and very little of this land has been cleared of second-growth in order to utilize the land for farming purposes.

At present the agriculture in the community consists chiefly of a general, or mixed type of farming, with dairy cattle one of the chief sources of income. Poultry raising is advancing rapidly. Two large hatcheries are operating in this community, supplying thousands of chicks and poults each year for year-round broilers and holiday turkeys.

Practically all the crops grown are used to some extent as a source of cash income; but the greater part of the hay, corn, and oats is used for feeding livestock. At one time potatoes were the leading cash crop, but string beans have gradually displaced them.

The broiler program can be used to illustrate the value of a cooperative project to develop a stronger program and to stimulate an interest in the chapter activities.

Two years ago the chapter decided to build a standard 10′ x 12′ brooder house with funds derived from the sale of tomato plants which were grown in the F.F.A. greenhouse. At a regular meeting, the Chapter president appointed two



Fifteen members of the Barryton, Michigan, Chapter with tomatoes picked in their Victory garden. The chapter-owned trailer is in the background. An electric incubator, a brooder house, a 20′ greenhouse and a coldframe are additional projects of this hustling chapter

committees to contact the superintendent of school;—one for the purspose of securing permission to construct the brooder house on the school premises and the other to secure plans, building materials, and equipment. Soon the brooder house was constructed. It was decided to raise two flocks of 250 broilers each during the school year. Chicks were to be purchased locally. The first delivery was to be cared for by the members in the animal husbandry class; the second flock, by members in the farm crops class. Considerable interest and enthusiasm arose in the competition between the two classes, each trying to produce the heavier broilers with the lower feed cost per bird, and the lower mortality rate at the close of 12 weeks.

To date, the Chapter has raised 964 broilers weighing a total of 2,743 pounds. To expand the broiler program still further, the Chapter has purchased a new electric incubator of 416-egg capacity to hatch chapter-owned chicks and to provide chicks to members who are interested in carrying out broiler projects at home.

The broiler program has proved its value in stimulating group cooperation and in teaching the principles of brooding, broiler production, sanitation, and marketing. Furthermore, it has been financially profitable to the Chapter.

Cooperative chapter activities provide an excellent opportunity for members to learn farm skills on chapter-owned projects. They also furnish a basis for teaching responsibility as well as developing high quality leadership.

Thru the chapter-owned projects, the Future Farmers learn to castrate pigs, working on their own animals; learn the fundamentals of brooding, broiler raising, and caponizing within a few feet of their classroom; learn the art of gardening and potato growing, with all its insects and diseases, within a quarter of a mile of the school building. *Learning Thru Doing—On Our Own* is the Barryton Future Farmer's motto.

The splendid leadership which this type of activity develops can be understood when it is noted that the members develop the ideas, the chapter president directs, the treasurer handles the financial side, the secretary keeps the minutes, while the adviser coordinates the F.F.A. and classroom activities.

These various tasks require the use of good parliamentary procedure which the Barryton members proved they could use when they won first place in the regional parliamentary procedure contest.

The chapter plans to complete its year with a round-table discussion on group projects over station WKAR at East Lansing, June 7, and a summer outing at Silver Lake to aid in the cherry harvest at Hart, Michigan.

At the recent F.F.A. banquet at Pleasant Township, near Marion, Ohio, all State Farmers were present, including Lt. Luther Miller. He is an air pilot stationed at Seabring Field, Florida. He left Seabring that morning, downed at New Orleans for a late breakfast, then dropped at St. Louis for lunch and tied up at Lockbourne Air Base, Columbus, in ample time to make the banquet. Surely Future Farmers do get around.

Each spring we put a chart on the "Ag." bulletin board listing each sow owned by an F.F.A. member. Other columns include date farrowed, number farrowed, and number alive at four weeks. This little activity has increased the percentage of pigs saved.—Neligh, Nebraska.

Our chapter sponsored a poultry house improvement contest. The local hatchery furnished $15 for prizes.—O'Neill, Nebr.

We give a Greenhand pin free of charge to all new members who can give the F.F.A. Creed in an approved manner. —Valley, Nebr.

All F.F.A. boys that conduct three or more production projects receive an F.F.A. Marker free.—Fairbury, Nebr.

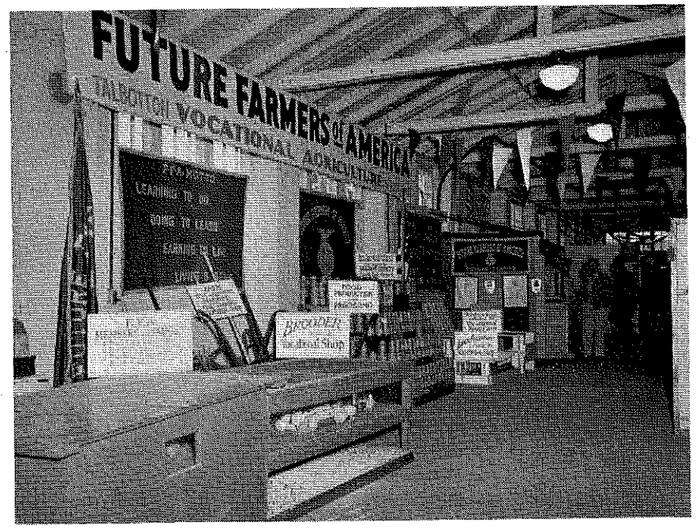
We hold our project tour early in the fall so that the freshmen can see some good projects. A score card is filled out on each project visited.—Beatrice, Nebr.

We donate at least 20 hours of time to some charitable cause each year.—Holdrege, Nebraska.

Each year we publish in the local paper a complete story of the most outstanding Betterment Project of the year.—DeWitt, Nebraska.

Our chapter sponsors a poultry improvement program for 7th and 8th grade rural students. Out chapter furnishes the baby chicks and the students raise them on shares. This project is improving the poultry in our community, and it is giving our chapter some fine contacts with the younger boys.—Kearney, Nebraska.

Our chapter has prepared sets of blueprints on "Learning to read blueprints." These were sold thruout the state at 15 cents per set. It made us a little money, and was a service appreciated by many schools.—Beatrice, Nebraska.



This exhibit of the Talbotton, Georgia, Chapter was shown at the Manchester Tri-County Fair last year and won the first prize of $75. The department is only four years old and in that time has been responsible for two modern vocational buildings equipped with up-to-date tools and apparatus and four modern canning plants. Claude E. Boggs, teacher

Our Leadership in Agricultural Education

H. E. Urton

E. L. DeAlton

Paul M. Hodgson

E. L. Austin

WHAT do our leaders in the states with smaller programs look like? Let's take a look at some of them.

H. E. Urton has been state supervisor in South Dakota for eight years. He graduated from South Dakota State College in 1921 and for 13 years was a teacher of vocational agriculture. In addition he served two years as a superintendent and four years as a high-school principal. He took his master's degree in agricultural education at South Dakota in 1943.

Ernest L. DeAlton is the state supervisor in North Dakota. He is a graduate of Montana State College where he taught vocational agriculture five years and was superintendent of schools four years. He took his Master's Degree at Iowa State College. In November 1936 he became assistant supervisor in North Dakota and assistant teacher-trainer. Upon the death of Supervisor Jones in October 1938 he was made state supervisor and teacher-trainer. His accomplishments in his FPWT program the past year have been most outstanding.

Delaware, a three-county state, is fortunate in having Paul M. Hodgson as its state supervisor. Mr. Hodgson, farm-reared in Delaware, with two years of vocational agriculture in high school, graduated in agriculture from the University of Delaware. During one summer he represented an international tourist company and two summers he operated a summer camp for boys. His teaching experience includes eight years in a private school in New York State and five years as teacher of vocational agriculture in Delaware. For the past four years he has been acting state supervisor and state adviser of the F.F.A.

Dr. E. L. Austin has been teacher-trainer in Rhode Island since 1939. A product of Indiana, he is a graduate in agriculture of Purdue University where he was employed from 1920 to 1926. He took his doctor's degree at Cornell in 1928 after which he served as head of the Department of Teacher Training in Michigan until his transfer to Rhode Island. His special contribution to education has been largely in the field of visual aids.

Book Reviews

A. P. Davidson

"*Vocational Education for a Changing World*," by F. Theodore Struck, 550 pages, published by John Wiley & Sons Inc., list price $3.50. This is a timely book of 24 chapters which will prove useful in courses for teachers, supervisors, principals, administrators and others who seek to know more of the basic fundamentals of vocational education. In planning for postwar education in the field of vocational education it is important that we know and understand what the special function of each type of vocational school is and how it can be used to the best advantage. We need to know the place of industrial arts in the educational program and how it can supplement both general and vocational education. It is important that we know the various laws, policies, and regulations under which vocational schools are organized. The policies of labor and management as they relate to vocational education, together with the attitude of many trade and educational associations toward education for work, are significant. This information the author has collected and made available in this book.

Vocational Guidance and Adjustment Services; Accident Prevention and Safety Practices in School, in the Home, and in Employment; Vocational-Technical Training for a More Competitive World; Rehabilitation for Civilians and for the Armed Services, are chapter headings in addition to the usual treatment given to types of schools and classes and policies which indicate the scope of the text. The subject matter is concisely and interestingly presented. The book should prove especially helpful to persons who have recently entered the field of vocational education. Persons already engaged in this field will find this publication of value in giving them an up-to-date grasp of the total program of vocational education in the United States and her insular possessions.

"*Helps in Mastering Parliamentary Procedure*," by W. F. Stewart, 24 pages. Sold by the author, Ohio State University, Columbus 10, Ohio. Price 15c; in quantities of 10 or more copies, 10c per copy. This booklet, prepared by our editor, is not new. It is mentioned again in these columns because the last printing makes the total edition in excess of 100,000 copies. Dedicated to the Future Farmers of America, it is used in every state in the Union and is making a significant contribution in the development of leadership in Future Farmers. Congratulations to our editor.

Of 15 past presidents of the California State Association, one died in army training, 12 are now in the armed forces and two are operating their own farms. Of those in service, five had major farming programs when inducted, two were in allied agricultural services, one was in a war plant, and four in college.

Banquet Banter

Toastmaster: Ladies and gentlemen, altho we boys in vocational agriculture in this school suffer a lot from being close to the University and, so, being used as a training school for prospective teachers of vocational agriculture, nevertheless we do get a break once in a while, and tonight is one of those rare occasions. Students from other states come to our University for graduate work and bring with them a lot of ideas about the program of vocational agriculture in their home states, their Future Farmer organizations and accomplishments, and such things. Whether they get any ideas while they are attending the University and completing their graduate work in agricultural education, I sometimes wonder. Tonight, we are priviledged to have one of these graduate students as our guest speaker. They tell me he is a teacher-trainer and comes from southern Georgia. I never met him until this evening. When I learned that we would have this privilege, I asked our teacher of agriculture what I might say as an introduction. He told me some things, but I don't know whether we can believe them any more than some of the things he tells us in class. He said he took an interesting trip one year thru the South and traveled thru Georgia, probably not very far from where our speaker lives. He said he talked to different farmers along the way about farm practices, production, and such things. He was particularly interested, he said, in one farmer's report on his hog crop. This farmer said that, if they had a good year so that the pigs could forage well thru the pine woods, they could usually count on a pig making enough growth by the time they butchered it that they could get about 50 pounds of fairly good meat, a half-gallon of lard, and a gallon of turpentine. Mr. Speaker, if this report isn't correct, blame our teacher. We are glad to hear from you at this time.

Speaker: Ladies and gen'lemen, Future Fahmas, and guests. The story is a'right but it was a Flahida pig, not one raised in Geo'jah. Flahida fahming is all terrible; it's all mixed up. Why, they raise Poland China cows down the'h. You don't know them? That's the kind you lean up against a pole and milk in a china cup. The land, too, in Flahida isn't very productive. They say a tourist asked a Flahida native—a shanty sun soakah—one who leans against the south side of a shanty and soaks up the sunshine, how many acres it takes in Flahida to pasture a cow? The sun soakah said he wasn't shuh about supporting a cow but, as near as he could figure, it took 10 acres to support a full-grown wood pecker. You boys come down to Geo'jah and we'll show you some sho cnuf fahming. I am glad to be with you and bring you a story of the Future Fahmas in Geo'jah.

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