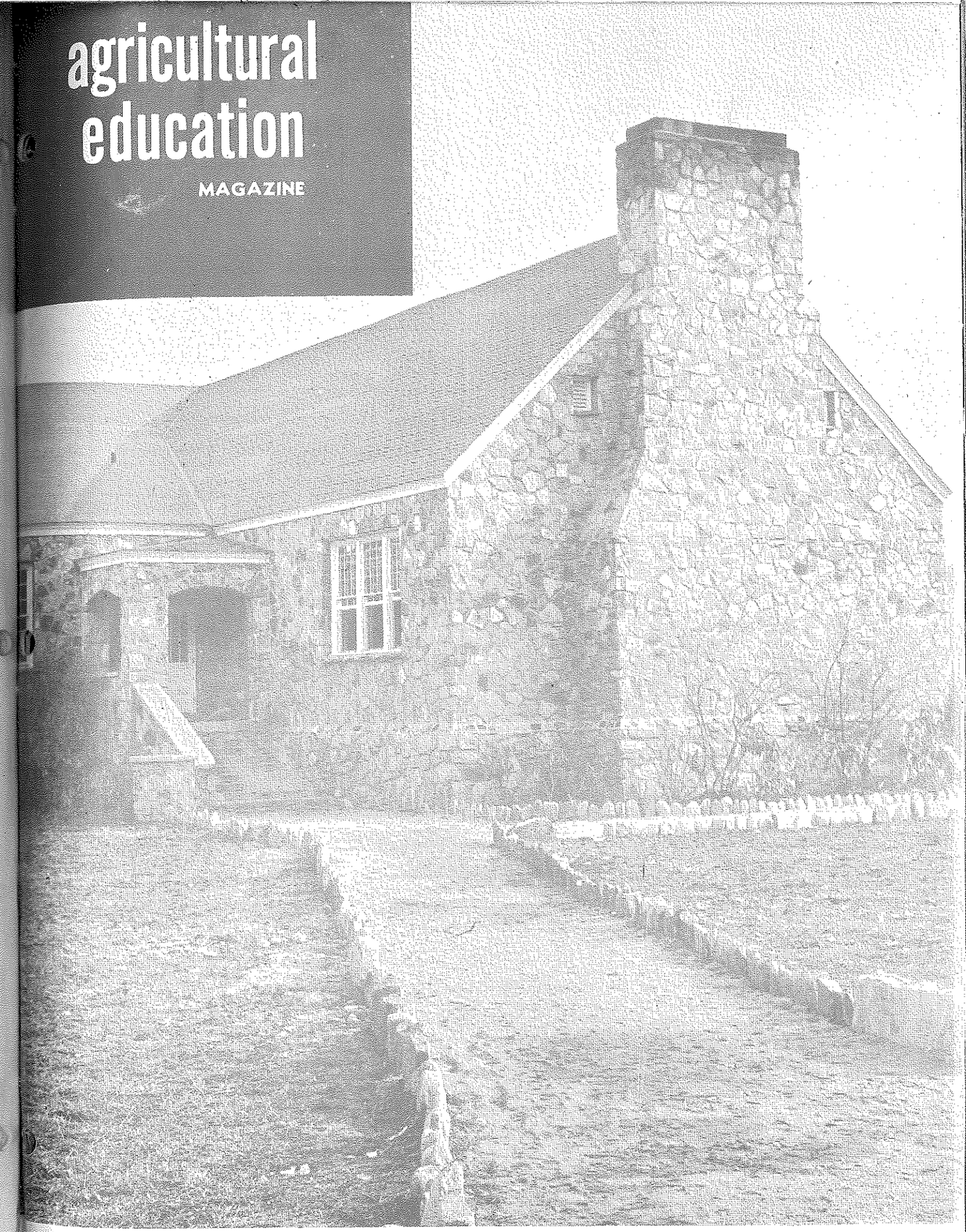
agricultural education

MAGAZINE



Barnardsville, North Carolina, has this fine, F. F. A. chapter room

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Editorial Comment

Facilities Featured

OUR readers will observe that considerable emphasis has been placed in this issue upon *facilities for departments of vocational agriculture*. Attention is called to the accompanying editorial by G. C. Cook and to the contributions dealing with specific phases of the subject, which were submitted by R. W. Cline, A. H. Hollenberg, V. G. Morford, and W. N. Elam. Much of the credit for planning the feature number goes to R. W. Cline, teacher-trainer at Tucson, Arizona, who is special editor of the section on Farm Mechanics.

The editorial staff plans to feature other phases of the program in future issues. It is anticipated that articles dealing with courses and methods will be timely in September and that the F.F.A. should be played up in October. This plan will not bring about the elimination of the existing sections, but will emphasize each of them somewhat in rotation. Reactions of readers to the proposal will be welcomed by the editors.

Are Our Libraries Adequate?

MOST of us will have to answer *No* to this question. Even if our libraries were adequate before the war (and ordinarily they were not) they were not kept up to date during the emergency. In view of this situation, library adjustments should be given a high priority as we improve the facilities in our departments.

The program of veterans' education provides additional demands for reference books, periodicals, bulletins, and selected types of illustrative materials. True, individual copies of basic references may be provided for the veterans and they may be encouraged to build up personal files of bulletins. Nevertheless they will have need for better library facilities than are now afforded.

With certain exceptions agricultural books have a way of becoming out of date in a few years following their publication. Too often the shelves in departments of vocational agriculture are loaded with a certain amount of filler which might well go into paper salvage. School officials will ordinarily approve of liberal budgets for books, provided the teachers demonstrate that they use advantageously the references already at their disposal.

The manner in which libraries are organized is an important factor in the degree to which they are used. Students develop a desire for delving into the available references when their curiosity is aroused by the resourceful teacher. Bulletins provide an excellent form of reference if carefully selected and properly filed. Periodicals are sought for, if some use is made of them by the teacher and if they are displayed attractively. Even illustrative materials, issued by educational organizations and commercial concerns, have an important place in our libraries, provided they are selected carefully and used judiciously.

Let's not overlook our libraries as we plan our programs for the ensuing year!

Cover Page

THE art department at Meredith's has suggested a few changes in the make-up of our magazine. In view of this, a picture is being substituted this month for the conventional cover design. This picture, submitted by J. K. Coggin, North Carolina State College, shows a view of an F.F.A. chapter room, which is a part of the vocational-agriculture building at the Barnardsville High School, Buncombe County, North Carolina. The construction is of native stone, and the building includes a spacious shop and classroom, in addition to the F.F.A. room. It has the necessary service rooms, space for storage, and office rooms. The F.F.A. room is paneled in knotty white pine.

The continued use of pictures on the cover page is conditional to the availability of suitable prints for this purpose. If you have a clear picture which has possibilities for the cover, please send it to the editor. Any surplus which may accrue can be used elsewhere in the magazine.

New Emphasis Demands More Adequate Facilities

G. C. Cook

A *New Area* in vocational education in agriculture has developed which calls for much more adequate facilities than many schools have had in the past. This situation has partially come about because of the experiences in agricultural education during World War II and because of the need for training by returning veterans who desire to farm. It has become necessary to make some adjustments in vocational agriculture to meet changing conditions.

The acceptance of the general public and the accomplishments achieved in the emergency programs conducted during the war period by departments of vocational agriculture demonstrated very clearly the need for a new emphasis on certain activities. This need has been further exemplified by the return of thousands of veterans who desire training in agriculture.

Farmers and their sons need and want the kind of training which will help them to become successfully established in farming or to increase their proficiency if already established in farming. Returning veterans who desire to farm need on-the-farm and related training. Departments of vocational agriculture should meet the challenge by providing the type of training the enrollees desire and need. A complete program of vocational education in agriculture, including systematic instruction for *all-day, young farmers,* and *adult farmers* (including returning *veterans*) should be developed. If the primary aim of vocational agriculture, "to train present and prospective farmers for proficiency in farming," is to be achieved, a total program in vocational agriculture *must* be provided.

In light of these situations, there is need for changes in emphasis on certain objectives. Recent changes in agricultural education should be carefully evaluated in planning and providing adequate facilities for a complete program in vocational agriculture. Some of the changes in emphasis needed are: (1) *greater emphasis on comprehensive programs in vocational agriculture including all-day, young-farmer and adult-farmer classes,* (2) *more emphasis on advisory councils and their intelligent use in vocational agriculture,* (3) *more opportunities for learning thru experience,* (4) *increased emphasis on young-farmer, and adult-farmer classes (including returning veterans),* (5) *greater emphasis in farm mechanics activities,* (6) *adjustments of instruction pertaining to agricultural production,* (7) *more emphasis on farm-family living,* (8) *increased emphasis on instruction in planning, production, and conservation of food for farm families,* (9) *greater emphasis on "action programs," and* (10) *more full-time teachers of vocational agriculture and qualified special instructors.*

New Developments

In order to meet these new developments, adequate facilities should be provided. In many established departments the farm-mechanics shop will need to be expanded. School boards planning to build new shops will need to provide sufficient space to meet the local needs. The size will depend on the types of instruction offered, the time devoted to farm mechanics, the number of enrollees, and the nature of the instruction. These shops will need to be equipped with suitable kinds and sizes of equipment to meet the local situation. In some areas, community workshops may need to be developed.

There are approximately 3,200 school canneries in the United States. In some communities new, well-equipped canneries will need to be established. Provision is made in connection with some canneries for freezer-lockers, meat curing, slaughtering animals, and dehydrating fruits and vegetables. Some schools will want to provide other types of facilities such as those needed for mixing feed, treating posts, and brooding chicks.

Well-equipped classrooms for all types of classes in vocational

(Continued on page 33)

Space for Teaching Materials

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

R. W. Cline

"I SHOULD have a chart on this subject," remarked the teacher as he opened the door of a small closet at the back of the classroom. A shower of old bulletins, books, magazines, ears of corn, a cream can and some broken chairs tumbled to the floor. This nook in the wall was the entire storage space for the department of agriculture.

While similar conditions still prevail in far too many schools, they are in sharp contrast to the spacious, attractive, and well-organized storerooms of the modern department today. With trends toward the use of more visual and real material for instruction, teachers of agriculture are procuring a broader range of teaching aids then ever before. If these facilities are to be of maximum value, adequate storage space must be a definite part of the department's facilities. It is not enough simply to provide space; it must be the right kind and amount of space for each piece of equipment in terms of its maximum use in the program of instruction.

Planning Storage Space

Since the principles of planning space are the same for all types of teaching materials, this article will be confined to materials and equipment for teaching agricultural science rather than farm mechanics. The following are some basic requirements for adequate storage space. It should:

1. Be arranged to suit the size, nature, and kind of each piece of material to be stored.

2. Afford adequate protection against loss, dust, insects, rodents, and other elements that cause serious deterioration.

3. Be arranged and classified so that any piece of material can be located and returned to storage with a minimum use of time and effort.

4. Fit into the general plan and design of the building and rooms, both as to appearance and utility.

5. Be located and arranged so as to afford maximum participation of students in caring for equipment, as a means of establishing efficient habits in such abilities.

6. Include provisions for necessary expansion and additions of new types of materials incident to growth and progress of the department.

With these principles in mind, the next step in planning is to select the best places for storage in relation to the work areas in the department. Since most instruction is conducted in the classroom-laboratory, this space should receive first consideration. The office is the workshop of the teacher and should contain materials primarily for his use. All other materials for class, laboratory, and field instruction should be provided for in a central storeroom. The actual storage space in each place must be designed from the department's list of equipment and supplies. While space in this report does not permit a detailed list of specifications, some of the important features of each type of storage will be of interest.

The Classroom

Books. All books in general use should be kept in the classroom bookcase ("C" in the drawing), arranged according to subject. This space will hold about 140 volumes. Additional books may be stored in the office and old books, if they must be kept, may be left in the storeroom.

Bulletins. Space for about 4,000 bulletins ("D") is also built into the wall. All are accessible by raising a door which is balanced on weights. One space accommodates 8½" x 11" publications.

Charts and Posters. Under the bulletin cabinet, two large drawers, 24" deep, with roller bearings, provide space for charts of standard show-card size, 22" x 28". Large charts may be folded to this size. Smaller charts or pictures are stapled on standard show cards. The cards are filed the same as folders in a regular steel file, and the filing system is the same as that used for the bulletins. Special maps and large charts must usually be rolled for storing. These may be filed on wide shelves in the storeroom according to subject and labeled on the end by using a small marking tag with metal rim.

Pictures. Pictures for class use should be mounted. It is best to use two standard-size mounts: one regular 8½" x 11" and the other 22" x 28" show-card size. The smaller mounts may be filed in the wide section of the bulletin cabinet, and the show-card size is filed in the chart-cabinet drawers. If the standard salon mount (16" x 20") should be used, it will also fit well into the regular chart sections.

Notebooks. Space "B" is provided for 65 standard student notebooks near the center of the wall space. Names of students arranged alphabetically by classes may be typed on cards and slipped into a continuous card holder on the edge of each shelf.

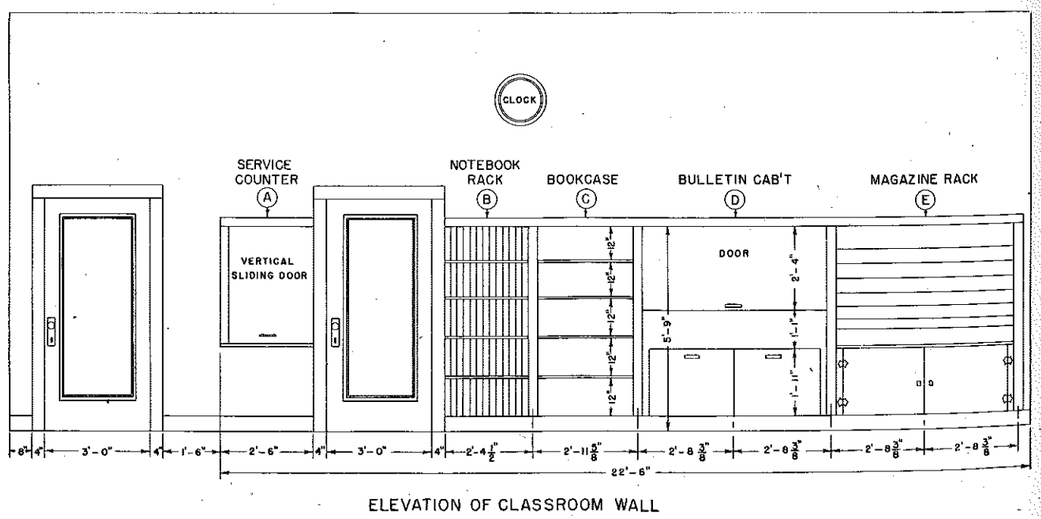
Magazines. The built-in magazine rack ("E") will hold more than 30 periodicals. The spaces are arranged for regular bulletin-size publications at the bottom with deeper sections near the top. The bottom space may be used for a display of new bulletins. Storage for old magazines is available on three shelves in the lower section of the cabinet.

Magazine Clippings. These can best be filed by stapling the clippings on heavy 8½" x 11" sheets of paper. They are folded in the center and placed in bulletin-size manila envelopes, according to subject. The envelopes are labeled with the correct file number and placed in the file with the bulletins.

Projectors. The instructor should be able to use motion or still films and opaque projection at any time with a minimum of preparation. To make this possible, a cabinet for projectors should be built into the wall at the back of the classroom. This cabinet should contain a folding shelf for all three types of projectors and a projector stand on casters which may be pushed to other parts of the building. The projectors are stored in the cabinet when not in use.

Projection Screen. A medium-size screen should be placed at the front of the room and a frame built in as a permanent part of the wall. Three folding plywood panels may be constructed to serve as a shadow box for use in projecting films without darkening the room. When not in use, the sections fold flat on the wall, protecting the screen and making a neat wall panel.

F.F.A. Materials. Storage space for F.F.A. materials should include adequate drawer and shelf space for chapter equipment and supplies. This space should be built into the classroom wall and be accessible by double doors which can be locked. The F.F.A. officers should also have a filing cabinet for chapter records and materials. The regular four-drawer steel file with lock, built into the wall adjacent to the chapter storage cabinet, is most satisfactory. The finish used on the file should be the same as that for other cabinetwork in the classroom.



ELEVATION OF CLASSROOM WALL

Storage space for teaching materials in vocational agriculture. The blackboard is at the left end of the room, the teacher's office at the right. The door at the left is to the entrance hall, the other door is to the storage room

The Office

The teacher's office is the most convenient storage place for materials which he uses exclusively and certain special materials used by students.

Filing Cabinets. The four-drawer steel cabinet should be built into the wall at a convenient distance from the desk chair.

Publications. One entire side or end (exclusive of windows) in the office should be built into shelves for storage of reference books, bulletins, bound volumes of periodicals, catalogs, and other printed material. The shelving should be covered with continuous plywood doors to make a smooth, finished wall.

Small Equipment. Storage behind doors should also be provided for special equipment such as teaching films, camera, drawing instruments and equipment, lettering pens and brushes, hectograph pans, paper cutter and punch, magnifiers, and other special pieces. Space for these materials should include drawers, shelves, and racks designed for each type of equipment.

Supplies. Provision should also be made for adequate storage of supplies. Some major types would include wrapping paper, twine, Cellophane tape, chart paper and cloth, show cards for chart making, newsprint paper, student study guides, work-sheet forms, farm-practice record books, bond paper, and general office supplies.

The Storeroom

The storeroom should include appropriate space for all materials not otherwise provided for.

Size. The room for a one-teacher department should contain a minimum of 200 square feet of floor space in addition to space available in the classroom and office.

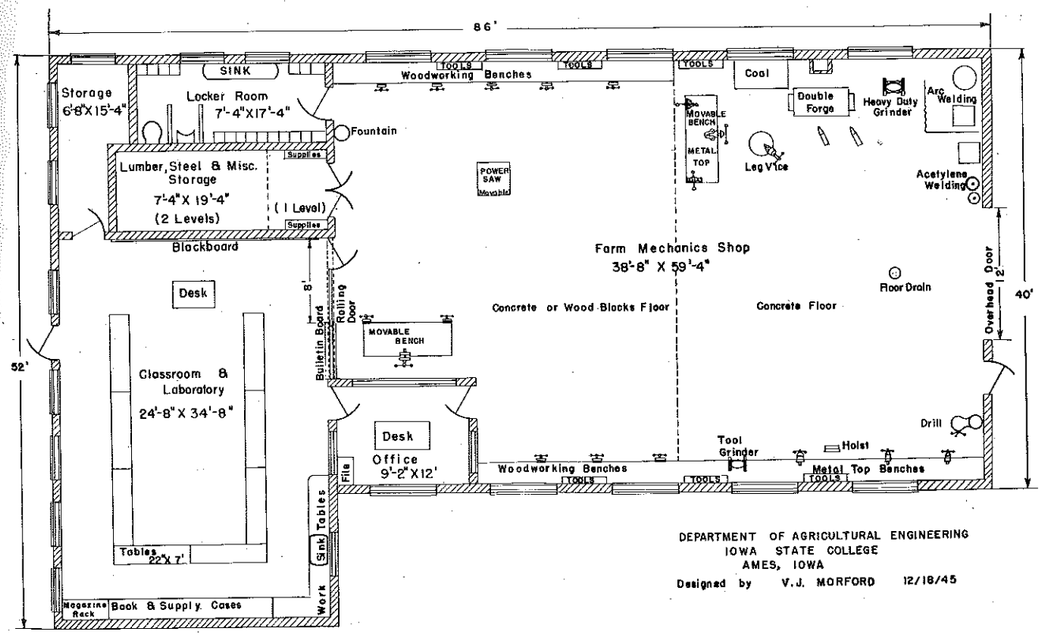
Convenience. The door to the storeroom and service window ("A") should be as near the teacher's station as possible to facilitate the transfer of materials from the service shelf to the teacher's demonstration table. This table should be equipped with casters. A table with aprons or panels on one side and the ends, and two storage shelves underneath makes very serviceable space for a wide range of teaching activities.

Lighting. A continuous, ceiling-type, fluorescent light fixture running the length of the room is very satisfactory for general use. This should be supplemented by a smaller light fixture over the service counter.

Shelving. The entire walls from floor to ceiling should be used for drawers, cabinets, and open shelving in accordance with need of the various materials. For example, crop and grain specimens must be well protected from rodents and insects. This can be done by providing a series of close-fitting, shallow metal drawers. Some of these should be at least four feet in length. These should be fitted with latches and weatherstripping in order to maintain a close fit at all times. Such a storage cabinet may be made up as a unit and built into the plan for the other cabinetwork.

Arrangement. All materials should be grouped and arranged, insofar as possible, according to their use in the course of instruction. Most materials can be numbered in accordance with the system used in filing bulletins. For example, the bulletin file number for fertilizers is 13.2. This number would, therefore, appear on the storage section containing fertilizer samples. All equipment and specimen material would likewise be numbered by this system. A cup hook or a nail should be placed beside each section label. Marking tags may be placed on these to indicate needed cleaning, adjustment, or repair of equipment; or, in case of supplies, the tag would indicate the supply should be replenished. Two or more colors of tags may be used if needed. Materials used frequently and in several types of instruction should be filed by name in as convenient a place as possible. For example, clip boards used by students on field trips should be easily accessible near the service window.

Vocational Agriculture Building Floor Plan



Equipping the Farm-Mechanics Shop

A. H. HOLLENBERG, Specialist in Agricultural Education (Farm Mechanics)
U. S. Office of Education, Washington, D. C.

ALL too often the equipment for farm-mechanics instruction is based upon such things as custom, supposition, and tradition rather than upon the determined known needs of agriculture prevailing in the community for which it must be designed to serve.

Instruction in farm mechanics is an integral part of the agricultural science and not a separate course of instruction. Therefore, equip the farm-mechanics shop according to the specific needs of the enterprises in the community served by the school. General farming, or specialized types of farming, or both, are found in all school communities in which there are departments of vocational agriculture. It is well to look forward, in communities where farm mechanization is still to come, to providing adequate equipment for training operators of mechanical devices. The alert instructor has equipment which is either abreast or ahead of the times.

Most of the agricultural departments in the United States feature all-day, young-farmer (part-time), and adult evening-school education in agriculture. Since this is the objective for all high schools teaching vocational agriculture, the farm-mechanics shop and its equipment must meet the needs of all three of these types of education. In fact, many departments of vocational agriculture have developed a community type of farm-mechanics shop on an educational basis to meet determined local needs. This allows for a much wider variety of mechanical work to be done and requires a more comprehensive list of tools and equipment for the farm-mechanics shop.

Storage System

Any farm-mechanics shop needs an adequate system of storing the required tools and working equipment. One way is thru the use of separate wall cabinets for each shop enterprise, advantageously placed in the shop, to care for all of the tools for the enterprise, as concrete work. Use a cabinet suitable for properly storing the shop-enterprise tools such as those for woodwork, metal, leather, concrete work, electrical work, forge work, automotive repair, paint equipment, and farm-machinery repair. Another system involves the use of a single, centrally located cabinet in which all tools and equipment are stored. Still another method is that in which the tools are placed on an A-shaped truck to be moved from place to place within the shop. Some may find it expedient to use a combination of these methods.

The utilization of space is a guiding factor in the arrangement of the separate or individual farm-shop enterprise cabinet, central cabinet, and A-shaped truck. To insure that the tools will always be replaced properly, it is essential to use the system of painting the tools' silhouette on the board, where it is to be kept. This plan provides a quick check on tool replacement after use and assists in the prevention of tool loss.

The room which is used to store supplies will provide an excellent place to keep expensive, delicate, extremely large, and seldom-used tools.

The reason that the tool-room system of caring for farm-mechanics tools and equipment is not recommended is that it is not the practice in the agricultural industry to care for tools in that way. Thus, it is better that the student farmer is learning a method which he can use on his own farm. Likewise, while he is learning the mechanical phases of farming, no time is lost checking in or checking out tools.

In at least one state, the Vocational Agricultural Service has standardized its tool-cabinet design and equipment to be the same in all of the departments thruout the state. The advantage of this system is that each school has at least the minimum tool requirements and a proper place to store them, altho the plan may fail to meet varying agricultural conditions in the different sections of the state.

I believe that the tools and equipment items for the high school vocational farm mechanics shop should be divided or classified, in order to get an over-all inventory of the needs of communities that the high school is to serve. The following lists should be of help in solving this problem.

Basic Tools and Equipment

It is recognized that each state may have a list of tools and equipment recommended for farm-mechanic shops. It is also recognized that the need for tools and equipment of a particular nature will vary between states and sometimes in schools within a state.

The number opposite each tool or piece of equipment is the minimum and may need to be increased in some sections of the country to meet specific state or local conditions.

Anvils	
Blacksmith's, with tool steel facing—150 or 200 lbs.	2
Guard and sickle	1
Bars	
Crow and tamping, combination—6 ft., homemade	2
Pinch, 3 ft. and 4 ft. lengths, each	1
Wrecking	2
Battery lifter, strap type	1
Bevel, sliding T	2
Bits	
Auger ¼" to 1¼" by 16ths, set	2
Countersink	2
Drill, twist ⅛"—3/16"—¼"—5/16"—⅜"—½"—¾"—1"—1⅛" shank, each	1
Expansive—⅜" to 3"	1
Screwdriver ¼"—5/16"—⅜" each	2
Wood boring, for use in brace ¼" to ¾" by 16ths, set	1
Brace, ratchet bit, 10" sweep	2
Brake, angle iron, homemade	1
Brush, wire wheel	1
Cans	
Gasoline, safety—size optional	1
Oiler, squirt—assorted sizes	3
Storage, for solvent	1
Chisels	
Cabinet, shank running thru handle—¼"—½"—¾"—1"—1¼" set	1
Cold, ⅜"—½"—¾"—1" each	2
Cold, blacksmith's handled width at eye 1½"	1
Hot, blacksmith's handled width at eye 1½"	1
Clamp fixtures, for use on ¾" pipe, set	4
Clamps	
"C"—4"—6"—8"—pairs each	1
Splicing, 9"	1
Clipper, bolt—30" length	1
Coppers, soldering, 1½"—3 lbs. pair each	1
Cutters	
Glass	1
Pipe—capacity 1" to 2"	1
Die stock and dies, pipe threading, ratchet, pipe capacity ⅛" to ¾"	1
Die stock and dies, pipe threading, ratchet, adjustable, with receding dies—1" to 2" capacity	1
Digger, posthole, long handle	2
Dividers, wing 8" or 10"	2
Dresser, emery wheel	1
Drills	
Hand—capacity ¼"	1
Electric, heavy duty ½" with bench stand	1
Post, with 3-jaw, key or self-tightening chuck, 2 or more speeds	1
Drill, star—¼"—⅜"—½"—⅝"—¾"—1"—set	1
Drivers	
Screw, offset—6"	1
Screw, shockproof—4"—6"—8"—12" each	1
Screw, short, heavy duty—shockproof	1
Edger, concrete worker's square corner and round corner, each	1
Extractor, screw—"Ezy-out"—set	1
Fire pot, gasoline	1
Flaring tool, tube	1
Float, wood, concrete worker's	2
Forge, 30"x36"x6"	1
Gauges	
Draw, harness maker's	1
Vacuum	1
Generator, acetylene, portable—capacity 20–30 lbs. of carbide—optional	3
Goggles, grinding—pair	1
Grinders	
Bench, electric, wheel size 6" to 8"	1
Floor electric, wheel size 12"—face 1½" to 2"	1
Sickle, electric	1
Groover	
Concrete worker's	1
Hand ¼"—⅜" sheet metal worker's each	1
Guns	
Alemite, lever type	1
Oil and grease	1
Zerk, lever type	6
Haft, awl, assorted sizes	2
Hammers	12
Ball-peen—1 lb. and 2 lb. each	4
Claw, curved or straight—16 oz.	2
Cross-peen—2½ lbs.	2
Sledge, handled—6 to 8 lbs.	
Hardy, blacksmith's—to fit anvil	2
Hatchet	2
Broad or bench—4½" cutting edge	2
Shingling	
Helmet, arc welders	

(Continued on page 34)

A Million Dollar Agricultural Laboratory in a Negro School

W. N. ELAM, Federal Agent for Agricultural Education (Special Groups)
U. S. Office of Education

RECENTLY I visited a Negro department of vocational agriculture in one of the southern states. The school building was a flimsy frame structure, but in the classroom one could easily find evidence of a good teacher. The farm boys were seated at neat tables they had built in their farm shop. The chairs were not new, but they were carefully repaired and in good condition.

The reference books were old and out of date, but the agricultural bulletins were carefully classified and labeled in separate file cases. Either the teacher or the students could secure the latest agricultural information on a minute's notice. I asked the teacher what guide he followed in keeping his well-organized file of farm bulletins. He replied that he trained his students to keep the bulletins from becoming mixed, and he followed four simple rules in keeping it up to date. They were as follows:

1. "I order only the bulletins for our kind of farming."
2. "I try to get several copies of every bulletin so that each student can always get the reference he needs."
3. "Every year I order the new bulletins that are published."
4. "From time to time I cull out all the out-of-date bulletins."

This teacher demonstrated the fact that efficient agricultural references can be secured with very little expense. Of course his references would be much better if he could add some of the newer excellent agricultural texts that are now available. But he did have a good workable library for his farm boys.

In regard to his shop equipment, I found that the World War II program had completely equipped his farm shop and his community canning kitchen. Consequently he had the facilities for teaching his students of vocational agriculture the mechanical skills that are needed by the farmers in the community.

When I asked him what other equipment he had for teaching vocational agriculture, he smiled and said, "The only other thing that I have is my 'million dollar laboratory,' and that laboratory is the farms of this community." He went on to say, "When I teach culling, we use real live hens as well as suitable pictures. When we learn how to cut potatoes for planting, we don't just talk about the job, we have a 100-pound sack of potatoes for the students to cut. When we discuss protein and carbohydrate feeds, I have these feeds in the classroom for the boys to actually see. And when I teach the selection of hatching eggs we have the usual pictures and charts, and then we select real eggs for hatching."

This teacher was wise enough, in the first place, to use in his classroom teaching the abundant materials from the nearby farms, then, after each farm job was analyzed in the classroom he would take his class on field trips to the farms, where they had an opportunity to become thoroly skilled in doing each farm job that was taught in the class.

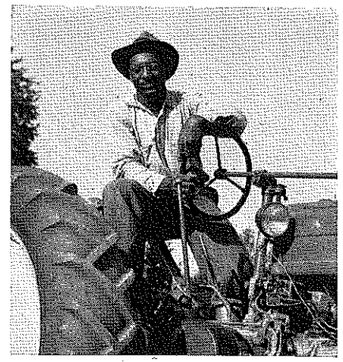
If more teachers would find a greater use of their "million dollar laboratories" the quality of agricultural teaching would be greatly improved. By carefully planning each vocational agriculture lesson in advance, teachers can usually secure an abundance of teaching material. The alert teacher will use the farms of his community as a vast source for securing the teaching materials that are needed in practically every lesson that deals with farmer training. The teacher who does very little planning is the one who does not vitalize his teaching with real farm materials, and his class usually results in a talk fest, with his students seldom getting an opportunity to learn by doing.

As we were ready to leave this interesting teacher, I asked him what was his biggest problem. His reply was, "I have no way to train my boys to operate the big farm machines in this community, because farmers won't risk a green hand with their expensive machinery."

A state supervisor of agricultural education recently told me that the farmers of his state could use immediately 3,000 skilled farm-tractor operators and that many other farmers would purchase the mechanical cotton pickers if they could hire men who are trained in the care and operation of these machines. The wages for this skilled farm labor would be high, and many young Negro farmers would make excellent workers if they were properly trained.

Here is a new challenge to vocational agriculture. First, however, the teachers need to be given adequate training in the care and operation of the new mechanized farm equipment. Then the facilities for training the young farmers need to be provided. As yet no solution has been found for meeting this problem of farmer training. It is hoped that the proposed area vocational schools might be able to provide the facilities for such training. It is quite evident that mechanized farm machinery is being purchased rapidly by the American farmers, and it will require many skilled workers for its operation. Can vocational education meet the challenge to provide the trained operators for this modern farming equipment?

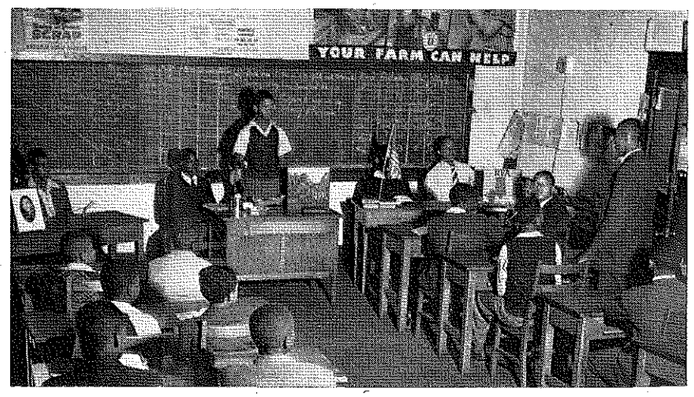
T. B. McClenny, former student of vocational agriculture, Franklin, Virginia. There is a great demand for young Negro men skilled in the care, repair, and operation of mechanized farm equipment. Photo by Bonn, U. S. Office of Education.



It is true that, on the whole, Negro departments of vocational agriculture are inadequately equipped, and many teachers do not make the best use of the equipment that is available to them on the farms of the community. But it is heartening to find some teachers like the one above who are alert to the greatest opportunities for supplying their classrooms with vital materials to make their lessons practical and interesting from the resources that abound in their communities. As progress is made in equipping the Negro schools better, such teachers will be the first to receive the advantages of improvements. Such improvements are on the way, for school officials universally recognize the need for progress in improving equipment in the Negro departments.

It should be remembered that in addition to the equipment supplied at the school, whether meager or excellent, there is on the farms a vast source of facilities for teaching vocational agriculture in every community that any resourceful teacher may have at his request.

These facilities include the land, buildings, seeds, livestock, equipment, and supplies—all of which when studied in the natural setting enrich the curriculum immeasurably.



There is need for more Negro departments of vocational agriculture that have excellent teaching facilities like this one.—Photo U. S. Office of Education

Farm Mechanics

R. W. CLINE

A Shop Program Which Is Getting Results

ELVIN DOWNS, District Supervisor, Ephraim, Utah

FARM mechanics may be defined in several ways. It is certainly interpreted in as many ways as there are teachers in the field. One is either impressed or depressed by the work which goes on in the average farm-mechanics shop. It varies from the "tie rack and gate hook" program on the one end to the "manure loader, tractor overhaul, and wagon construction" on the other. One cannot help asking himself this question, "How is a real program in farm mechanics developed?"

The J. M. Anderson Method

One of the outstanding farm-mechanics programs in Utah is being conducted by J. M. Anderson of the Juab County High School, Nephi, Utah. Mr. Anderson is a native of the county, and for that reason, perhaps, recognizes and understands the farmer's problems. He has taught vocational agriculture for nine years and was a teacher in the elementary school several years previously.

Juab County is important agriculturally because of its vast areas of dryland wheat and extensive livestock production. Farming is done on large-scale operation. There has been great demand for tractor and large-machinery repair, construction of rubber-tired wagons, heavy trailers, and the like. Anderson recognized the need of the farmers and set about to build a program based on the existing needs.

Under program of the Food Production War Training, the Juab High School agricultural department brought nearly 200 adults into the shop to participate in the repair and construction of farm machinery and equipment. In the school year of 1944–45, eight classes were held in farm-machinery repair. A partial list of equipment constructed and repaired includes the following:

30 tractors completely overhauled
10 grain harvesters overhauled
12 trucks completely worked over
15 rubber-tired wagons built
2 grain elevators constructed
Feeders for hogs, sheep, and cattle constructed
7 wood harrows rebuilt
8 metal harrows built
5 manure loaders constructed
3 land levelers constructed
4 truck beds completely built
General blacksmithing

The production of projects in the shop for this period was no more impressive than the two years before.

All-Day Program

The all-day program in farm mechanics was stimulated by the production of large projects by the adults during the wartime emergency. Any teacher of farm mechanics will agree that projects are very contagious in the shop. One well-constructed rubber-tired wagon calls for many more. The fever for them in the Juab school has really raged.

The shop at the Juab school is not a large one. The working area is approximately 40 by 70 feet, with some opportunity for the boys working on smaller projects to work on the industrial-arts side of the building. During a recent visit to the department by the writer, the following projects were found to be in construction or ready for delivery:

10 stock trailers
1 large water tank mounted on trailer
12 wagons
7 farm gates made of pipe
12 farm gates made of lumber
2 metal lamb feeders
2 hog feeders
2 hayracks
1 grain bin
2 wheel base, emery-stone stands
3 grubbing hoes
6 sets of gate hinges

Mr. Anderson estimates that of the boys who complete three or four years of vocational agriculture, 65 percent of them have been placed on the farm. The active Young Farmers organization in the community speaks well of the youth engaged in farming. Even during the war years, Mr. Anderson was able to keep two Young Farmer groups organized and functioning.

The agricultural program at the Juab school has not become topheavy, leaning toward the farm-mechanics side. In the year 1944–45, there were 14 adult classes held in the community. They were equally divided between farm-machinery repair and production courses, including turkey raising, sheep, beef, and swine production, and irrigation practice.

All-day students have some exceptionally fine supervised-farming programs. A hurried survey of projects at this writing shows the following in operation:

80 steers on feed for spring shows
75 hogs on feed
110 purebred Suffolk ewes
6 breeders of purebred swine
3 breeders of purebred Hereford cattle
Crop projects in peas, grain, potatoes, and forage crops

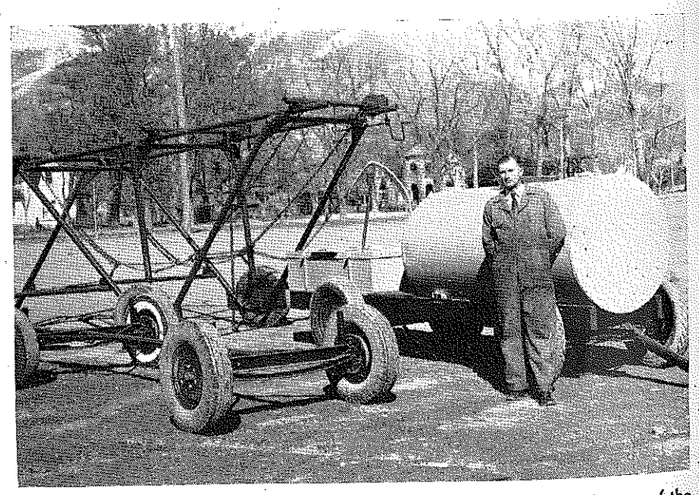
Instructional Plan

1. Most of the common skills are taught on the project as the boy faces the problem.
2. The more difficult jobs in farm mechanics are taught by demonstration.
3. No point system or accomplishment sheet is needed for motivation.
4. A record is made of each project as it is completed.
5. All completed projects are painted and graded.

Summary

These points are of major importance in the development of this challenging program in farm mechanics:

1. The teacher teaches in terms of the farmer's needs
2. Farmer groups in the shop during the war emergency have pointed the way for large, worthwhile projects
3. A high standard of work is required of all students
4. The shop is a place to work, not to visit
5. Every boy wears coveralls and works



Mr. J. M. Anderson, instructor of vocational agriculture, Nephi, Utah with some of the projects completed by students in farm mechanics

Farmer Classes

Essex County School Trains Veterans

HAROLD A. MOSTROM, Director,
Essex County Agricultural School, Hathorne, Massachusetts

MORE than 50 veterans of World War II are now in institutional training in the Essex County Agricultural School at Hathorne, Massachusetts. For the most part, they are desirous of training which will fit them to operate their own farms. The range of interest is wide, including such objectives as poultry, dairying, market gardening, fruit growing, and other more specialized fields.

Two principal types of training programs are offered. The first resembles the regular school program in that the veteran spends the fall and winter months in assembled instruction at the school, followed by placement training on a job in his field between April and October.

The other is what is known as institutional full-time placement training. In this latter program the teacher takes the instruction to the veteran on the job. He is employed full time on a suitable farm which will offer opportunity for the development of the skills which he needs. A course of study is prepared for his individual needs and is carried out by the instructor and student with the cooperation of the employer.

Under this training program, similar to in-service training, the veteran is entitled to some compensation from the employer which, together with his training allotment from the Veterans' Administration, generally approximates the wage of a skilled worker in the field.

At least 48 hours per week must be put into the job, and the trainee agrees to study an hour or more per day in carrying out the training program. The school guarantees at least 150 clock hours of instruction on the job thruout the calendar year.

A vital part of the program for those who desire to be established on their own farms consists of locating a farm at the proper time in the training program, arranging for the financing of it, and continuing the training on the veteran's own place. Under this program a longer training period is established than where a veteran is simply training for employment.

Two factors will limit the number of veterans who can be trained at the institution. First is the number of training farms available within a workable distance from the school. The other is sufficient teaching personnel to permit the proper attention to each trainee. Recently the trustees of the school approved the appointment of up to three additional teachers to give full time to this work.

Veterans are accepted for instruction only after a personal interview at the school.

Case Studies of Training Offered

Case No. 1—Navy Veteran

Charles E. Ross, age 28, single, Lincolnville Center, Maine. Applied for and received approval for a four-year training program at the Essex County Agricultural School, beginning January 14, 1946, and ending January 13, 1950. Program stages were arranged, including instruction on assembled day-school basis, 18 months; institutional full-time placement training on employed basis, 12 months; establishment in his own business, 18 months.

As a part of his day-school program for the first 18 months, Mr. Ross is on placement training in the greenhouse of the school, receiving instruction in job skills thru the summer of 1946. He will return to assembled classroom instruction in October, and in April of 1947 will be placed on employment for one year.

The entire program will continue under the supervision and instruction of the school thruout the four years. Mr. Ross fully expects to be able to finance, with some assistance, the beginning of his own establishment by the fall of 1948. As a single man he receives the subsistence allotment of $65 monthly under the G.I. Bill.

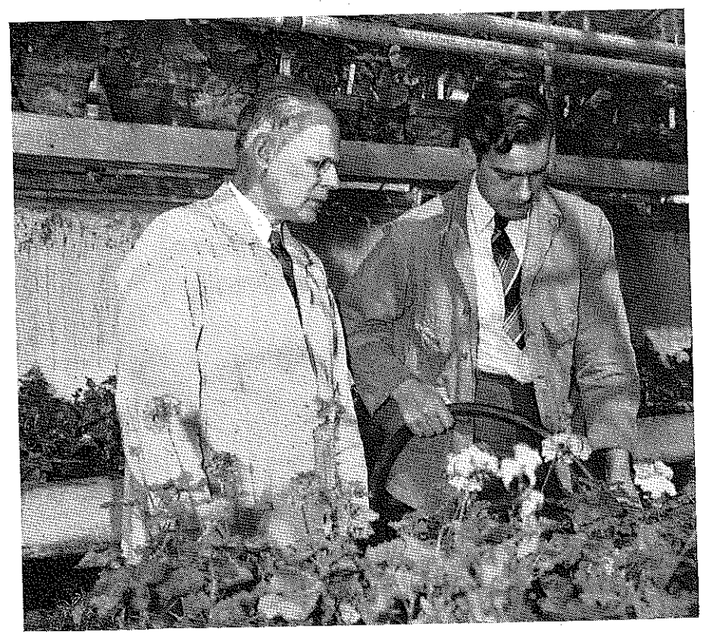
Case No. 2—Army Veteran

Philip W. Haffcke of Hamilton, Massachusetts. Married, with three children. Wife a Vermont-bred farm girl. Applied for training in May, 1945. Placed in the poultry department of the school farm, and studied there from May 21, 1945, to August 13, 1945. August 14, 1945, began operation of his own farm in West Newbury.

This was a most unusual opportunity, as a man with a fully established, paying poultry farm had to leave because of ill health. Thru the cooperation of the Farm Security Administration, ownership of this farm was made possible thru real-estate and equipment loans. The training program continued without interruption from the employment status to the ownership status.

Instructor J. Stanley Bennett visits once a week to carry out the program of instruction as established by the Veterans' Administration and the Department of Education. This program will presumably continue thru May, 1947.

Mr. Haffcke receives the $90 subsistence allotment under the G. I. Bill of Rights. The school gives approximately three hours' supervision and instruction on the job weekly, and the student gives one hour daily of assigned home study in carrying out the requirements of the course of study.



Charles E. Ross (right), with Instructor H. L. White

J. Gordon Gibson has been appointed assistant state supervisor in California and will work in the program for returned servicemen.

Our Program for Training Veterans

LEO R. STANLEY, Teacher, Benton Harbor, Michigan

SOMETHING new under the sun in the field of education! To educators, it is a rather new and interesting experience to have students in their classes who are "paid to go to school." Such, however, is the case when the veterans return to school.

Is the educational opportunity under the G. I. Bill just another form of veteran bonus payment, or is it a real educational training program? That depends, not only on the veteran's sincerity and desire for self-improvement, but also on the educators who have the opportunity to build a worthwhile training and educational program with the liberal financial support of the federal government.

A special legislative enactment in Michigan makes it possible for high schools to set up veterans' institutes and thus receive financial aid for several types of training for veterans. This was authorized in the Benton Harbor High School in September, 1945. It was started in a small way with a few veterans, but in six months the enrollment increased to well over 100 students in various types of training programs.

Training in agriculture for veterans was organized in January of 1946. It began with a 15-week course in adult education for young men, either veterans or nonveterans. Under the title, "Establishment in Farming," the class increased in numbers from 15 to 23 during the 15-week period. Of those enrolled at the completion of the course, 17 were veterans. This group will continue with a new course.

It was assumed that veterans going into farming would be interested first in becoming established in a farm business and therefore would be concerned about such subjects as loans, mortgages, available farms, equipment, and land values. The advisory committee for this training program was made up of the members of the U.S.D.A. County Agricultural Council, representing the Farm Security Administration, A.A.A., county extension agent, Federal Land Bank, Soil Conservation Service, and vocational agriculture. Each of these men was called in to meet with the class early in the course to offer their services to the veterans.

In the Michigan program of training in agriculture for veterans, there are three fundamental requirements: (1) the veteran must be in a full-time training program on a farm, (2) there should be about 100 hours of classwork or related training available, and (3) at least 50 hours of on-the-farm training must be provided by the agricultural instructor. Minimum time per year is 150 hours.

The veteran, on entering such a course, files an application on Form 1950 with the regional office of the Veterans' Administration, together with a photostatic copy of his discharge and his marriage license, if he's married. At the same time, a copy of his farm program is filed with the State Department of Public Instruction. When approved, a copy of this program is forwarded to the Veterans' Administration. This program should show a progressive training procedure of enough scope to cover the time for which the veteran is entitled to training. It should also show the monthly starting wage or anticipated income, and the income at the close of the training period. This is rather difficult, as the veterans in this particular group represent farm ownership, farm partnership, farm renters, and those who are employed at a specific wage either on the home farm or the farm of someone else. It is suggested, in the process of arriving at an estimated fair-income figure, that caution be used in not emphasizing too strongly the present inflated values which may be out of line three or four years hence.

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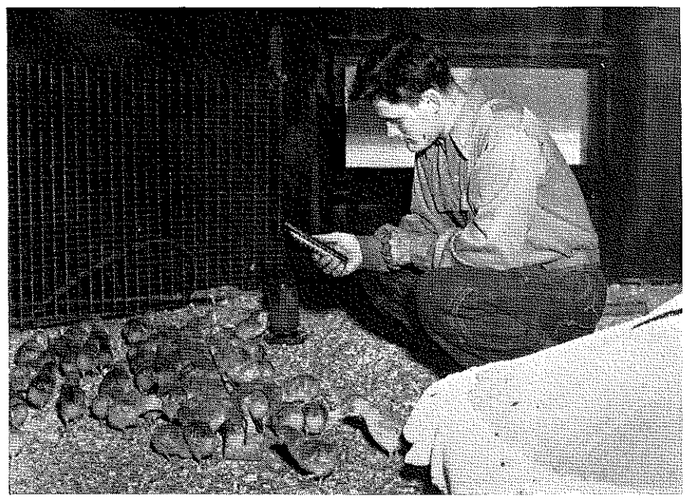


Philip W. Haffcke, Massachusetts veteran, is specializing in poultry farming

Joint Meetings Feature Programs of Young Farmers' Associations

RALPH J. WOODIN, Critic-Teacher, Hilliards, Ohio

"AND don't forget next week we will have Westerville Y.F.A. members here as our guests."

John Shier, president of Hilliards Young Farmers' Association at Hilliards, Ohio, was closing the business meeting. He was calling attention to one of the year's activities which few Y.F.A. members would want to miss.

The next Tuesday night was February 26, 1946. First to arrive at Hilliards High School were Jack and Lloyd Robey. They were on the "eats" committee and they brought with them the makings for coffee. Other members were bringing homemade cake and sandwiches. An athletic committee arrived. Ellis Hoffman and Lowell Van Schoick were planning for a basketball and a kick baseball game. By 8 o'clock, 22 Hilliards Y.F.A. members had arrived and the guests were expected any minute. Westerville is 17 miles across the county, but anyway, here they were.

"Well, fry my hide, Francis Long is still in circulation!" "Bob, I hear that girl finally married you." "I thought you guys were all in the army." —From those remarks, one gathers that members of this group have met before. They have; in fact, this is the eighth annual joint meeting of these two Young Farmers' associations.

The meeting now comes to order. Introductions of officers and members are made. As usual, W. H. Wolf, adviser to the Westerville group, has one of those stories saved up, and he gets a big laugh. The meeting settles down to a discussion of swine diseases and parasites, led by Ralph J. Woodin, Hilliards teacher of vocational agriculture. Neurotic enteritis showed up last year for the first time in several swine herds at Hilliards and at Westerville. A lively discussion follows in which Hilliards and Westerville members participate. It's 9:30 before anyone realizes it, but by that time these men have decided upon some ways of preventing "necro" and controlling some other swine diseases, too.

Now there's a half hour of kick baseball in the gymnasium. Volleyball and basketball are sometimes played. There is no way of stopping those Westerville ball players tonight. There's plenty of good-natured rivalry between the two groups, and by the time the game is over, everybody feels well acquainted with everyone else.

Everyone goes back to the "ag" room for the "eats" and the "bull sessions" which inevitably follow. Over refreshments of sandwiches, cake, and coffee, George McDonald of Westerville tells Porter Forst of Hilliards that their members have signed up 450 new members for the county artificial insemination unit. The group over by the teacher's desk are talking over O.P.A. ceilings on beef cattle. New and old stories are exchanged. A few good-natured arguments develop. By 11:30 the last of the crowd has left, and another joint meeting of two Young Farmers' groups is over.

The adviser of the Westerville Association and two of his members confer with the president of the Hilliards organization

Teachers and members of these two Young-Farmers' associations agree that these joint meetings are a "must" in the year's program of activities. As benefits of their joint meetings over the past eight-year period they list getting acquainted with other leading young farmers in the county, learning of different farm problems in different parts of the county, comparing programs of work, and helping to develop a county-wide program for the improvement of agriculture.

Program for Training Veterans

(Continued from page 30)

If the veteran's program is approved, he will receive Form 1953, Certificate of Elgibility and Entitlement, together with Vor-3 Form. These are completed and returned to the Veterans' Administration. They show the time that the veteran is entitled to training, the amount available to the Veterans' Institute for conducting the training, the veteran's starting wage and anticipated wage at the conclusion of the training program, and the signature of the employer and the director of the Veterans' Institute.

After this preliminary procedure, the veteran will then receive his subsistence check from the Veterans' Administration, with a maximum of $65 for those who are single, and $90 for those who are married. In principle, as the veteran's farm income increases, his subsistence pay is correspondingly decreased.

From the point of view of the teacher of vocational agriculture, this program of training in agriculture offers a wonderful opportunity to conduct a real, honest-to-goodness, adult-education program in farming under ideal conditions, as the veteran must cooperate or lose his subsistence pay. Experience demonstrates, however, that most of these veterans are returning from the service with a seriousness of purpose and willingness to learn which will be a pleasant surprise to the agricultural instructor.

The G. I. Bill offers the high-school department of vocational agriculture a challenge. It is an opportunity to develop, not just another means of paying a soldier bonus, but rather a worthwhile program of agricultural training that will pay dividends in happiness, establishment, and security for veterans in the community in which the teacher of vocational agriculture must live.

Establishing Young Farmers in Farming

M. C. GAAR, Teacher, Education, West Virginia University, Morgantown

M. C. Gaar

ACCORDING to the 1940 census there are 6,096,799 farms in the United States. Various studies indicate that the productive life of farmers, as farmers, is about 37 years. The range is from 32 years in California to 40 years in Maine. By a process of dividing the number of farmers by the productive life of the farmer, we find that 164,780 farmers are needed each year for replacement provided the total number of farms remain constant. Using the same formula for West Virginia we find that its 99,289 farms, as reported by the 1940 census, will need 2,680 new farmers each year for replacement asssuming that the total number of farms is to remain constant.

The 1940 census also shows that there were 24,330 rural farm males in West Virginia at 20 to 24 years of age. Since this is about the age range at which young men begin to think about establishing themselves in business, we find, by calculation, there are 4,860 rural farm young men who become eligible for farming establishment annually. As shown in the preceding paragraph, there are only 2,680 new opportunities for farm operators each year. This means that 2,180 rural farm young men, who are eligible for farming careers because of their background, will have the alternative of becoming farm tenants, farm wage hands, or they may enter other industry. It is reasonable to expect, and also a very desirable situation, that many of such young men will enter other industrial or professional careers. But it does show that the farming industry is becoming more stabilized and that farming opportunities are becoming limited.

Education

Those young men, who elect to remain on farms and who are fortunate enough to find placement opportunities, regardless of whether they are operators, tenants, or wage hands, must acquire and maintain a high degree of farming and living efficiency in order to enjoy an acceptable living standard. The educational status of these individuals varies widely between communities and between individuals in the same community. Some communities maintain higher standards of educational achievement than others, and the same is true between individuals in the same community. However, all are members of a socio-economic and religious society and each must receive as much educational service as is necessary in order for him to live a *good life*.

The extent of educational achievement by these members in question ranges from total illiteracy, in rare cases, to college graduates. A very large percentage of them will have acquired high-school status—many having graduated. Another large group has served in the United States armed forces, receiving special training peculiar to their branch of service. Much of such training will contribute to the operation of farms.

Those who have been 4-H Club members and especially those who have been members of classes in vocational agriculture will have had some excellent training in farm operations and to a limited extent in farm management. But all of this has been only a start. The out-of-school young man, who is desirous of becoming established, needs to become a part of a functioning educational program that will help him to get on with the job of living on a farm and with his neighbors.

It is the responsibility of public education to provide an educational program that will not only contribute to the progressive establishment of these young men in farming but will offer them necessary training for becoming a part of the social, economic, and religious organization in the community.

A Program

Members from the state department of education and from the colleges may make valuable suggestions and they may insist on certain standards of accomplishments, but the local program must be conceived, organized, and conducted by the local educational system. The program must be designed to meet the needs of individuals in a particular community and on particular farms within the community.

The program of education should include as much liberal education as the individuals can profit from and as much vocational education as is necessary to become established in business and to make reasonable progress.

The possibilities of the program in an area will depend upon the human resources and the training needs of the individuals. This information can best be secured thru an adequate survey of the situation. The survey should be simple but should be designed to secure the necessary information about the individuals as to attitude, interests, kind and extent of education, hobbies, marital status, farming status, armed service experience, apparent farming opportunities, kind of farming, financial plans, social interests, church preferences, and experiences, etc. Other phases may be added if necessary.

The success of an educational program for out-of-school people depends on personal contacts by those who are responsible for the program. Such contacts are expressions of the sincerity of interest of those involved. These contacts should be of a follow-up nature, planned to render educational, social, and economic services to the individuals. Well-planned objective personal contacts lay a good foundation for a progressive educational program. Too frequently out-of-school young farm adults have been expected to establish themselves with the teachers rather than have the teachers establish themselves with the individuals.

When the course of study has been completed, summarized, analyzed, and visualized, the program of activities or the integrated course of study may be set up. At this point it will be a splendid

(Continued on page 34)

S. S. SUTHERLAND

Professional

HENRY S. BRUNNER

The Rural Community and Its Young People in a New Era

LATHAM HATCHER, Late President, Alliance for Guidance of Rural Youth

IN 1946, America's people of farm, village, and small city have unprecedented opportunities involving difficult community responsibilities. Many of their young men and women have returned from the armed services and from war industries in urban centers. Some will fit themselves into the familiar home surroundings; others will look for careers elsewhere. This is the crucial year of "reconversion."

The 10-year-olds of 1940 now approach the threshold of adulthood; and war, in its immemorial way, brings a substantial increase in birth rates, a bumper crop of little ones who will be the nation's youth of 1960 and beyond. Thus when the rural community looks at its young people today and with an eye to future decades, it sees new aspects of a matter which has always been as old as the race, yet is as new as a 1946 baby.

All national agencies concerned with young people recognize that the local community, making the best possible use of its own resources and its own leadership, is the indispensable element in national strength and culture.

Whether it be crossroads hamlet, or village of several hundred persons, or town of several thousand, the place called home by the rural young persons has not only heavy responsibilities but also great natural advantages in providing guidance and opportunity for its own youth. Here the young have the support and well-wishing of parents and relatives, the ties of childhood friendships, the good will of neighboring farmers and businessmen, the helpful aspirations of teachers and pastors.

Social and Professional Workers

Altho there is a dearth of adult social and professional workers in the smallest rural centers, the school and the church are institutions accessible in nearly every neighborhood, no matter how small or remote. In every such place the need and opportunity of expanding their services to the young people within their reach are at hand. In a community too small to have local offices of the numerous national and state-wide agencies concerned with opportunities for young people, a voluntary channel of contact with them can be of much benefit.

Some teacher, preacher, or member of a farm organization or club can take the initiative in becoming a local focus of inquiry to the nearest offices of the public employment service, the agricultural extension service, the state or county departments of health and of education, the Selective Service System, the Veterans' Administration, and other specialized national, state, and county agencies, all of which are anxious to make their services as helpful as possible in small communities.

Important as it is, merely putting the neighborhood into contact with nation-wide and state-wide services is not enough. The community must know its own young people as a whole. It must match to the limit their capabilities and needs with its own resources and opportunities. It must study its own future and make bold and sensible plans for itself 5, 10, 20 years ahead.

True, it may have a surplus of young people for whom there will be no neighborhood prospects and who will not want to remain but will migrate and pursue their careers elsewhere. To these, the community has special obligations which we shall soon observe. But there are also the youth who will stay and will be the adults and seniors in the same locality thru the ensuing decades. What the tenor of local life and culture will be in the next generation, they to a considerable degree determine.

The local focus of inquiry, whatever organization or individual it may be, can greatly enhance its service by maintaining a running inventory of the young people. In that manner it can be cognizant of the village boy who wants a local farm job, of the high-school girl of rare talents but dire poverty who needs a scholarship or loan for college, of the returned soldier and his bride who want an opportunity on a small farm or in a small business, of its many boys and girls who want to attend a public junior college, of how many are planning to migrate, and when and whither, what they want in employment or in education, and a thousand like matters of the utmost community concern.

Let there be a center of such information and activity, spearheaded by a leading local organization or individual; let it draw about itself an advisory and supporting committee representative of all major local interests and of the young people, too. There you have community organization for youth in simple and effective terms.

Much can be done by volunteer efforts on the part of unpaid part-time workers such as teachers, pastors, housewives, or retired persons. But efficiency and continuity of service can hardly be assured until sufficient support has been mustered to provide full-time paid personnel, with adequate quarters and equipment. In rural localities a relatively small outlay of money is often sufficient to provide these essentials, and they give high promise of being worth more than their cost in terms of substantial service to a few hundred young persons and to the community as a whole.

This is the bare outline of a form of rural social service neglected or channeled into other forms during the emergency of war. It was fully envisioned by many persons before the emergency and is now doubly opportune because of the release of millions of young men and women from the armed services and from war industries.

The Health of Rural Youth

The false notion that rural people are healthier and freer from physical defects than city dwellers dates from the nineteenth century when municipal sanitation and health services were in their infancy, and has been repeatedly disproved. The war emergency furnishes the most recent evidence. Farm youths 18 and 19 years old showed the highest Selective Service rejection rate among all occupational groups—about 40 percent. Two of every five of these rural young men were unfit for military service.

The causes behind the facts are well known and not far to seek. Nutritional deficiencies, lack of household sanitary facilities, insufficient health instruction, dearth of physicians and nurses are among them. Retrogression has been considerable during the past five years because of such obvious and unavoidable reasons as the heavy draining of physicians, dentists, and nurses to the armed services, the impossibility of obtaining materials and labor for the construction or manufacture of sanitary equipment, new housing and medical facilities on the scale needed, and general preoccupation with the basic production demands of a great war for national survival.

Now comes a wave of young men returning from the tropics and the Artic, from the Orient and the Mediterranean, and from devastated lands teeming with the sufferings and excesses of beaten and demoralized armies and the indescribable hardships of oppressed civilian populations and displaced peoples. Health problems are always accentuated by migrations. Fortunately the enormous wartime moving of population with in the United States has produced no great epidemics nor any immediately patent serious increase in disease and disability.

Current professional opinion is that the danger of the introduction of tropical diseases could easily be overestimated; but malaria relapses will have to be reckoned with, especially in parts of this country where malaria control is a perennial problem. Certainly renewed and redoubled activity against those two scourges of youth and young adults—tuberculosis and the venereal diseases—is indicated.

Migration to rural America carries with it one promising prospect related to the health of the nation. Young men who have become accustomed to the superb standards of the armed services in nutrition, physical training, and medical care, and men and women who have experienced the relatively high level of sanitation, feeding, and general health care in war industries and in modern cities will not be satisfied with the lack of these things in their home neighborhoods. This augurs well for the improvement of health conditions in many rural areas. The necessity now is to crystallize and activate local opinion everywhere to procure trained medical and health personnel, hospitals, and clinics, and to devise practicable schemes for equitable distribution of the costs of medical care and effective health-education programs.

The tenor of the times, emanating from solid facts, indicates that there will be places for increased numbers of trained physicians, dentists, and public-health specialists as the standards of medical care and public health inevitably rise.

Regarding physically handicapped persons, one of the lessons taught by the war, with its stringency of manpower, was that we can use *all* the people to do *all* the work. The concept of rejection—the cruel idea of the human scrap heap—had to go. Persons with various defects often have superior special abilities, and jobs can be so specialized and organized that these abilities often enable them to surpass normal persons as producers. Someone has wisely remarked that it is only necessary to think of individuals in terms of capacities instead of limitations. What an implication for the future of disabled veterans and others in like situations!

Education, Guidance, Placement

Bearing in mind always that technological advances will continue to increase the productivity of manpower in agriculture, we must never lose sight of the fact that many rural young people must go into nonagricultural occupations. Therefore, the problem of rural youth guidance is a double-barreled one. All are entitled to a good general education up to levels commensurate with their capacities and reasonable ambitions. For those who look to careers in rural regions, the obligation is to support and expand the existing provisions for vocational education in the operation and management of farms, in homemaking and child care, and in rural service occupations. These latter cover a tremendous range, from the practice of medicine and numerous other rural social-service professions (teaching, school administration, library service, recreation leadership, agricultural extension work, to name only a few) to such occupations as electrical installation and repair, farm-machinery service, radio shop, and beauty-parlor services. Rising standards of rural living will bring increased demands for local services of these and many other types.

In rebuilding education for those who are committed to rural life, of great importance are the elements which will afford them a conditioning for rural family living and community leadership in the latter half of the twentieth century. It is thus that the foundations will be laid for a vital and constantly rising rural culture, preserving and developing many values inherent in the way of life on the land, no matter how far industrialization may proceed or what swift and unforeseen technological changes may bring.

History demonstrates that in any post-war period there is danger of a popular reaction stemming from war-weariness, producing a certain nostalgic lassitude and lack of interest in bold and positive steps toward actively using and improving the social services—a tendency to drift and avoid the effort involved in re-

(Continued on page 35)

Extramural Courses for Teachers of Agriculture

ROY A. OLNEY, Teacher Education, Cornell University, Ithaca, New York

CONDUCTED thru the rural education department of the School of Education at Cornell University during the fall term of 1945, a course in Advanced Problems of the Course of Study for Vocational Agriculture was held at five off-campus centers, Cherry Valley, Syracuse, Whitesboro, Canisteo and Victor, with a total of 54 teachers of agriculture enrolled. The range in enrollment at the centers was from 7 to 14 teachers.

Roy A. Olney

Most teachers are within a 35-mile radius of each teaching center. Of the four teachers outside of this radius, one teacher drove 90 miles, one way, to attend classes at his center. The class meetings were held on alternate weeks on a planned schedule for each center. The general working plan for each class session was 5:00–6:30; dinner; 7:30–9:00 for a series of nine meetings at each center. Two hours credit was given for the course.

Credit in the course may be used to renew certification requirements of teachers. By completing an additional problem, graduate credit may be obtained by the student toward a master's degree. Twenty-four of the 54 teachers were enrolled in the graduate school. A total of 12 hours of credit in extramural courses may be counted toward the degree.

The instruction given in the courses was centered in the actual problems which the teachers were encountering in their respective school situations. Each teacher worked on tentative ways and means of improving or solving his problems. The workshop idea was paramount in the conduct of class meetings. The work was stimulating to the instructor and challenging to the teachers enrolled.

Courses Offered

The following courses have been offered during the past two years—Special Problems; Planning Units of Instruction, Supervised Farming Programs, Courses of Study; and Agriculture I Unit.

Year	Number of centers	Number of enrollees	Instructor
1943–44	4	18	Smith
1944–Summer School	6	72	Hoskins Olney Smith
1944–45	3	32	Smith
1945–Summer School	3	31	Smith
1945–46 (1st term)	5	54	Olney
1945–46 (2nd term)	1	7	Smith
	Total Enrollees	214	

The total of 214 enrollees for the courses offered to date represents 127 different teachers of agriculture of the more than 300 teachers now employed in the state. One teacher has been enrolled in five of the courses offered; 7 have been enrolled in four courses; 19 in three courses; 24 in two courses and 77 in one course. More teachers, no doubt, would have continued in the work, but the locations of centers have been changed each term in order to meet the needs of the largest number of teachers, thus making driving distances too great for former enrollees. The number of centers has also been limited because of the instruction staff available for the program and the travel schedules in reaching the centers.

Prospects for continuation of the program are encouraging because teachers are raising questions about future offerings. It is hoped that a plan to include courses in technical subject matter may be added in the near future.

Adequate Facilities

(Continued from page 23)

agriculture should be provided. The equipment should include book cases, filing cabinets, bulletin and magazine racks, notebook cases, demonstration table, student tables and chairs. The kinds of equipment and the amount of space will depend on community needs. In many communities, facilities should be included for milk testing, soil testing, and other needed activities. Adequate storage space should be provided for teaching aids, supplies, lumber, and equipment used only occasionally. Provision must also be made for adequate toilet facilities, student lockers, heating, lighting, ventilation, and office space. Some will desire an F.F.A. chapter room. The facilities should be based on local needs, financial support, and the available qualified staff in agriculture.

Vocational agriculture has served its time in the basement. Give it a home of its own by providing a separate building or a suitable place on the ground level of the school. With a suitable environment and adequate equipment, more satisfactory results will be forthcoming and at the same time the teacher will be happier in his work.

—G. C. Cook, Michigan State College

The department of agriculture of the Shasta High School in California has formally accepted the gift of a registered flock of Hampshire sheep as a memorial to one of the former members of the F.F.A. chapter who died as a result of illness contracted in the service.

Equipping the Farm-Mechanics Shop

(Continued from page 26)

Hoists	
"Built up," "A" frame—3" pipe or tubing with casters; or "I" beam	1
Chain, differential—capacity ½ to 1 ton	1
Horse, automotive, wide base—homemade	1
Indicator, speed	1
Jack, automotive, hydraulic—capacity 2 to 3 tons	2
Jointer, hand-saw	1
Knives	
Draw—10"	2
Putty	2
Saddler's round	1
Skiving	2
Ladle, melting—bowl diameter 2½"—3"—3½"—4" each	1
Lamp, trouble—automotive	2
Levels	
Builder's, with telescope	1
Carpenter's	1
Mallet	2
Mortar board, 30"x30" homemade	1
Nippers, end cutting	1
Oilstone, combination	2
Oiler, hand	2
Planes	
Block, adjustable—6"	1
Jack—14"	4
Jointer—22"	1
Plate, screw—NC and NF—¼" to ¾" by 16ths—set, each	1
Pliers	
Combination, side cutting—8"	6
Diagonal cutting—8"	2
Lineman's—8"	1
Long nose—6"	2
Plumb bob	1
Pullers	
Gear, heavy duty	1
Gear, small—0" to 3"	1
Punches	
Aligning—points 3/16"—¼"—⅜" each	1
Belt, revolving head—4 tube or 6 tube	1
Blacksmith's round, handled—¼"—⅜"—½" each	1
Center, machinist's—diameter at top of tapered point ¼" and 7/32" each	1
Leather, hollow, used with hammer—assorted sizes, sets	2
Pin, machinist's 3/32"—⅛"—5/32"—3/16"—7/32"—9/32"	1
Sheet metal, with punches 3/32" to ¼" by 32ds	1
Starter	1
Rack, harness—homemade	1
Reamers	
Burring, spiral pipe end ¼" to 2"	1
Expansion blade—19/32" to 1-11/32" set	1
Rivet buster	2
Rules	
Nonfolding—2 ft. brass bound	6
Steel tape—6 ft.	2
Spring joint—6 ft.	4
Saws	
Compass—12"	1
Crosscut 8 or 10 point—26"	4
Hack, adjustable frame	2
Keyhole, hack—10"	1
Rip—5 or 6 point—26"	2
Tilting arbor or radial—12", complete with motor, optional	1
Scraper, carbon, wire	2
Screen, gravel—assorted size mesh, homemade, each	1
Seamer, "handy"	1
Sets	
Nail, assorted sizes	4
Rivet, 3 sizes each	1
Saw, pistol grip	1
Shield, welder's arc	3
Shovels	
Round point, long handle	1
Round point, short handle	1
Square point, long handle	2
Snips	
Tinner's, combination pattern—12" length	2
Tinner's, regular pattern	2
Spokeshave	2
Squares	
Combination—12"	1
Carpenter's steel—16"x24"—1/16" markings	4
Carpenter's steel—8"x12"	2
Straightedge, wood, homemade	1
Tank, parts washing, 25 gallon, homemade	1
Tape, steel—50 ft. or 100 ft.	1
Tongs	
Bolt, blacksmith's—⅜"—½"—¾" by 20" to 24" each	2
Plowshare, homemade 24"	2
Straight-lipped—20" to 24"	4
Torch	
Blow, gasoline—capacity one quart	1
Welding, oxy-acetylene, with cutting attachment—optional	1
Trammels, beam, adjustable—pair	1
Vise	
Drill press—6" opening	1
Machinist's, 4" jaw	4
Machinist's, 4½" jaw, heavy duty	1
Pipe—⅛" to 3½"	1
Saw—9½" jaw	1
Solid box, blacksmith's—50 lb. to 100 lb.	1
Woodworking, rapid acting, 7" jaw	4
Welder, arc—150–200 amp. AC or DC—optional	1
Wire stretcher	1
Wrenches	
Adjustable, open end—8"	4
Adjustable, open end—10"—12"—18" each	2
Box type—5/16" to 1" by 16ths—set	1
Box type—combination box and open end ¼" to ¾" by 16ths—set	2
Flex set—⅜"—½"—⅝"—¾"	1
Ignition, set	1
Monkey, 18" and 21"—each	1
Pipe—14"—18"—24"—each	1
Socket master, ½" square drive, ⅜" to 1⅛" by 32ds—12 point—set	1
Special mechanics' set—7/16" to 1" by 16ths with ratchet handle—12 points—set	1
Tappet and check nut—set	1

It is recommended that the instructor of vocational agriculture maintain an inventory of all the farm-mechanics tools, equipment, and supplies in his department. At least once a year a current copy of this inventory is to be provided the local school administration and another copy mailed to the State Department for Vocational Education. This inventory is usually made at the end of the regular school year or at the close of the fiscal year.

Establishing Young Farmers

(Continued from page 31)

idea to call a meeting of the school administrators and the local advisory council for the purpose of giving them a clear picture of the findings of the survey, suggest some conclusions that have been drawn, ask for comments, their views on the program, and for further suggestions. This will be a practice of strategic value. The meeting will undoubtedly bring out the need for a complete educational program which will call for the cooperation of the teacher of home economics, the teacher of social studies, and perhaps, will indicate an opportunity for the instructor in physical education to become a part of the program.

The integrated course of study should be based on the needs of the individuals. It should include the aims and objectives of the program as well as show some expected outcomes. Joint learning experiences and social activities between young men and women in the community should be included.

It will be highly advantageous for the group to form an organization having a president, vice-president, secretary, and treasurer and provide for committee activities and responsibilities. In most cases it has been advisable to have one meeting each week thruout the school year and one meeting per month thru the summer. These arrangements should be arrived at to meet the convenience of the group and the instructors.

Course Content

No attempt will be made here to bring out the details of the course but important phases of the instructional program are set up. The core of the program is to be the selection of a farm, acquiring a farm, and production and management practices. Other important phases of the educational program that will require special consideration because they are related to young people of this age and interests are: recreational and social activities, civic responsibilities, personal and farm insurance, farm mechanics, providing home conveniences, use of electricity in the farm home and on the farm, and religious experiences. All of these phases must be co-ordinated and integrated into a program of education and should extend over a period of time sufficient not only to get these young people started but to assist them in making progress after establishment.

Clifford E. Bailey, who hails from Snohomish, Washington, has recently been elected by the National Board of Trustees of the Future Farmers of America to serve as national second vice-president of the F.F.A. Clifford will replace Eugene E. Starkey of Orland, California, who resigned as a national officer in April to enter the Army.

A scholarship contest offering $2,850 worth of prizes, and open to Future Farmers members in Oklahoma, was announced recently by officials of Radio Station WKY, Oklahoma City.

Each year our chapter conducts a pest eradication contest.—Lexington, Nebr.

Studies and Investigations

E. B. KNIGHT

Evaluation of Programs of Local Chapters of the Louisiana Association of Future Farmers of America

J. J. ARCENEAUX, Executive Secretary, Louisiana Association of F.F.A.

J. J. Arceneaux

AN EVALUATIVE study of the programs of work and the organization setup of a representative number of local chapters of the Louisiana Association of Future Farmers of America was recently concluded by the author of this article.

The standards used to evaluate the programs and the organization techniques of the 45 chapters were those developed by the National Committee on Standards for Vocational Education in Agriculture, revised 1942. The data for the study were obtained thru the medium of a questionnaire, personal interviews, and from the copies of the local chapter programs of work submitted to the office of the state adviser. The evaluation of each chapter was done by a committee of three composed of the authors, an assistant state supervisor of vocational agriculture, and one teacher of agriculture.

Purpose of the Study

It was the specific purposes of the study to:

1. Determine to what extent the organization of local chapters of the Louisiana Association of Future Farmers of America provided for effective participation of all members; to point out weak and strong factors in the organization of local chapters, and offer suggestions for improvement.

2. Determine to what extent the local chapters of the Louisiana Association of Future Farmers of America provided thru their activities for such experience as would train their members for cooperation and leadership; to point out weak and strong points in the programs of work of local chapters, and offer suggestions for improvement.

Detailed findings which resulted from the study were summarized as follow:

1. Thirty-seven chapters indicated that they met not less than once a month (19 twice a month) during the school months and once a month during the summer months. All chapters scheduled meetings to last not less than 45 minutes and at such time when all students of agriculture were free to attend. Twenty-three of the chapters informed their members, thru the use of a chapter bulletin board, of what was to be taken up at each meeting at least one week before the meeting was held.

2. Thirty-three chapters provided opportunities for from 90 to 100 percent of their members to participate in the chapter meetings at least once a year, in addition to taking part in opening and closing ceremonies, submitting, discussing, and voting on motions.

3. Thirty-nine chapters owned all chapter meeting room paraphernalia listed on page 40 of the Official F.F.A. Manual. The records of the treasurers, the secretaries, and annual reports of 20 chapters were considered very accurate and complete. The records of 21 chapters were considered fairly accurate and complete.

4. All 45 chapters had written programs of work. The principals of the schools in which 36 of the chapters were located were considered very well acquainted with their respective chapter's program of work, having approved the program by signature or verbally. Committees for each activity or group of activities were functioning in 29 of the 45 chapters.

5. Thirty-five of the chapters had incomes which were considered large enough to finance their activities. The average number of fund-raising activities of all chapters studied was six. Thirty-three of the chapters studied estimated that they had successfully completed from 80 to 95 percent of the previous year's activities.

6. Thirty-four chapters spent from one to three class periods studying the qualifications of candidates for chapter offices. The officers of 21 chapters met from two to four times a month to plan the work of their chapters.

7. The combined enrollment of the departments of vocational agriculture in which the 45 chapters studied were located was 1,518. Of this number, 1,419 were Future Farmer members. The average number of school offices held by the members in the senior classes of the chapters studied was 2.1.

Conclusions from Study

The above findings led to the first of two conclusions made as a result of the study: The provisions or conditions indicating effective participation by all members were present and functioning slightly better than fairly well in the chapters studied.

Other findings which related closely to the second purpose of the study were summarized as follow:

1. The activities in which the members participated were determined to afford experiences in leadership to a degree considered to range between superior and excellent.

2. The activities in which the members participated were determined to afford experiences in community service to a degree considered to range between superior and fair.

3. The activities in which the members participated were determined to afford experiences in organized recreation to a degree considered to be fair.

4. The activities in which the members participated were determined to afford experiences in thrift, scholarship, cooperative activities, excluding buying and selling, to a degree considered to range from fair to inferior.

5. The activities in which the members participated were determined to afford experiences in cooperative buying and selling and in conservation of soil and other resources to a degree considered to range from inferior to slightly below inferior.

The above findings led to the second conclusion: The provisions or conditions indicating that the members engaged in activities considered to afford such experiences as would train young men in cooperation and leadership were present and functioning fairly well.

The Rural Community

(Continued from page 33)

constructive measures. There are many hopeful signs that in this era the reaction can be made less overpowering and less harmful than ever before.

Universities, colleges, and vocational schools are keenly awake to the obligation to make room and create offerings for qualified returning veterans; public-school systems and state departments of education are aware of the necessity of providing schools and classes for veterans to the limit of practicability. The time is ripe for a great increase in the number of local, public junior colleges, placing opportunity for suitable types of terminal vocational and subtechnical schooling, as well as liberal and sub-professional education, in the midst of hundreds of communities, accessible and within easy commuting distance of rural young men and women, veterans and nonveterans.

Young veterans who have had less than two years in college and who choose to utilize the educational benefits offered by the federal government may well avoid overcrowding the great universities and address themselves instead to reputable small colleges or junior colleges, public or private, near their own homes.

The same type of local alertness and aggressiveness can be a large factor in establishing full employment. Important as are national and state planning, legislation, and execution toward that goal, these efforts will operate under an insuperable handicap if local communities are apathetic. They will operate with the aid of a powerful ground-swell impetus if the people of local neighborhoods vigilantly and efficiently exhaust every possibility of finding and creating local jobs.

Future Farmers of America

A. W. TENNEY

Public Speaking Contests

E. J. JOHNSON, Regional Agent, U. S. Office of Education

THE annual National Public Speaking Contest for the Future Farmers of America was first made possible in 1930 thru the interest and generosity of Senator Arthur Capper of Kansas who for two years sponsored the event and offered suitable prizes. From 1932 until 1944, the national organization of the F.F.A. was the sponsor. From that time the Future Farmers of America Foundation, Incorporated, has sponsored the contest and provided the awards. The contest is held in connection with the national F.F.A. convention. The nineteenth national convention and the seventeenth Annual Public Speaking Contest will be held at Kansas City, Missouri, this year during the week of October 20.

E. J. Johnson

Participation in the national contest is limited to one boy representing each of the four administrative regions, who shall have been determined winner in a state and regional contest held since the previous national contest. A fifth contestant representing either Hawaii or Puerto Rico will be selected at Kansas City just prior to the national contest. The contest is open to boys less than 21 years of age who are regularly enrolled, undergraduate, high-school students and when selected were active members of F.F.A. chapters in good standing.

All boys who participated in a national F.F.A. public-speaking contest are ineligible to compete again. Furthermore, a chapter winner is eligible to participate only in the next succeeding state, regional, and national contest.

Designed to Develop Leadership

The contest is designed to develop rural and agricultural leadership by providing for member participation in agricultural public-speaking activities. Preliminary contests are of a local, county, federation or section, state, and regional character, and are held under the auspices of the respective F.F.A. unit concerned. These events culminate in the national contest.

The selection of a topic which is sufficiently broad in its implications is very essential. All too frequently, contestants who are able to go beyond local competition find themselves shackled with a topic which is only local or regional in character. To say the least, it is extremely difficult to win a regional or national contest with a topic which limits the problem discussed. For example, a discussion topic entitled, "Soil Erosion in Smith County," may be of less than state interest, whereas, "Soil Erosion, a National Menace," presents possibilities for a speech of interest to a group regardless of a large area. Tho a speech on a specialized local crop or on one breed of livestock may be an excellent topic to secure local interest, such a topic may be contrary to the economic interests of farmers within the borders of that state, to say nothing of other sections of the country. The topics discussed by each contestant must, of course, be of an agricultural character.

The delivery of each manuscript is limited to 10 minutes. An additional 5 minutes is provided for the contestant to defend his manuscript thru answering questions raised by the judges. To control the danger of overtime speaking, it has been necessary to set up scoring penalties, even tho at times they have proved to be disheartening to speakers, audience, and judges. On several occasions in state, regional, and national contests, the one who could have won the contest failed to do so because of overtime penalty. In fact, at two recent national contests, one speaker had to take second place, and another third place, when in reality both of them would have earned the coveted top honor, had it not been necessary to reckon with overtime penalties. Here is one place where local and state advisers are at fault for permitting the contestant to continue with a speech that is certain to be penalized.

The speech of each contestant must be the result of his own efforts, with training in both composition and delivery limited to the local school of the participant, altho working information and data may be secured from any source. Most of us recognize the fact that English cannot be taught alone in the English department, but that it must be a cooperative effort including all of the departments of the school if the hoped-for results are achieved. This necessitates the best of working relationship between the departments if the students are to secure the maximum benefit from their schoolwork. Accordingly, the department of vocational agriculture is in need of the full support of the English, speech, and library departments. This does not mean that the student must have others write his speech. That would be contrary to rules, as well as to the best interests of the contestant. It is imperative that all contestants write their own speeches and be fully acquainted with the source of all statements and their implications. The statements will have to be defended extemporaneously when questions covering them are raised by the judges. Therefore, it is necessary for each participant to be fully acquainted with the manuscript.

Stimulus to F.F.A.

A survey was recently completed in the 11 states of the Pacific Region for the purpose of determining the participation by F.F.A. members in the public-speaking contest. It was found that 20 percent of the all-day class enrollment of students of vocational agriculture participated in local F.F.A. public-speaking contests.

The participation in F.F.A. public-speaking contests is closely related to the stimulus and emphasis given to this educational training activity by state, district, and local staffs in agricultural education. The idea of securing 100 percent participation in the F.F.A. chapter is growing. In some cases this is done by having all students in each class make short talks and reports. Those making the best reports in each class then compete against each other, with the top few appearing before the entire school body to make the final choice to determine the one to represent the chapter in a county, area, or federation contest. Those who find it difficult to secure 100 percent chapter-member participation might well study the plans used by those who are able to secure that extent of interest.

The present Foundation awards in the national F.F.A. public-speaking contest are slightly more liberal than those prevailing in the past. Furthermore, a prize has been added for each state winner who qualifies for the regional contest. These prizes will undoubtedly stimulate interest in public speaking on the several levels—local, district, state, and national. While prizes are important, they are definitely secondary to the value of participation which in reality makes a winner of all contestants. Any student participating in a well-conducted contest will gain ideas and secure training which will be of real value to him in his work.

The prizes now offered are as follows:

National Contest

First-prize winner	$250.00
Second-prize winner	225.00
Third-prize winner	200.00
Fourth-prize winner	175.00
Fifth-prize winner (offered only in case Hawaii or Puerto Rico participate.)	150.00

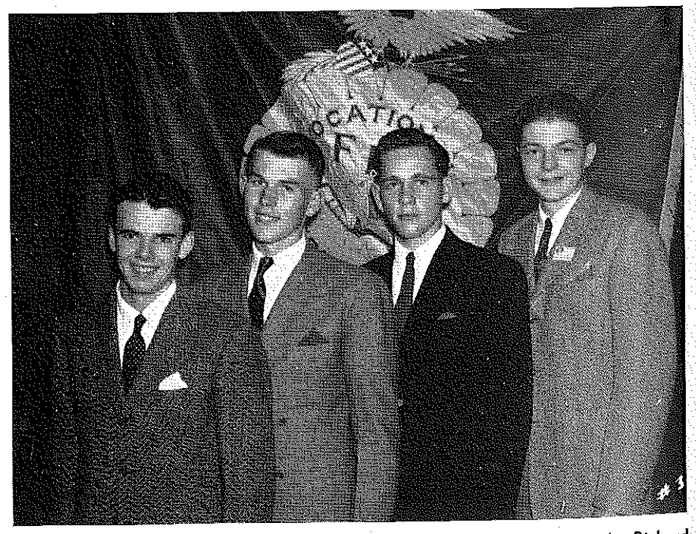
State Contest

State winner, qualifying for regional contest—$100.00.

Travel to National Contest

Participants who are not official delegates will share in a travel fund. This fund is allotted to each contestant on basis of the ratio of the number of miles his state capital is from Kansas City, to the total number of miles that the state capitals of the states of all contestants are from Kansas City.

Total travel fund	$250.00



The winners in a recent National F.F.A. Public Speaking Contest. Left to right: Richard Saunders, Monmouth, Maine, 4th; Howard Barlow, Tremonton, Utah, 1st; Wm. J. Kimball, Seymour, Wisconsin, 3rd; Bob Meriwether, Paragould, Arkansas, 2nd

Selecting Chapter Farmers for the State Farmer Degree

H. M. OLSON, Assistant State Supervisor, Olympia, Washington

THE supervisors and teachers of vocational agriculture in the state of Washington from time to time have revised the application blanks used by Chapter Farmers in making application for a State Farmer degree. We have endeavored to formulate a concise and all-inclusive set of blanks in order to be sure we award this worthwhile degree only to those boys who deserve the honor.

We were interested in the procedure and forms used by other states and have examined and compared those from California, Colorado, Idaho, Montana, New Mexico, Oregon, Utah, Washington, and Wyoming. A tabulation of the items more common to the forms is shown herewith. The numeral indicates the number of states that ask for information bearing upon the point of question.

Supervised production projects	9
School leadership	9
Investment in farming	9
Certification of principal	9
Certification of local adviser	9
Personal data on applicant	8
Chapter leadership	8
Improvement projects	7
Community leadership	7
Certification of chapter president	7
Date received Chapter Farmer degree	6
Years of agriculture completed	5
Active F.F.A. membership	5
High-school classification	5
Supplementary projects	5
Earnings and savings	5
Liabilities	5
Statement of adviser	5
Parliamentary ability	4
Average of high-school grades	4
Rank in high-school class	4
Certification of state executive com.	4
Ability to lead 40-minute discussion	3
Cooperative activities	3
Transcript of grades required	3
Date Greenhand degree was received	3
Certification of state adviser	3
Supervisor visits home	3

Three of the states supplement their application blanks with a score card. Here, again, the items used and the value placed upon them vary widely. The following chart illustrates this point.

Item on the score card	Number of states using item	Assigned value
Projects	3	25, 45, 65
Scholarship	3	10, 15, 20
Leadership	2	20, 25
Activities	1	15
Community service	1	10
Earnings and savings	1	20
Occupational test	1	5
Personal qualifications	1	25
Parliamentary ability or experience	1	10

After making a study of the above tabulations we can readily draw some conclusions that may be helpful in standardizing an application blank for the State Farmer degree:

1. Some attempt should be made to have a uniform application blank because many of the State Farmers enter into direct competition when they apply for the American Farmer degree.

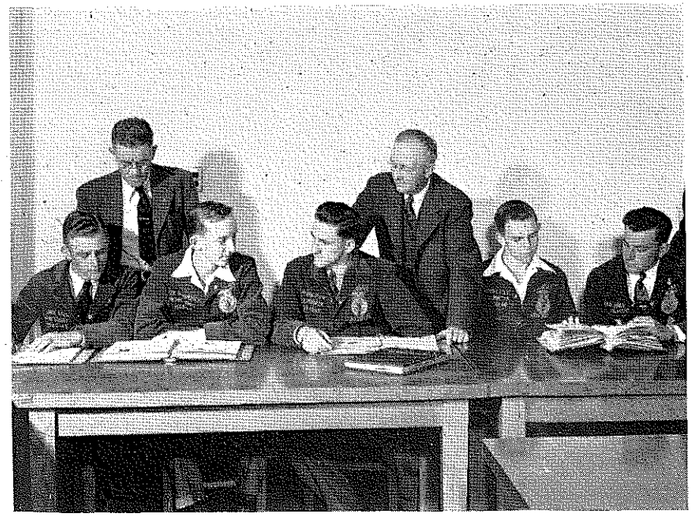
2. The use of a similar score card by all the states should tend to eliminate the minor items on the application blanks and at the same time place an equal value on projects, scholarship, leadership, and the other items. A spread from 25 points to 65 points for supervised projects may be difficult to justify on a regional basis.

3. Too many items are used by only one or two states. This group of items could be materially reduced if each state took the attitude that if an item is not universally thought to be important, it should be re-evaluated to see if it actually fills a need.

4. The five items that appear on all the application blanks examined require various amounts of information. For instance, on the supervised farming program, it varies from a brief description to a five-point breakdown requiring five pages of information.

5. An attempt should be made to get the same information from each applicant and then to make the same analysis of this information. The high 2 percent of the Chapter Farmers in one state should possess qualifications similar to those in another state. With the variations in the application blanks, it is questionable if this is the case.

6. Considering the above observations, it appears that this problem is worthy of regional consideration.



Kansas F.F.A., 1946—18th annual convention, officers studying chapter contest entries, Left to right: Jack Hall, immediate past president; L. B. Pollom, adviser; Boyce Dougherty, vice-president; Herman Popp, treasurer; A. P. Davidson, executive adviser; Robert Fulmer, reporter; Bob Jones, immediate past vice-president; L. F. Hall, executive secretary. President Rollin J. Casement, absent—serving with the U. S. Marines

Some innovations were introduced in the Vermont judging contests held in June. The dairy-cattle contest included a consideration of inheritance and production factors in addition to conformation. Skill in the selection of unprofitable layers formed the basis for the poultry-culling contest.

We Use the Radio to Service Local Chapters

RAYMOND M. CLARK, Supervisor,
Lansing, Michigan

R. M. Clark

RADIO is being employed to serve local F.F.A. chapters in Michigan. Beginning February 1, a program of weekly educational broadcasts over Station WKAR of Michigan State College was set up for carrying a message direct to local F.F.A. chapters. Topics of current interest to chapters are scheduled for the purpose of providing instructional materials. Such subjects as how to prepare for regional and state public-speaking contests, how to conduct a chick project, how to develop an F.F.A. chapter program of work, and the like, are prepared and broadcast at a scheduled time each week.

Scripts are prepared by the supervisors of education in vocational agriculture, by teacher-trainers in this field, and by local F.F.A. chapters. An attempt is made to point the message directly to the chapter so that the chapter may use the information and materials in its own program immediately; and at the same time, the broadcasts are planned to be of interest to parents of the members and patrons of the local chapters.

Many subjects to be presented involve the presentation of technical materials in agriculture. In these instances, the assistance of specialists from the college is secured. At other times, directions and instructions concerning the F.F.A. activities of the state are provided. Thus these broadcasts provide additional opportunity for getting to chapters information regarding state F.F.A. activities.

Prior to the launching of the weekly radio programs, monthly programs have been broadcast over a period of two years. Surveys of local chapter interest, availability of radio facilities in the school, and the reception of the college station in the local school area were made by means of a questionnaire sent to local chapters. The results of the survey indicated sufficient interest on the part of the chapter advisers and F.F.A. members to warrant the program being expanded to a weekly broadcast.

Radio Station WKAR is operated by Michigan State College. Its purpose is to be of service to the people of Michigan. The F.F.A. program provides the station with an immediate audience approximately equal to the state membership in the F.F.A. and thus justifies the use of the time by the station.

The National Future Farmers of America camp, located near Alexandria, Virginia, opened June 1 and will close September 10.

At the Owensboro Future Farmer Tobacco Show and Sale, 170 Kentucky Future Farmers sold 188,058 pounds of burley and dark tobacco.

Arkansas Teachers Organize District Program

O. J. SEYMOUR, District Supervisor, Arkansas

O. J. Seymour

TEN teachers of vocational agriculture in the Southwest Arkansas District met in the office of the district supervisor, at his invitation, for both a day and a night session on November 30, 1946. These men came from all parts of the district and represented a good cross section of the teachers of agriculture in the district.

The purpose of the meeting was to select those activities set up in the state program of work which should receive special emphasis in the Southwest District and to suggest additional activities that might be peculiar to the district.

The district program presented here was adopted by the committee and presented to all teachers of the district at three group meetings held the first two weeks in December.

The Program

The district goals set up in this program of work are divided into two groups: Goals of the department of agriculture and goals of the F.F.A. chapter. These district goals are supplemental to and in addition to goals set up in the state program of work.

Department Goals

1. All teachers will pay a circulating-library fee of $1. New books are to be purchased for the library, and some books will be purchased for the K. L. Holloway Memorial Library at the University of Arkansas.
2. At least one series of group conferences will be held during the year in addition to the district conferences during the annual state conference.
3. All teachers will enroll at least 100 in organized instruction.
4. All teachers will make a minimum of three project visitations to each all-day boy enrolled and will spend not less than six hours with each boy in visitation of projects and individual conferences.
5. All teachers will assist in holding county livestock shows, where possible.
6. All departments will have some kind of a forestry project or demonstration if feasible.
7. All departments will use the Southwest Arkansas simplified system of filing records and reports and will bring files up to date.
8. All teachers will cooperate with other agricultural agencies.
9. All teachers will give full cooperation to the total school program.
10. Steam-canning centers will be operated for the benefit of the patrons of the school and for the school-lunch program. The teacher of agriculture will give all assistance possible to the supervisor of the lunchroom and the home-economics teacher in operating the cannery.
11. Every boy enrolled in all-day classes will have a satisfactory farming program.
12. All teachers will enroll in the American Vocational Association, Arkansas Vocational Association, and Arkansas Educational Association.
13. All teachers will subscribe for *The Agricultural Education Magazine*.
14. All departments will have some kind of cooperative project or demonstration on or near the school campus that will show to the people of the community that the school has a department of vocational agriculture and an active F.F.A. chapter. Some suggested activities are: Pasture demonstration, registered breeding swine, registered boar for community breeding, broiler project, laying-hens project, pest-treating plant, meat-curing plant, landscaping project, shrubbery nursery, steam-canning center, community school shop, forestry project, etc. All departments will make this cooperative project their No. 1 objective this year.

F.F.A. Goals

1. District F.F.A. contests will be held at A. & M. College, Magnolia, in spring of 1946.
2. Members of local F.F.A. chapters will participate in county, district, and state livestock shows.
3. A study day for F.F.A. members will be held at Fruit and Truck Experiment Station at Hope.
4. Sears-Foundation F.F.A. Pig Chains will be kept in operation and repair. The regular, spring pig shows will be held and additional prizes awarded.
5. Each chapter will prepare a written program of work.
6. A series of F.F.A. leadership-training meetings will be held and federations reorganized.
7. A supply of F.F.A. materials, such as manuals and secretary books, will be purchased and kept in the district office for the convenience of local chapters.
8. Local chapters will sponsor one or more socials during the year.
9. Each local chapter will hold some kind of banquet, barbecue, or fish fry, for fathers.
10. Chapters will participate in Camp Couchdale program.

The department of agriculture of the Shasta High School in California has formally accepted the gift of a registered flock of Hampshire sheep as a memorial to one of the former members of the F.F.A. chapter who died as a result of illness contracted in the service.

Three state associations, Utah, Missouri, and Texas furnished official F.F.A. bands at the Tenth Convention celebration, totaling 265 instruments.

California's 1946 state "Victory Convention" of the Future Farmers of America will be held October 3–5 at California Polytechnic College, San Luis Obispo.

Approximately 1,000 Future Farmers have enrolled in the Ohio Future Farmer Camp since it was established in 1942.