active chapters each year. We shall take part in the supervision of projects of boys in the local high school and practice grading the records and field work of these boys. Other activities will include the fostering of a radio program, debate practice, assisting state conventions, conducting typical F. F. A. meetings, and conducting a publicity program such as project tours for business men's clubs to interest them in the vocational agriculture work. At our next meeting each member will choose one of these activities and give a three-minute talk on it.—From the Vocational Oregonian.

My Plans for Becoming a Farmer

(Continued from page 40)

I have been in agriculture for three years. During this time I have built up to where I now own 1 producing cow, 1 heifer, and 2 heifer calves. I have grown an acre of corn part of which I sold as seed corn, and I am planting 3 acres this year. I also own 1 purebred Tamworth gilt to be bred soon. I have kept accurate records on all my projects. It might be interesting to give the results of three of my projects.

The total costs of raising a dairy heifer were $48.49 with 41 hours of labor. During the two years I showed her in two shows, the first year at the Navajo County Fair in which I got first in general class and second in showmanship. My premium was $4. The second year in the local F. F. A. show I got first in both showmanship and general class.

I bought my Tamworth gilt at weaning age with an offer from the Tamworth breeder of being awarded another weanling gilt if I made my gilt weigh 180 pounds at 6 months of age. When we weighed her she tipped the scales at 234 pounds. I will breed her the last of May. I also plan to show her and her litter at the state fair providing she farrows out well

A year ago I rented an acre of land for $14. I paid this rent charge in labor. Horse labor and the first plowing were included in the rent. I planted 4X corn May 23 with a drill planter. I got a good stand. In September I gathered and stored 500 pounds of seed. During the winter I shelled and graded my seed. I made a germination test and found it tested within a fraction of 100 percent. I have sold part of this seed for 4 cents per pound and have sale for the remainder of it at that price.

Mothers to Be Guests at F. F. A. Conference

H. D. ELDRIDGE,
Vocational Instructor in Agriculture,
Greeley, Colorado

THE F. F. A. conference, including fathers and sons interested in agriculture, which meets weekly at Greeley High School, will meet Wednesday evening with mothers of the boys as guests. The meeting will be in the agriculture room at 7:30.

Project work in vocational agriculture will be the chief subject for discussion. A boy will talk about its requirements and his own project. Films taken by Mr. Eldridge will be shown by him; they illustrate project work of Greeley boys.

Instruction by Means of Signs in the Shop

(Continued from page 45)

some sort of lesson is being taught by something the boy can see.

An opportunity is afforded by means of the farm shop to also place on signs and charts some of the instruction taught in the regular classes. It is here that the painting may be done.

Our program calls for advertising one's farm by giving it a name, placing this on a large sign at the entrance. It lends dignity. We encourage our boys to print signs for their projects and for protecting places from hunters, agents, and the like. Is it not as logical to place signs in the shop to emphasize to beginners the lessons they must learn?

Educators point out the value of illustrative material in the classroom. Businessmen realize the cash value of effective sign advertising. It has a place in the farm shop as well as in the agriculture room. If one wishes for variety and constant attention, he has but to make the same lessons he wishes to put across by using charts and hanging them in place of the signs. These he may change as the different units of instruction are considered and the jobs demonstrated and practiced.

Third and Four-Year Farm Shop at Lamoure

(Continued from page 44)

and Carter as a text the advanced shop class has made a study of building materials, planning farm buildings and farmsteads, roofing materials, cost estimating, roof framing and rafter cutting, the mechanics of building, steps in building, and the details in building the common farm buildings. At the time of taking up building materials the class made a field trip to the local lumber yard where they studied the materials studied in the classroom.

This unit will be completed soon by a class project in building a 10 x 14 poultry brooder house for one of the members of the class. The rafters and framing will be cut in the farm shop and the building put up outside as soon as milder weather comes.

Farm engines will be taken up this year also for the first time. The principles of operation, care, repair, and adjustment will be studied and repair work will be done in the shop in the same manner as with farm machinery.

The shop work in the other units taken up in the advanced course is being worked out in the same way with the idea in mind of keeping it as practical as possible. I have found that the boys take a greater interest in this course than in any other course offered.

Young Chapter Has Fine Record of Accomplishments

CLAUDE C. COUVILLION

THE Terrebonne Chapter, Houma, Louisiana, altho organized at the beginning of the school year, was not chartered until January, 1932. The boys entered into the spirit of F. F. A. and by May the accomplishments for so short a time seem outstanding. Among the accomplishments may be mentioned the following:

made butterfat tests of 27 samples of milk for farmers, published 9 issues of a Terrebonne Farmers' Market Bulletin, transplanted 85 live oak trees along the Old Spanish Trail Highway, transplanted 1,000 slash pine, 300 live oak, and 200 elm seedlings, in a nursery for future use in beautifying the town and highways, pruned and sprayed 20 shrubs on the school grounds, pruned 225 fruit trees in the community, and sprayed 85 of them, sprayed 8 camphor trees on the courthouse square, and grafted 10 pecan trees.

The members of the chapter have purchased co-operatively, 800 purebred chicks; ¾ of 1 ton of chick feed; 2 tons of certified seed potatoes; 1 ton of complete fertilizer. They have helped the other chapters to purchase the state F. F. A. camp site.

The chapter was represented at both district and state fairs and competed in the livestock and corn judging contests. The team won several first places at the district fair and was in the finals at the state fair. A local community egg show was staged at the schoolhouse by the boys.

Every member has presided over a chapter meeting to gain experience in parliamentary procedure. The chapter is one of the first in the state to send an entry for the National F. F. A. Chapter Contest. It has published seven issues of the chapter news letter and has sent a copy of one issue to every state adviser.

For recreation an all-day fishing trip was taken Thanksgiving. A father and son banquet was held. The boys took part in a county-wide potato tour. They have visited the field of a Master Farmer who resides in the county, and examined what was said to be a perfect crop of English peas. On this trip they were entertained at dinner by the Rotary Club at which time the F. F. A. boys gave the members an idea of vocational agriculture teaching by staging several demonstrations that showed some of the practical features of the instruction.

The boys are very much interested in chapter work and are planning greater accomplisments in the future than have been possible this first year.

Prosperity Cow Circle

ABOUT a month ago we decided to start a Prosperity Cow Circle in our chapter, using the plans of the Blue Valley Creamery Institute. The members of the circle test their home herds and one or two herds belonging to neighbors. We go to the farms once a month and take samples of milk and weigh the feed for each cow. Then we take the samples to school, test them for butterfat and determine the cost of production. In this way, the farmers can tell which cows are paying and which are not. We charge the farmer a small amount for each cow tested, to pay for the acid and other equipment used. At present, we have nine boys enrolled in our circle.—Frank Hodges, Reporter, Stonington Chapter.—From The Illinois Future Farmer.

Future Farmers in Superior, California, own 250 brood sows, offspring from which will presumably amount to 15 to 20 carloads of barrows next year. The

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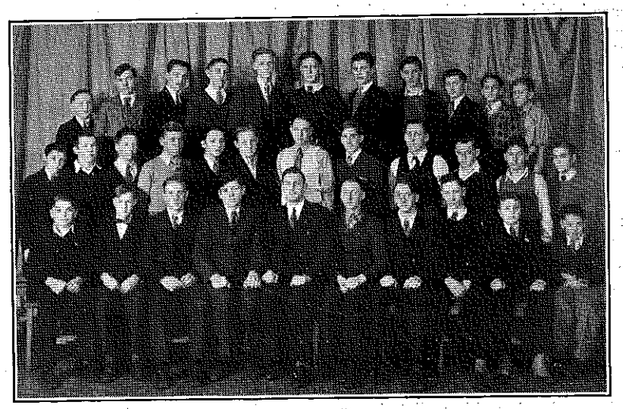
Agricultural Education



What a Responsibility!

This teacher of vocational agriculture (Austin, Minnesota) must share in the responsibility of shaping the lives of these 32 boys enrolled in vocational agriculture. To educate boys and men must always remain the teacher's chief responsibility.

Every art must have its corresponding science, or both will suffer.

EDITORIAL COMMENT

AGRICULTURAL EDUCATION

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

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LEADERSHIP

CONSIDERABLE space in this issue of the magazine is given to Future Farmers of America, because of the Fifth National Convention in next month. A central idea in Future Farmer work is leadership. Every farmer is potentially a leader. We must not neglect this side of the future farmer's training.

Charles J. Galpin tells the story of a hard-working, sturdy farmer of the level-headed, thrifty type, a man intelligent enough to know what he had missed in life. As his strength was finally fading, the farmer called the teacher over to his farm one day and said: "I am weary. I have worked too hard. My days are numbered. When I am gone, I want you to tell my boy my great wish for him."

The teacher sat rather dumb, wondering what this last wish could be.

"Tell my boy," he went on, "I want him to be more of a public man than I have been. I want him to know more and serve his county and state as I have not had the ability to do."

I shall never forget that a hard-working, dirt farmer uttered a sentiment of such nobility. Farmers have it in them to be public-spirited citizens. My hope for the future is that these public-spirited citizens shall be trained for leadership.—C. H.

FIFTH NATIONAL F. F. A. CONVENTION

PLANS are being carried forward rapidly for the Fifth National Convention of F. F. A. to be held in Kansas City, Missouri, November 14–17, 1932. The convention will be held in conjunction with the National Congress of Vocational Agriculture Students at the time of the American Royal Livestock Show. Headquarters will be at the Baltimore Hotel as in former years. Each state association of F. F. A. in good standing with the national organization is entitled to send two delegates to this convention, and from present indications most of the 48 state associations will be represented. Word comes from Hawaii that they will have one delegate present, and there is also a possibility of one delegate attending from Porto Rico.

In the three days prior to the opening of the convention proper on Tuesday morning, November 15, there will be executive meetings of the National Board of Trustees, National Advisory Council, and State Advisers. Many important F. F. A. matters will be considered in these sessions before delegate action is taken on the floor of the convention. Registration will take place on November 13 and 14 at the Baltimore.

The important event on Monday, November 14, is the Shrine Temple. All delegates and visitors should plan to be in Kansas City to register not later than the afternoon of November 14 so as to attend the Public Speaking Contest held that evening. The contestants will also have an opportunity to broadcast their speeches over the N. B. C. network on Tuesday, November 15. This broadcast will replace the regular F. F. A. broadcast which would have occurred on November 14.

Candidates for the American Farmer degree will be nominated by Dr. C. H. Lane, National Adviser, at the opening convention session on Tuesday, November 15, and raised to the Fourth Degree during the afternoon. The second big event for Tuesday is the arena parade at the American Royal Grounds. All agriculture students are expected to participate. F. F. A. members will wear the convention caps which can be obtained at the time of registration.

Committee reports, unfinished business, new business, and the election of officers are scheduled for the two convention sessions on Wednesday, November 16, and the great banquet that night closes the meeting. President Kenneth Pettibone of Oregon will preside over the convention and will be assisted by the eight other national officers.

Officers of state associations, at this time, are urged to make provision for their delegates to come to Kansas City in November. No doubt the convention will be the largest and best since the F. F. A. was organized in 1928. State delegates should come equipped with a credential letter from their State President or Adviser and with a three-minute summary report on the accomplishments of their state association. On to Kansas City!—W. A. R.

TENTATIVE PROGRAM FOR THE FIFTH NATIONAL CONVENTION OF FUTURE FARMERS OF AMERICA
Kansas City, Missouri, November, 1932

Friday, November 11

10:00 a. m.—Executive session, Board of Trustees, Baltimore Hotel.

Saturday, November 12

9:00 a. m.—Executive session, Board of Trustees, Baltimore Hotel.

Sunday, November 13

8:00 a. m. to 6:00 p. m.—Registration of delegates, Baltimore Hotel.
2:00 p. m.—Executive session, Board of Trustees, Baltimore Hotel.
8:00 p. m.—Executive session, National Advisory Council, Baltimore Hotel.

Monday, November 14

8:00 a. m. to 6:00 p. m.—Registration of delegates, Baltimore Hotel.
10:00 a. m.—State advisers meeting, Baltimore Hotel.
1:00 p. m.—Executive session, Board of Trustees, Baltimore Hotel.
7:30 p. m.—Public Speaking Contest, Shrine Temple (Eleventh and Central).

Tuesday, November 15

9:00 a. m.—Opening convention session, Baltimore Hotel:
1. Opening ceremony.
2. Songs.
3. Report on delegate credentials.
4. Roll call of states and seating of delegates.
5. Minutes of Third National Convention and Board of Trustees meetings.
6. Appointment of committees.
7. Nominations for the degree of American Farmer by C. H. Lane, National Adviser.
8. Three-minute reports on accomplishments in states, by one delegate from each state.

11:30 a. m.—Radio broadcast of Public Speaking Contest over

Professional

The Master Teacher—Who He Is and How Selected

R. D. MALTBY, Federal Agent for Agricultural Education

R. D. Maltby

DURING the past five years several states in the Southern Region have named a State Master Teacher, and from this group have selected annually an All-Southern Master.

So many questions have been asked about the Master Teacher award, and there has been so much misunderstanding concerning it that the author has responded to the request of your editor to write a short article relative to this activity.

At the Regional Conference held in Washington early in March, the representatives from the several states voted to continue the Master Teacher award. It is evident, therefore, that the supervisors believe that the benefits derived from the Master Teacher award overshadow the extra effort necessary to carry it out.

It should be stated at the outset that the Master Teacher award is not the result of a contest, in the general understanding of that term. In the states where a Master Teacher is selected, every teacher is rated, and his record is considered by the award committee. In other words, the award is not intended to encourage a teacher just to put forth extra effort outside of his regular work to win the honor, but rather to select Master Teachers on the basis of the work they are doing year in and year out. It will be admitted that many of the Masters have worked a little harder than some of their fellows on their regular jobs, just as a man in any field of work may work harder on his job than another. For instance, Mr. Clark of Mississippi who won the All-Southern Master degree in 1929, thereby eliminating himself from ever being a candidate a second time, scored higher on his program in 1930 than he did in 1929. The author firmly believes that Mr. Clark did not have in mind the possibility of receiving a Master's award in planning or carrying out his program, and that he is no exception to the men who have been selected to represent their states in the All-Southern award from year to year. This All-Southern award or diploma is simply a recognition by the several states of the contribution that the teacher has made in vocational education in agriculture. It should be further recognized that the award is based upon a well-balanced program and not solely upon outstanding work in some particular phase of is it based upon activities outside of his regular work. The All-Southern or State Master must score high on all phases of his program in order to receive the award.

About six years ago a little group of state supervisors of vocational agriculture and the agent of the Southern Region, constituting the Regional Contest Committee, gathered at Chattanooga and formulated the rules for the Master Teacher award. They had come together primarily to discuss plans for contests among the students in vocational agriculture. Someone remarked that the agriculture teacher who has done outstanding work should receive some recognition also. Considerable discussion followed, and it was finally agreed that the teacher who did the most outstanding work in each state should be awarded the title of State Master and that from this group the All-Southern Master should be selected. The three men who made up the committee representing the state supervisors, now nationally known because of their contributions to vocational agriculture work in the United States, were E. B. Matthew, of Arkansas; D. M. Clements of Tennessee; and L. M. Sheffer of Georgia. The minutes of the meeting reveal that the committee had several things in mind in setting up the award. It was the consensus of opinion of those at the meeting that in addition to recognizing in an appropriate way teachers who are doing outstanding work, such an award might accomplish several other things. From the evidence obtained in making the Master Teacher award, the committee hoped to develop a better all-around program for teachers of vocational agriculture, secure concrete evidence of the work of outstanding men which could be used in promotion of the vocational program within their respective states, and aid in systematizing the supervision and inspection by state supervisors. It is believed that all of these things have been accomplished to a greater or less degree.

Before a State Master could be selected, however, it was necessary to set up a schedule of activities that represented an agriculture teacher's program of work. These activities were classified, and weights given their relative importance in the program. The list of activities and their weights constituted the first score card used in selection of the Master Teacher, and this card in a modified form remains in use today.

It is interesting that no one state has been fortunate enough to secure the All-Southern Master Teacher award for two years in succession. The first All-Rosewood School, Goldsboro, North Carolina. Those who followed him in succession were Fred Smith, Dardanelle, Arkansas; C. F. Clark, Dixon, Mississippi; H. A. Glenn, Kenbridge, Virginia; and George I. Martin, Sylvester, Georgia.

The score card upon which the All-Southern Master Teacher is selected consists of eight headings as follows:

	POINTS
Types of instruction	80
Enrollment	150
Supervised practice program	210
Preparation for and methods of instruction	125
Physical equipment	50
Group leadership activities	150
Publicity program	75
Evidence of a knowledge of his community and its needs in his plan of work	160
Total	1,000

The committee attempted as far as possible to set up an objective score. In passing upon the briefs submitted by State Master Teachers, the judges are obliged to give consideration to the community conditions under which teachers work. For instance, the teacher located in a progressive community where soil conditions and other factors are favorable might rate higher than the man located in a backward community. Consideration is given, therefore, to community conditions in judging the records of teachers. The committee also had in mind that no one man should receive a second award within a state or region. For example, a man who has won a State Master Teacher award can be a candidate that year for the All-Southern Master, but he cannot be a candidate a second time for the degree of State Master. The candidate of any one state for the All-Southern Master Teacher degree is selected from those who hold the State Master degree, whether they have acquired this degree during the current year or in previous years. The candidate for State Master Teacher, on the other hand, is selected from those teachers who have not previously received the State or All-Southern award.

Various plans have been adopted by the several states in selecting their State Masters. While the All-Southern Master is selected on the basis of the score card already referred to, a modification of this score card or a state score card is used in the selection of State Masters. As a general rule, the Southern Regional card has been taken as the basis, variations appearing in the emphasis placed upon the various phases of work. Again, some of the states select District Masters and from these pick the State Master. In

first 8 or 10 men receiving the highest score on their state score cards are submitted to a committee, and the committee selects from this list the teacher whom they consider the best in the group.

The selection of a State Master involves several things. First, the work of each teacher in the state must be scored or checked by the state supervisory staff. Furthermore, a brief must be submitted to the judges for the All-Southern Master award. It is, of course, impossible to enumerate all of the results that have accrued from the Master Teacher award in the Southern Region. Some of the results are of a more or less intangible nature. Probably one of the most important changes brought about thru this award is a closer check of the agriculture teachers by the state office of vocational education. When a supervisor scores an agriculture teacher conscientiously, he must necessarily go into all phases of this man's program, which acquaints him with the teacher's strong and weak points. The good points about a teacher's program he passes on to other teachers for their information and adoption, and the weak phases of the program he seeks to have improved. This careful checking, of course, is not as necessary in states where there are only a few teachers, but in those states where the number of teachers ranges from 50 to 200 or more, it is the best means thus far discovered for state officers to get acquainted with each teacher's program. The Master Teacher records also give the supervisors a basis for promotion of teachers in salary and in location.

It may be said, in passing, that several states are now working on a salary scale, based in part upon the result obtained by a teacher during his previous year's service.

The Master Teacher award would not be justified if it resulted in benefit to the supervisors alone. It aids the individual teacher in three ways. In the first place, it gives the teacher a definite objective toward which to work, both as to the quality and scope of his program. In other words, the results accomplished by a Master Teacher are positive. They represent projects actually carried out in one locality and therefore possible of attainment in other localities. In the second place, it gives teachers a basis for balancing their programs and for a better understanding of the responsibilities of a teacher of vocational agriculture. And lastly, it has been a means of stimulating the activities of that small number of agriculture teachers who are interested primarily in their salaries and their jobs. Five years' experience with the award plan indicates that teachers have been benefited by it.

The criticism most frequently aimed at the method of selecting the Master Teachers and the All-Southern Masters is that men who are almost, if not quite, as good as those selected lose out in the award. This criticism would be true if the award were made on a contest basis and in compliance with minimum standards of eligibility. This is not the case, however. There has not in any year been a tie between two teachers, nor have two grades been very close together. The Master Teacher awards, both in the states and the Southern Region, are based upon one thing, the results made and the results produced by a teacher within a given year. Nor does the fact that a man receives a Master Teacher's award classify him as the best teacher. The award simply indicates that the man selected for it has done the best work of any teacher in his territory during a designated year. Attention should be called also to the fact that those who have won the Southern Master's degree and practically all of those who have won the State Master's degree have been men who have had a rather long tenure in the same location. In only one case was a State Master selected who had been in his location for a single year. The man who won the All-Southern degree last year has been in his present post 10 years, and his award was the result of 10 years of effort.

No attempt has been made in this short article to discuss in detail the Master Teacher's work. It is hoped that in the near future another article may be prepared which will explain the work of the Master Teachers for 1930 and 1931.

Dead Areas

ARETAS W. NOLAN
Head of Department of Agricultural Education, University of Illinois

[*Editor's Note*: This article is a summary of an address given by Professor Nolan at the June conference of Illinois teachers of vocational agriculture.]

WHILE at the wheel, one day this spring, gliding along our magnificent Illinois highways, I was attracted by a beautiful elm tree standing by the side of the road and casting its cool shadow across my way. I slowed up and came to a stop under the wide branches of the lofty elm to enjoy its shade. But the tree was not all perfect. There was an ugly canker near the fork. The tree which seemed so gloriously alive had a "*dead area*" which menaced its life, and which, unless removed and healed, would spread and finally cause the death and downfall of the tree.

A short time ago a friend was suddenly stricken with a severe pain in his side and was at once rushed to the hospital. It was appendicitis. The operation revealed that the appendix was a "dead area" in the otherwise healthy body. If this condition were allowed to remain, the life of my friend would be in grave danger. The appendix was removed. Nature healed the wound, and life was whole and complete again.

I might go on citing many instances to illustrate this principle—that dead areas in any form of life or organism are menaces to a full and abundant life and, unless removed, will handicap growth and ultimately destroy life itself.

I wish to apply this principle, *first*, to the work of teaching vocational agriculture, and *second*, to some personality qualities in human life.

A department of vocational agriculture should be a healthy, live, growing organization. Such an organization is full of life and vibrant with energy. It functions in all proper parts. Nothing is more life-giving than a fully live thing. Now some departments of vocational agriculture have *dead areas*. Subject-matter may not be well organized, and careful lesson planning may be neglected. Here is a dead area. Discipline may be broken down, and respect of in room management and equipment may become chaotic—dead areas. Farm practice projects may be pifflingly small and unprofitable, and the teacher may seldom visit the farm homes with helpful teaching. This, too, is a dead area. There may be no evening schools, part-time schools, sectional fairs, exhibits, father and son banquets, judging teams, Future Farmer chapters, and so on—dead areas in a department.

I am not saying that all these shortcomings are to be blamed upon the teacher of agriculture. Sometimes the school and the community have cankerous spots. But it is the live teacher's opportunity and business to seek to cut out the dead areas and to disinfect them, without himself becoming infected with the deadly germs of decadence. I have often talked to you men about the power of enthusiasm. There is nothing that will stimulate life more, in one's self or others, than a genuine enthusiasm. The word "enthusiasm" comes from the Greek, and means "a God within," "to be possessed with a God," "inspired as if by a divine power." One with enthusiasm may hope to purge the *dead area* and heal the wound with growing life.

Now to become a bit more personal. Are there any dead areas in our own lives as teachers of future citizens? All lack of knowledge may be so considered. The farmer may move with sullen tread across his fields, not knowing the life or laws of his soil—dead to its possibilities and benefits for him. He may cultivate his plants and feed his animals, and be ignorant of the subtle and friendly laws of life by which he may improve his environment and his estate.

For all of us there are vast areas of knowledge and truth to which we are absolutely dead because these worlds of ideas have never entered into our minds. There are sights and sounds we have not seen or heard. Having eyes, we see not. Having ears, we hear not.

Some of you have heard me tell the story of a sunrise party, in West Virginia. A party of ambitious students one morning climbed to a high vantage point overlooking a wonderful panorama of low hills and valleys, just as the rising sun appeared beyond a distant mountain range. The green-clad landscape, the broken clouds above splashed with gold, the whole gorgeous setting, was a creation of beauty to stir the soul of any man. But why try further? I cannot describe it. At the foot of the hill, where we stood, was a log cabin. The farmer who lived there had come out in the early morning to hoe in his garden. He saw the group of students about a hundred yards up the hill from his cabin, acting strangely, he must have thought, so he came puffing and panting up to the group to ask, "What you 'uns got treed up here, a bear?" "No, sir," I said, "we are enjoying the beauty of your sunrise." "Humph—hell," he said, and walked disgustedly down the hill. A *dead area* in his aesthetic life.

A minister friend of mine relates an incident of an interview with a college student. The young man breezed nonchalantly into the pastor's study and, after a cordial greeting, began the conversation with the following blase speech:

"No parson, let me tell you something. All this talk of you good people about

In Buying a Farm

E. H. THOMSON, President of The Federal Land Bank of Springfield, Massachusettes

THERE are many signs indicating a renewed interest in farming not only on the part of young people in the country but of many workers in the towns and cities. While agriculture is in the throes of a depression, the prices of nearly all farm commodities are near a pre-war level, yet the farm with its certain sense of security with respect to the necessities of living has a greater appeal today. As long as work was plentiful and wages high in the cities, the necessities of living were easily met. With unemployment, however, and expenses for rent, heat, food, and clothing at every turn, the memory of the old farm is revived with its snug, comfortable house—its rooms warmed by stoves fed by wood from the farm itself—its cellar filled with potatoes, apples, home-canned fruits, and vegetables. During such periods there is always, more or less, a back to the land movement.

The Federal Land Bank of Springfield, operating as it does in the eight northeastern states in which are located large cities and industrial centers, is in position to observe these movements and receives in the course of a year many thousand inquiries from farm owners and those who would like to become farm owners.

In the main, there are three classes of people who are interested in establishing themselves on farms.

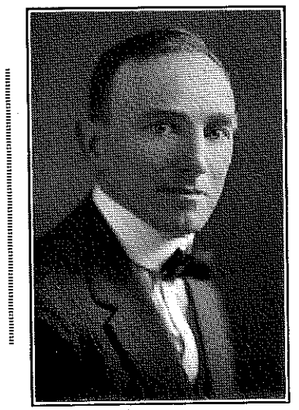
First, the residents of farming communities, particularly the younger men and women who have during the past 10 years been seeking a livelihood in the towns and cities and now realize that the opportunities are extremely limited and are looking around their own neighborhood for farms on which to locate either as tenants or as owners. These people born and reared on farms usually have a good idea as to what may be expected from a farm. They do not enter the business with high expectations. They are familiar with farm values and generally choose wisely.

Extensive investigations thruout different parts of the country have shown that the usual steps to farm ownership are first as a hired man, either on his father's farm or with a neighbor, second as a tenant, and third as owner. These steps are necessary not only to acquire capital but experience in the business.

A second group of persons seeking farms are those who formerly lived in the country but who have been attracted to the cities in the past few years by the lure of high wages and now find themselves out of work or with greatly reduced earnings, and want to get back to the country. Some of these people have been profitably employed and made substantial savings. With the experience of their earlier days and with accumulated funds some of them are in a position to take up farming as a business. Usually they return to the districts from which they came, frequently going in partnership with relatives or neighbors.

A third group of persons seeking to establish themselves in the country are those who are without farm experience but who have been employed in the towns and cities and who are tired of the grind of work and who entertain the false idea that farming is an easy way to make a living and that it requires very little of either capital or experience. Very rarely do persons of this group succeed in farming. They do not realize that farming is a lifetime business accompanied with many hazards and yielding only moderate returns under the best of management.

Whether the person entering the field of agriculture is from the country or the city, there are certain points that are well to keep in mind. The choice of region is important. All districts have their good and poor features and some districts are very much better adapted than others to certain lines of effort.



E. H. Thomson

Agriculture has been undergoing revolutionary changes during the past 20 years, since the advent of paved hard roads, automobiles, and trucks. The marketing system involving the whole cost of distribution of farm products is being radically changed. The farmer in best position to meet these new conditions and avoid the high cost of placing his product in immediate reach of the consumer has many advantages. The spread between the price received by the producer and that paid by the consumer is large, and it is obvious that if a farmer is in position to obtain a fraction of this spread, it is like an added premium to his income. In other words, farming today is not only a question of being in position to produce products efficiently and at low costs but likewise being in position to dispose of such products at favorable prices. In the choice of region other factors should be remembered such as kind of people living in that district, whether they are progressive and forward looking, interested in schools, good roads, and other co-operative measures.

Having selected the region, the particular location of the farm is important. In this automobile age the kind of road leading to the buildings should be considered. Farms on dirt roads are at a great disadvantage at certain seasons and wagons the kind of road did not make so much difference, but today when much of the produce is delivered by truck as well as the supplies purchased, a hard road is a great factor. Even a very short stretch of poor dirt road from the main state highway to the buildings, while seeming of a minor consideration, is particularly undesirable.

Good buildings are more important than in former years for the cost of both material and labor is still relatively high as compared to the price of farm products.

Modern improvements and arrangement of the buildings for ease in doing the work are big factors. Electricity for lighting and power is highly desirable on a farm. An ample and dependable water supply is a great asset.

It is not usually possible to find all these desirable features in any one place but it is well to look long and thoroly before making a choice. To one more or less inexperienced in the farming business, it is only by observing the good and bad points on a large number of properties that one is in position to judge the merits of any particular farm. It is well to get authoritative advice and to make thoro inquiry before making a final decision. A farm is more than a place of business. It is a home, and its seelction should be with the idea of more or less permanency.

Prices on farm lands have declined materially in the past 10 years from the peak reached in 1919 and 1920. This decline has been much greater in some states than in others and in some districts within states than in other districts. Many farms are still sold at high prices and above their real value. Many persons who bought farms during the boom periods held on and are endeavoring to sell their properties and thereby retain part of their savings. There are many distress sales occasioned by bankruptcy, mortgage forcclosures, and the like. Banks, insurance companies, and even local individuals are holding title to many farm properties today acquired under mortgage foreclosure. By care and diligent search one should be able to buy farms very close to their real value. For one who is well equipped both with capital and experience, there are many excellent opportunities.

Having selected the farm, care should be observed to have the title examined by a competent attorney. Negligence in this respect often causes trouble in later years thru undiscovered old mortgages or poor title to all or parts of the farm arising in many ways.

A successful farm business requires considerable capital, not only in financing the farm itself but in its operation. Altogether too little thought is given by too many purchasers to this important matter. Of the total capital invested in a farm business, from 60 to 85 percent will be represented by the land and buildings and the balance by livestock, equipment, and cash. Farms are generally purchased in two ways, either by contract, whereby a certain sum is paid

Farm Mechanics

Organization for Effective Teaching of Mechanics

E. N. SPAFFORD,
Instructor in Vocational Agriculture,
Modesto, California

IN THESE days of adversity it is well that we take time to check up on our agricultural mechanics teaching. All vocational education is undergoing the acid test. Continually we hear rumors of reduced salaries and curtailment of expenditures. To survive we must do an excellent job. In other words, we must justify the course in the community in which we teach. To do this it is necessary to organize our work to fit the needs of the community.

If one is new in the community, a survey of each boy's farm gives a cross section of what should be taught. Interviews with leading farmers and business men also help. If one has been in a community for some time, it will still pay him to make a survey and check up on himself. Remember, we cannot stand still. Either we go forward with a program of more service to the community or else we do a poorer and poorer job each year. The results of the survey should be built into a program of work. Because each community is different, no two programs of work will be exactly alike.

I like to divide my work into three groups:

One, those jobs that teach the fundamental operations and skills necessary to properly use and care for all hand tools found on the average farm. Making and repairing simple farm appliances, sharpening and repairing hand tools, repairing and cleaning harness, cutting threads, and so forth, are good examples of this group. It is paramount that the boys do these types of jobs in the first year of the course.

Second, those jobs that have to do with the type of agriculture found in the community. Examples of this group are care and repair of farm machinery used in the community, building hog houses, poultry houses, feeding floors, and so forth.

Third, those jobs that tend to advance the standards of living in the community, examples of which are some form of shop on every farm, a water system in every farm home, proper sewage disposal, and so forth. The second and third years of work should be left mostly for individual projects of large scope, and involve groups two and three.

Arrange to visit the boys and their parents. This personal contact helps wonderfully in getting worthwhile jobs that sell the course to the community. We have a small truck to haul the work from the farm to the school shop and back again.

I find it very helpful, in doing a good job of teaching, to have the tools arranged in cabinets on the walls and let the boys help themselves. The tools are grouped according to the type of work to be done. For example, tools for woodwork, and sheet metal repairing, plumbing, and so forth, are grouped over different benches. Students from each class are held responsible for checking up the tools, one student looking after each cabinet. This saves much time for both students and instructor.

One should always insist on good work. Never let anything go out of the shop that will not be a credit to the department. To do this, one must spend extra time with the boys before and after school. However, it will pay dividends when our work is being watched so closely.

The use of second-hand material in these trying times is good advertising; it teaches economy, and is very practical. Second-hand lumber picked up around the farm can be used for self-feeders, gates, panels, troughs, and many other things. Ford rear axles and steering posts make good wrecking bars, punches, and cold chisels. A visit to the community dump yard will often yield quite a variety of sheet metal and usable material simply for the taking.

We must think our program thru first. Then we must organize our work so that we can be a real help to the community at a minimum of expense.

Farm Mechanics at Moapa Valley, Nevada

J. G. KENNARD,
Instructor in Vocational Agriculture,
Overton, Nevada

FARM mechanics work at the Moapa Valley High School is based on the needs of the boys' home projects and the home farms. The boys are encouraged to use full-grown, man-sized projects. As a result, a great deal of interest has been shown.

Educational District No. 1 is making a strong attempt to fit its educational program to the needs of the pupils. It is becoming increasingly evident that vocational work in the high school is seriously needed, as a very large percentage of Moapa Valley pupils go directly into life's work after graduating.

A year ago the shop work was carried on in a poorly equipped building with very few tools and little equipment. At the beginning of this school year the vocational agriculture class was permitted to assist with the erection of a new shop building. This building is 26 feet wide by 50 feet long, with 12 double-sash windows. There are double, sliding doors in each end making it possible to bring in large pieces of machinery and equipment. The floor is of concrete.

The work this year consists of: constructing farm wood appliances, rope work, soldering, leather and harness repair work, machinery repair, iron work, and auto mechanics. The shop is arranged to accommodate these units of work. Each unit has a definite location in the building with work benches and tool cabinets. These are located along the sides and ends of the shop, leaving the entire floor space open for

Determining the Content of the Farm Mechanics Course

ROY E. HARPER,
Instructor in Vocational Agriculture,
Seiling, Oklahoma

THE field of agricultural mechanics is as broad as the field of agriculture itself. It includes the elements of many trades such as carpentry, masonry, auto mechanics, plumbing, and so forth. Almost any shop job may be taught under the name of farm mechanics, while time would not permit a trade training in any one of the various phases of shop work. It, therefore, becomes a problem for the agriculture teacher to determine what are the real farm shop jobs to be included in his farm mechanics course.

In deciding what jobs to include, perhaps one should keep in mind the following factors as fundamental: (1) The job should meet a real need on the farms; (2) It should develop skills; (3) It should be made life size; (4) There should be enough time available to teach the job thoroly; (5) The job should be economically profitable considering labor, equipment, and availability of materials.

After working with farmers of my community in making a number of farm surveys, I became familiar with the mechanical need. There were farmers with plenty of sand and gravel on their farms who lacked the ability to concrete. The farms were in need of more and better farm buildings, and concrete equipment would help materially the general appearance and sanitation of the home.

In many cases the life of farm machinery could be materially increased by repair work. Tools about the farms—saws, axes, spades, and so forth—could be reconditioned and made serviceable. On many farms there is a large supply of native timber that could be used more extensively around the farm and home. Most of the lumber we use in our vocational shop is secured from native timber at a low cost. This lumber goes into the construction and repair of a large number of farm and home devices. By using native materials the boys learn economy and resourcefulness. Incidentally, it might be added, the boys made an attractive exhibit of several farm devices made from native lumber at the annual school election. It created favorable comment from the patrons of the district. There are also other needs of farm mechanics such as soldering, rope work, and sketching.

There are some farm shop jobs that meet a real need which cannot be well taught in the school shop. Often we cannot teach the real life-size jobs in concrete work in the shop. At present I am trying to work that in with the boys' supervised practice program. When we built our school shop, I managed to put over a course in concrete work in connection with its construction. The boys did all the work. Each boy had a hand

work. Most of the large machinery and tractor repair is better done at home with individual instruction and supervision. Time and equipment do not permit us to do complete overhaul jobs on farm motors in our vocational shop, and only those jobs that are likely to be of interest to the entire group are included in the course content. There are other phases of farm shop work that can be done better on the farm than in the vocational shop.

In our shop program I emphasize one important phase of shop work each year. The following is an outline of our agricultural mechanics courses used in the Seiling School:

First year—woodwork, construction and repair of small farm devices, fitting and reconditioning of tools, figuring stock bills, and rope work.

Second year—metal work, hot and cold; repair of farm machinery; soldering; welding; brazing; agricultural sketching.

Third year—farm motor care and repair; concrete work; making small concrete devices for the home.

Relationship of Reference Material to Shop Procedure

C. L. JESSUP,
Instructor in Vocational Agriculture,
Woodland, California

THE proper use of reference material is so closely related to good shop procedure as to warrant a definite place in the teaching set-up. It would be difficult to conceive of an effective teaching program wherein reference materials did not play an important part.

The gathering of reference materials on a great variety of subjects closely allied to agricultural mechanics is not a difficult task. To remember what you have, where to find it, when needed, and to know how to best use this material is a problem. The successful use of reference materials will depend largely on proper organization, a definite use for such materials in the teaching program, and the keeping of this material up to date.

To what extent reference materials should be used will depend, of course, on the nature and complexity of the project. A project of comparatively simple character may not require the use of an illustrative or descriptive reference material. However, a project of a more complicated nature, involving the use of several distinct units or component parts, presents a different picture. In the latter case there is clearly a need for certain specific reference materials.

Most agricultural shops have a great deal of reference materials in bulletin cases, filed on shelves or tacked on the walls where students will be openly exposed to it. Such possession without proper organization is not an asset to teaching procedure—it is merely a waste of materials and valuable information which cost someone much time and money. The usual recourse then for the student, is to be confronted with a mass of bulletins, charts, booklets, and texts dealing with a hundred and one subjects of no present concern or value to him. Why not get this material organized in such manner as will permit effective use of it? Let it do the job for which it is intended.

Most of us do not make the best use inadequate record of the materials we have. One solution of this is to keep a card index file in which record is made of select and specific references. Such a record is easily kept once it is brought up to date. Do not become a slave of such a system; carry it only far enough to meet your specific class problems.

Many very valuable magazine articles may be recorded and made use of by this system which might otherwise be discarded. As your bulletins and other reference materials arrive, go thru them and check the articles that should be listed in your file, then have some of your students make the entries.

Keeping a Record of Farm Mechanics Work

R. W. HILL
Instructor in Vocational Agriculture,
Lynch, Nebraska

THE grading system used by G. T. Boone of Fairbury has been used for the last two years in the Lynch farm shop. At the close of the shop period each student is handed a blank slip on which he writes the name of the jobs at which he worked during the period, and the amount of time spent on each. The time must total up to a full shop period. Upon dismissing of the class, the instructor goes over the slips marking a daily grade on each. These slips are then filed in a small cabinet where each boy has access to his own slips to look over his grades at any time. All absentees have a slip filled out in red, marked "absent."

SAMPLE TIME SLIP

Name.....Date.....
Job.....Time.....
Job.....Time.....
Job.....Time.....
TOTAL TIME.....

(Time must total up to one shop period.)

The grade is based not only on quality of work done but also on industry, attitude toward his work, interest, and effort. This grade has a weight of one-third in his final grade. The grades on finished work count the other two-thirds. Quality of work is considered here.

Each six weeks certain jobs are required of each student in the class. These jobs are to sharpen one plane or wood chisel and to file one saw. Pupils may meet this requirement with tools brought from home or with the shop tools. Other jobs such as harness mending, soldering, and the like, are required during the six weeks in which they are taken up. The regular shop record chart is used in recording grades. A heavy red pencil line is drawn around the blanks for required work and each boy knows that his blanks inside the red lines must be filled before his work for the six weeks is completed.

At the top of the chart, in the blanks next to the required work, is written the names of one or two jobs of extra required work. These jobs are extra mechanical drawing or other work which can be done on short notice. This extra work is not required of anyone at the beginning of the six weeks, but if a boy consistently comes to the shop without bringing work from home, or if he be-

square is made on the chart around the blank opposite his name and under the extra required work. This extra job is required of him and must be finished by the end of the six weeks as is the regular required work, otherwise his grade is reported as incomplete. More jobs may be added if necessary and a student would soon find himself so involved that he would be obliged to do considerable work. However, we have not found it necessary to assign more than one extra job. Even the assignment of one is necessary in very few cases.

This system places no handicap or restrictions on the majority of boys who need all of the time they can get for work from their home farms, but it does take care of the few boys who are problems in a shop. It usually "jars them loose" and causes them to investigate equipment at home. They usually discover a multitude of mechanical jobs waiting to be done on every farm.

A combination desk and supply cabinet has been designed for the use of the instructor in the shop, for keeping records.

Farm Shop Records

GEORGE BLINKHORN,
Instructor in Vocational Agriculture,
Lebanon, Oregon

THE farm shop is probably one of the most important phases of vocational agriculture. Farm shop is unlike project work and classroom work in that it teaches the boy to save both time and money thru repairs and construction, rather than to increase the dollars and cents received. This one main objective of reducing costs, I believe, justifies the teaching of farm shop in high school. However, other objectives are important. It is up to the instructor to keep the boys interested in the savings objective in shop work. At Lebanon no credit is given the boy who makes an article which can be purchased at a lower cost in town.

Several methods of keeping records of articles made and grades thereon may be used, but the card system I have found to be very satisfactory. Herewith is presented the form of a 6 x 8 card which I use.

A record of the hours is desired in case another boy should wish to make a similar article. The cost of each item of material is recorded because some other boy might possibly save on certain items. Materials which are brought from home and which could not be sold are not valued but are recorded as "from home," because I believe they would otherwise be wasted.

An advantage of the card system is that cards may be filed under the heading of the articles made, and used for reference. These cards are kept in a slot with the boy's name on it. They are brought up to date each day and handed in and graded every two weeks. The "Shop Job Card" is for exercise work.

(Continued on page 64)

Supervised Practice

Each Pupil Should Have A Long-Time Program of Farm Practice

A. K. GETMAN,
State Supervisor,
New York

A FARM business includes many crop and animal enterprises. It is successful when the enterprises contribute to the farm income and when expenses are kept at a minimum by efficient management. Training for a type of farming should include instruction and practice in all the enterprises, together with the problems of management which are encountered. In dairy farming, for example, the chief sources of income are usually from the sale of fluid milk, sale of surplus stock and cash crop sales. Silage corn, root crops, hay, pasture, and oats contribute indirectly to the income by furnishing feed for the livestock. Horses contribute to the income by furnishing farm power. Frequently poultry, sheep, and swine contribute to the income thru using farm products otherwise wasted.

While a boy is studying agriculture, it is important for him to engage in a "cross section" of the work of the entire farm. It is recommended, therefore, that each pupil plan to undertake, during each year of instruction, the ownership and management of the major crop and animal enterprises and the minor enterprises that are included in the course of study. Enterprises started in the earlier years should be continued and improved so that in the third or fourth year the pupil will be conducting a small business that represents the activities of the entire farm.

It is important also for pupils to engage in activities which seek to improve the working facilities on the farm, such as arranging and equipping a farm shop, constructing a concrete floor, walk, or watering trough, draining a wet spot in a field, or assisting in re-arranging farm buildings. Another type of improvement work is the development of superior quality in seed, growing certified seed, or producing certified poultry stock.

To train pupils who desire to farm so that they will be able to perform farm work skillfully, to make business decisions wisely, to co-operate with others effectively and to maintain a wholesome attitude toward country living is the goal of vocational education in agriculture.

[Taken from a leaflet entitled, "Supervised Practice in Farming," by A. K. Getman.]

Orcharding As a School Project

J. R. REES
Teacher of Agriculture, Columbus, Indiana

MLPROJECT is being carried on by the ML vocational agriculture department of Columbus High School, Columbus, Indiana, that is quite new to most departments in that state. The project is in orcharding, and includes about an acre in peaches, apples, pears, plums, cherries, and apricots. A variety of fruits was selected in order to demonstrate the possibilities of a typical home orchard suitable to that community. An intercropping system of small fruits, including strawberries, raspberries, and blackberries is also being followed in the project.

The fruits are of such varieties as to provide a complete succession of fruit from early summer to late fall, and incidentally are varieties that command a ready market. The planning of the orchard, the determination of varieties, preparing the soil, and the laying out and planting of the trees was carried out by the advanced pupils in the department.

Keeping Interest in Project Work

W. B. BRAEUNINGER,
Instructor in Vocational Agriculture,
Long View, Illinois

WE HAVE a plan to keep students interested in their projects and keep up-to-date records. The first part of the year each boy clipped an extra sheet in the front of his copy of Bulletin 18. On this sheet he had to write, "I agree to do the following with my project record book: (1) Write in ink. (2) Use the same color of ink at all times. (3) Write as neatly as I can. (4) Spell all words correctly. (5) Never write anything in my project book unless it is correct. (6) Follow instructions in the project book. (7) Read at least one good article about my project each week. (8) Leave my project book on file in the classroom. (9) Keep a weekly record of everything connected with the project."

Each boy has to keep a weekly record of his project. The record includes expenses, receipts, labor, observations, materials read, and anything else that might pertain to the project. Every Monday we spend the first few minutes copying the weekly report into the project record book. The first Monday of each month is spent in checking over the past month's records and seeing that no mistakes have been made, in bringing the feed record and any other record up to date. After the boys have checked over the past week's records and copied them, they give oral reports on their reading material. This usually takes up the first period of the class time, but I think it is worth it.

The foregoing described procedure in keeping up the project records has several advantages, among which are: Very accurate records, neatness in writing up the records, great value out of the related reading material, increased interest in project work.

Farm practice—where planning and everything is considered—probably involves more creative thinking than almost anything in our educational system.

Arousing the Interest of Students in Keeping and Using Project Records

PROJECT record keeping should be incidental to the larger purposes of analyzing project outcomes and modifying plans for future improvement. It is not to be expected that most students will become strongly interested in record keeping merely for its own sake. It is highly important that they appreciate the uses which correct and accurate records may serve, and that they learn how to keep such records. Many of the difficulties encountered by teachers in attempting to have their pupils keep proper records are due to the fact that record keeping is presented to the students without taking the pains to show them why so much emphasis is placed on records. Students need to be shown examples of how project records have been used and can be used in the future to explain the reasons for success in project work or the lack of it. Examples from the student's own school will probably be most effective on account of the local interest. In addition to these, records from other schools having similar farming conditions, state summaries of projects, and records from the enterprises of successful farmers will all be helpful.

Having such records available for examination and comparison by the students, questions such as these may well be used in discussions:

Why was the income from some projects higher than that from other projects?

What was the relation of yield or production to the income and to the cost of production per unit?

What were the chief causes of the differences noted?

What practices helped most in securing satisfactory yield or production?

Which practices were responsible for limiting yield or production?

On the basis of the facts shown, what changes should be made in the conduct of the respective projects in order to increase the income from them?

What differences are unexplained by the facts presented?

What additional information is needed in order to reach a more satisfactory judgment on these questions?

Care should be taken that students do not draw general conclusions for universal application from the examination of a small number of cases. They should be encouraged to make their conclusions tentative, to be modified or confirmed as the addition of more cases would seem to justify. With these precautions, however, the teacher may safely begin his presentation with a comparatively small number of cases.—A Manual of Project Accounting, Kenestrick and Arnold.

[*Editor's Note*: This 31-page manual, published by The Enterprise Cooperative Company, New Concord, Ohio, is written for teachers in using Project

Report of My Turkey Project

ERNEST BIGELOW,
Ordway High School,
Ordway, Colorado

LAST year when I enrolled in vocational agriculture at the Ordway High School, my thoughts were soon centered on what I should raise for a project in connection with my school work in agriculture. Mr. Bryson, my instructor, had told the entire class that, in order to make our work in vocational agriculture practical and interesting and to make it stick with us longer, we should all choose some kind of livestock to raise for which we were to be entirely responsible. He also said that the major part of our study in vocational agriculture would center on the livestock we were raising.

Our first job was, "Selecting What to Raise for a Project." I considered several kinds of stock, taking into consideration the amount of capital necessary, cost of feed, labor, and other items combined with the probable profit in relation to the amount of capital invested. After carefully considering these factors, I decided to grow turkeys. I did not have very much money to invest. I found that if I invested that small amount in hogs, cattle, or sheep, that I could not expect to make a very large profit. Turkeys afforded me more opportunity if I raised a good bunch of poults.

The next project job was, "Selecting the Best Breed." As I had never had any experience with turkeys these problems were all new to me. When the next day for individual project job study and planning came—and those are the days we all work on our own project—I collected all the books and bulletins in the agriculture library that I could find on turkey raising. I then began to answer some of the questions I had asked myself; but I found that there were a lot of things I had overlooked. I put down the new questions and assembled data pertaining to all of them so that I had a pretty good list of facts upon which to base my judgment as to what breed I should get. One day was allowed for getting the community practice on this job, finding out from farmers the breeds of turkeys they found most profitable. I went out and interviewed several of the successful turkey growers in the community and found that they were glad to tell me all they knew about the game, but that they disagreed among themselves as to how some of the things should be done. I knew a lot more about the breeds of turkeys, tho, when I went back to school, and I also found that the growers talked about a lot of things the books never mentioned.

To finish the job I had to take what I had learned from books and bulletins, and the community practice, and then write up a plan on how I intended to do the job. I proceeded in these ways with all of the important jobs on turkeys that I thought would confront me.

I bought eight hens and one tom, but one hen died before the laying season was over. She laid only 18 eggs, whereas the others laid between 40 and 50 each. The hens started laying in April and laid until August. The eggs were hatched and brooded by Buff Orpington hens. The young poults were started on boiled eggs and when a week old were changed to this they received plenty of sour milk. When they were large enough, they were turned out on the range for the rest of the time.

I found out that turkeys are a good money-making proposition, especially if capital is limited. I intend to enlarge my operations next year. A summary of my records on this turkey project is here given:

Total poults raised	150
Total credits (includes increase in inventory; birds for next year)	$415.28
Total costs (includes feed, labor, and so forth)	151.10
Net profit	264.18
Paid self for labor (included in total costs)	79.50
Total project income (net profit and paid self for labor)	343.68

Making Leather

R. L. BURDETTE,
Teacher of Agriculture,
Fort Sumner, New Mexico

THE vocational agriculture class at Fort Sumner, New Mexico, found it profitable experience to tan cow and horse hides in class.

Sixteen hides have been tanned, and a very serviceable grade of leather made from them. There were two objectives in tanning the hides:

(1) To cut down cost of leather that the boys needed on their farms.

(2) To use to greater economic advantage the hides produced on the boys' farms. The hides have heretofore been sold to local buyers at a low price.

Labor figured at 20 cents per hour, chemicals at $1.50 per hide, and hides valued at 50 cents each made the leather cost $3.50 per hide. Figuring the leather at 25 cents per pound each hide was worth around $10 after tanning. Total profit was $104. All of the leather has been used up in class or on the farms to make halters, bridles, latigos, hamestrings, reins, lines, spur straps, belts, shoe soles, and for harness repair.

The following are some farm practice standards of a department in a South Central state:

1. Size—equivalent to 640 boy hours per boy.
2. Two or more projects per boy.
3. One hundred hours of farm practice other than projects, for each boy.
4. Labor income of at least $160 per boy per year.
5. Production standard for each enterprise:
   - Corn—50 bushels per acre
   - Soybean hay—2 tons per acre
   - Soybean seed—20 bushels per acre
   - Clover hay—2 tons per acre
   - Alfalfa hay—3 tons per acre
   - Tobacco ((Burley)—1200 pounds per acre
   - Wheat—20 bushels per acre
   - Hens—160 eggs per hen per year
   - Dairy cow—600 pounds of milk per cow per year
   - Dairy cow (for butterfat production)—250 pounds butterfat per cow per year
   - Hogs—1400 pounds pork per litter

A Real Project Training Program

W. C. LETH,
[Instructor in Vocational Agriculture,
Newberg, Oregon

NEWBERG'S chapter of Future Farmers of America has reason to be proud of Harold Schaad, one of its members, because he has been perhaps the most outstanding student in the state project work during the past year.

Harold won the degree of State Farmer at the annual state convention of the Oregon Association of Future Farmers recently held at Corvallis. He has also been the most oustanding boy in the Newberg chapter during the past year—all due to his exceptional ability as a farmer and leader.

At present young Schaad is a senior in high school. His farm practice program for the year is as follows: 5 purebred Duroc-Jersey sows, 15 barrows, 31 purebred Hampshire sheep, 10 acres of corn, 3 acres of certified seed potatoes, 15 acres of fall oats, 2 acres of vetch and rye, 1 acre of alsike clover, 2 acres of kale, 1 acre of beets, 6 acres of pasture, and 5 acres of barley. This totals 45 acres, and only 4 acres of these crops are grown on land rented from his father. All other crops are grown off of the home farm, on rented land. He has the complete ownership, care, and management of these projects and does practically all of his own work except harvesting, when he needs help.

Harold believes in using only high quality seed and livestock. He has helped secure some of the best seed available for the students in the Newberg department. He is co-operating with the Oregon State College in some seed trials.

Significant is the fact that everything Harold has, he has gotten for himself and has not depended upon others. For this reason his work has been an inspiration to other students for they can see similar possibilities for them also. Such work as young Schaad's helps to account for the fact that the 50 boys in the Newberg chapter are farming 320 acres and own over 220 head of livestock, not including poultry.

Projects that make money for the student are most desirable, and Schaad has made his share. In three years he has made a labor income of $1,265. The first year he started out with 2 grade hogs and made only $22.09. The next year he added 2 purebred gilts, 5 acres of barley, and 2 acres of corn and cleared $304.16 for his labor. Then with the production of purebred swine started and more good seed he increased his projects for his junior year to include 4 sows and litters, 8 purebred Hampshire ewes, and 32 acres in crops and pasture. From these projects he had a labor income of $938.94. This is an example of what an enterprising boy can do to increase his farm practice work from year to year.

Besides being a real farmer Harold has a very long list of school activities in which he has taken part. Besides having been president and vice-president of the local Future Farmer chapter and president of the co-operative swine growers' association in the department, he has been on the stock judging team and football team, varsity basketball manager, member of Junior Jazz Jinx Committee, fire squad, Order of "N,"

Methods

A Plan for Classifying and Filing Bulletins

CARSIE HAMMONDS, University of Kentucky

THERE are many plans for classifying bulletins, varying in usefulness and complexity. The plan here described is a simple modification of the Dewey Decimal System. As far as practicable the assignments made by the Dewey Decimal System have been retained. As the Dewey Decimal System assigns 630–639 to agriculture, *63* need not appear on any publication in the high school agriculture library since it would appear on all. The plan here presented drops the *63*.

Basis for Classification of Bulletins

The subdivisions for classification within the enterprise were arrived at on the basis presented below. Each enterprise, whether crop or animal, has the same general subdivisions, giving uniformity to the classification, and facilitating remembering the subdivisions. One soon learns to know what each subdivision numeral stands for as it stands for the same thing in each enterprise.

Miscellaneous.
–1 Types, breeds, varieties, and strains.
–2 Selection, judging, testing, and breeding.
–3 Farrowing, lambing, incubation, and so forth, in animals; and seeding or planting crops.
–4 Raising animals; and cultivating crops.
–5 Feeding animals; and fertilizing and manuring crops.
–6 Housing, yarding, harvesting, and storing.
–7 Parasites and diseases.
–8 (Left blank for any division peculiar to the enterprise.)
–9 Marketing.

To illustrate how these subdivisions may be applied to any enterprise, we shall use corn, hogs, and poultry. Let us assume that 3.3 is for corn, that 6.4 is for hogs, and that 6.5 is for poultry. Notice that the enterprise subdivision numeral is preceded by a dash.

3.3 Corn
- 3.3 Miscellaneous.
- 3.3–1 Types, varieties, and strains.
- 3.3–2 Selection, judging, and testing.
- 3.3–3 Planting (and preparing ground for.)
- 3.3–4 Cultivation.
- 3.3–5 Fertilizers and manures.
- 3.3–6 Harvesting and storing.
- 3.3–7 Insects and diseases.
- 3.3–8 Silage (?)
- 3.3–9 Marketing.

6.4 Hogs
- 6.4 Miscellaneous.
- 6.4–1 Types and breeds.
- 6.4–2 Selecting, judging, and breeding.
- 6.4–3 Farrowing.
- 6.4–4 Rearing pigs.
- 6.4–5 Feeding.
- 6.4–6 Housing, fencing, and equipment.
- 6.4–7 Parasites and diseases.
- 6.4–8 Butchering and curing meats (?)
- 6.4–9 Marketing.

6.5 Poultry
- 6.5 Miscellaneous.
- 6.5–1 Breeds and varieties.
- 6.5–2 Selection, judging, and breeding.
- 6.5–3 Incubation and brooding.
- 6.5–4 Raising chicks.
- 6.5–5 Feeding.
- 6.5–6 Housing and equipment.
- 6.5–7 Parasites and diseases.
- 6.5–8 Poultry other than chickens (?)
- 6.5–9 Marketing.

The following divisions are suggested, conforming with the Dewey Decimal assignments to a great extent. (A complete key as used in Kentucky will be sent upon request to the writer of this article.)

1. Soils
3. Field Crops
   - 3. Miscellaneous.
   - 3.1 Tobacco.
   - 3.2 Hays and Pastures (legumes and grasses.) (Where one of these plants is very important, it may be assigned a decimal numeral and treated as a separate enterprise.)
   - 3.3 Corn.
   - 3.4 Small Grains.
   - 3.5
   - 3.6

   And so forth.
4. Horticulture
   - 4. Miscellaneous.
   - 4.1 Home Garden and Trucking.
   - 4.2 Orchards and Fruits.
   - 4.3 Flowers, Shade Trees, Shrubs, and Lawns.
   - 4.4
   - 4.5
5. Entomology, Zoology, Botany, and so forth
   - 5. Miscellaneous.
   - 5.1 Entomology (insects not included under specific enterprises).
   - 5.2 Bees.
   - 5.3 Zoology (not included under specific enterprises).
   - 5.4
6. Farm Animals
   - 6. Miscellaneous.
   - 6.1
   - 6.2 Horses and Mules.
   - 6.3 Sheep.
   - 6.4 Hogs.
   - 6.5 Poultry.
   - 6.6 Beef Cattle.
   - 6.7 Dairy Cattle and Dairying.
   - 6.8
7. Farm Shop and Farm Engineering
8. Economics
   - 8.1 General Economics.
   - 8.2 Farm Management.
   - 8.3 Marketing.
   - 8.4
9. Miscellaneous
   - 9. Unclassified.
   - 9.1 Agricultural Fiction.
   - 9.2
   - 9.3

The divisions of Soils; Entomology, Zoology, Botany, and so forth; Farm Shop and Farm Engineering; Economics; and Miscellaneous do not lend themselves to subdividing in the same way as the more strictly enterprise divisions. The subdivisions for these are arbitrarily assigned.

Where the bulletins are to be filed in filing cases (bulletin boxes), the cases should be labeled. A suggested manner of labeling is shown in Figure 1.

6.4	6.4	6.5	6.5	6.5
HOGS	HOGS	POULTRY	POULTRY	POULTRY
6.4–3 6.4–5	6.4–6 6.4–9	6.5 6.5–2	6.5–3 6.5–4	6.5–5

Figure 1—Filing cases (bulletin boxes) properly labeled

It is suggested that the classification number be placed in an upper corner of each bulletin (upper left is often recommended, tho upper right has advantage in being visible when putting into and taking from cases). Thus, a poultry feeding bulletin would be labeled 5.5–5. As the classification number is placed both on the filing case (bulletin box) and the corner of the bulletin, there is little excuse for putting a bulletin in the wrong case.

Card Index

It is quite a convenience, tho not necessary to the working of this classification plan, if there is a card index to show what publications are in the library. Cards 3 x 5 inches are a convenient size. The card would look about as in Figure 2.

Feeding Trials With Laying Hens 1929	6.5–5 Ky. Bul. 294 15

Figure 2—Index card with necessary information

If the cards are arranged in the file drawer according to key number, one

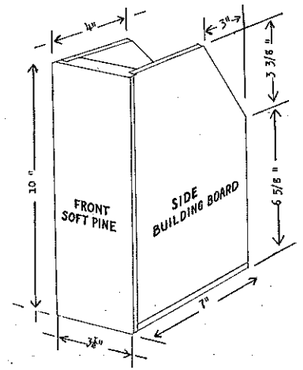
ing poultry. He sees on the card, as in Figure 2, the title of the bulletin, the date of its publication, that it is Kentucky Bulletin 294, and, just below, that he has 15 copies filed. It is necessary to write "Circ." or "Bul." as a circular and a bulletin may have the same number. F. B. (for Farmers' Bulletin), U. S. D. A., and so forth, may be used for government publications. One rather important advantage of the card index is that it permits cross indexing. For example, a card under "feeding hogs," 6.4–5, may show that the bulletins on "hogging down" corn are filed in the filing case (bulletin box) containing "harvesting corn."

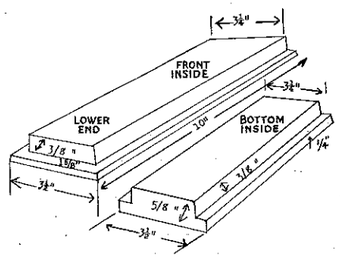
Making a Bulletin Box

R. H. WOODS,
University of Kentucky

A BULLETIN box (filing case) built according to the accompanying illustration has two advantages over the ordinary bulletin box one may buy. First, it costs less; and second, it is more durable.

Unless the teacher has a Stanley 45 plane or some means for rabbeting lumber, he should have the mill from which he buys the lumber cut the rabbets in the material for the front and bottom of the box. The dimensions of the rabbet will depend upon the thickness of side pieces used. If press wood is used, the rabbet should be ⅛ inch into the width of the board and ⅜ inch into the thickness of the board. If building board is used, the rabbet should be 3/16 inch into the width of the board. Press wood is more durable but costs more than building board. Almost any kind of soft wood may be used, such as pine, cypress, poplar, or redwood. Be careful to get front and side pieces square so that the boxes will fit together properly when placed on the shelf. It is necessary to cut a rabbet in the bottom end of the front piece for the box. This rabbet will ordinarily need to be ⅝ inch (the thickness of the lumber used) into the length of the board and ⅜ inch into the thickness of the board. Nail the box together and paint or stain according to your own liking. A natural wood finish is pleasing. A box of this kind built by the teacher and his boys should cost from 6 to 8 or 10 cents, depending upon material used.





New Agricultural Bulletins

(Note: Beginning with this issue, this magazine will list each month the new United States bulletins that seem most usable to teachers of agriculture.)

Care and Management of Dairy Cows. Revised June, 1932. (Farmers' Bulletin 1470.)

The Use of a Diary for Farm Accounts. Revised May, 1932. (Farmers' Bulletin 782.)

A Milk-quality Improvement Program for Extension Workers. 1932. (Agriculture Department Misc. Publication 148.)

Feeding Chickens. Revised May, 1932. (Farmers' Bulletin 154.)

Insect Enemies of the Cotton Plant. July, 1932. (Farmers' Bulletin 1688.)

Plowing With Moldboard Plows. June, 1932. (Farmers' Bulletin 1690.)

Growing Fruit for Home Use in the Great Plains Area. Revised May, 1932. (Farmers' Bulletin 727.)

The Peach Borer—How to Prevent or Lessen Its Ravages; The Paradichlorobenzine Treatment. Revised June, 1932. (Farmers' Bulletin 1246.)

In Buying a Farm

(Continued from page 58)

at the time of taking possession and with provision for monthly or semi-annual payments until the purchaser has such equity in the property as will entitle the seller to transfer title by deed, and second, by taking title at the outset either paying cash in full or by giving mortgages for part of the purchase price. If the farm is purchased on contract, as is frequently the case in the eastern states particularly with dairy farms where a substantial part of the capital investment is represented by livestock and equipment, it is of the utmost importance that the purchaser not obligate himself to terms that he cannot meet under reasonable conditions. The most common mistake made by persons coming from the cities, even by those with some farm experience, is to buy a farm on contract and agree to make monthly payments much larger in amount than even the most experienced and successful farmer could hope to meet. In such an unwise contract, the result is either years of hard struggle with both the farmer and his family making sacrifices that they should not or frequently loss of the farm and all their savings. Many cases come to our attention where the purchaser has several thousand dollars or sufficient capital to pay for the livestock and personal property but has no funds with which to make a payment on the farm itself. In buying a farm on contract, he will not only give a claim on the farm but on all personal property as well. Such an arrangement may be desirable if he is sure the terms of his contract are such that he can meet them under all conditions. If the farm is purchased by deed and mortgages given in part payment, then the terms of the first mortgage are of prime importance. Such first mortgage should be preferably on a long term with a low rate of interest and with annual or semi-annual payments in such an amount as can be met under normal conditions. No large payment of principal should come due at any one period as the owner may find it exceedingly difficult to meet or finance such a payment at that time. Provision should be included that if the taxes, insurance, and interest payments are made and that the farm is worked and improved in a good husbandlike manner the mortgage cannot be called. In the same way if a second mortgage is to be given, the terms should be scrutinized very carefully for newcomers generally do not realize the hazards and the wide variations incident to the farm business.

Last but not least, farm purchasers should aim to maintain a good cash position. Many opportunities arise at farm auctions and other times where if one is in position to pay cash very considerable savings in the purchase of livestock or equipment can be made. A good cash balance will permit taking discounts on fertilizers and other supplies, will enable the farmer to build up credit with his local bank, not to mention a greater sense of security and confidence thruout the year.

TINY THINGS

The murmur of the waterfall a mile away,
The rustle when a robin lights upon the spray,
The lapping of a lowland stream on dipping boughs
The sound of grazing from a herd of gentle cows,
The echo from a wooded hill of a cuckoo's call,
The quiver thru the meadow grass at evening fall.

—*Heart Throbs.*

Of late there has been much discussion of adult learning. About a number of things we may be quite sure: Adults can still learn. They can learn anything they want to learn better than in the days of their youth. They are continually learning new things about life and about their jobs. Indeed, they cannot avoid learning as long as they live in this world and retain their minds. And there never was a time in the history of this country when it was so necessary that they should learn as now. This is true, of course, regarding all the social and economic problems of our disturbed and complicated world. It is, if anything, more true regarding the problem of getting and holding a job.—*C. A. Prosser.*

Future Farmers of America

Past, Present and Future of F. F. A.

J. A. LINKE, Regional Agent, Federal Board for Vocational Education

THE Future Farmers of America is a non-profit corporation designed to recognize and encourage the natural instincts and tendencies of boys to organize themselves into gangs or groups and to put enthusiasm and pleasure into their work and play. By establishing strong state-wide organizations with the local chapters in each school where vocational agriculture is taught an outlet for these instincts and tendencies is afforded our vocational students.

I. History

Early in the work of vocational agriculture under the Smith-Hughes Act, local schools in many states organized their boys into what was known as agricultural clubs called by various names. Illinois and Virginia had what was known as the "Junior Farm Bureau;" California had the "Junior Aggies;" and, in New York and New Jersey they were called the "Young Farmers' Association." Some of these states went so far as to have state organizations with state leaders. The oldest successful state organization was called "The Young Farmers' Association of New Jersey," formed in 1923. Most interesting it is to find that their first publication was a handbook published in 1924, bearing the title "The Future Farmer," so it seems that the name of Future Farmer began or had its origin in New Jersey. The name, as applied to a state organization, began in Virginia when the supervisor and teacher trainers got together and discussed a state-wide organization of boys taking vocational agriculture. Henry Groseclose, the itinerant teacher in Virginia, has the credit for originating the movement and the name of the organization. The date of the birth of the organization was in April, 1926, when Walter S. Newman, state supervisor in Virginia, presented the idea of having a state-wide organization to a state meeting of vocational students. Enthusiastic approval greeted the suggestion. This represented the first official action. While in Johns Hopkins Hospital at Baltimore Henry Groseclose wrote the constitution and by-laws of the Future Farmers of Virginia, which was afterwards adopted by the state organization shortly after the organization of the Future Farmers of Virginia. The North Carolina organization was called "The Young Tar Heel Farmers;" it was followed with the Future Farmers of Tennessee; and

J. A. Linke

New Jersey with the Future Farmers of New Jersey.

The national organization had its beginning in Kansas City in November, 1928, when national officers were elected and, also, they adopted a national constitution and by-laws and set up a national program. Mr. Leslie Applegate of New Jersey was elected the first president of the organization. There were also elected four vice-presidents from each of the four regions in the United States. Alvin Reimer of Nebraska was elected the vice-president for the North Central region. Don Godsey of Colorado was elected the national secretary.

Nebraska was the first state in the North Central region to receive a charter from the national organization. This charter was received in December, 1928.

In the second annual convention, Wade Turner of North Carolina was elected national president, Boyd Waite was elected vice-president for the North Central region, and Paul Zimmerman of Missouri was elected national secretary.

II. Present Status

The present status of the organization is something as follows: There are six national boy officers: First, a national president (Kenneth Pettibone of Oregon); four vice-presidents (Wallace Bryan of Tennessee, Randall Hart of Illinois, Donald Gatz of Pennsylvania, and Scott Hawley of Utah); and a student secretary (Oscar Clauser of Missouri). There are also three adult officers: the national adviser (Dr. C. H. Lane); the national executive secretary (Mr. W. A. Ross); and the national treasurer (Henry Groseclose).

There has been a very rapid growth in this organization since the beginning. Forty-six states and Hawaii have state associations. There are at present some 3,000 chapters with over 62,000 paid-up members. They have adopted in connection with the organization an insignia and creed, national colors, the national F. F. A. March, a national uniform and a national sign, this latter to be put up at the entrance of the homes of F. F. A. March, a national uniform and a national sign, this latter to be put up at the entrance of the homes of F. F. A. members. They also have four national contests, namely: (1) National Chapter Contest; (2) National Public-Speaking Contest; (3) The Star Farmer Contest; (4) The State Association Contest.

There at present 151 of the Future Farmers of America who have attained the "American Farmer" degree which is the highest degree given by the organization. The organization has a manual in which you will find the Future Farmer Creed, the motto, the constitution and by-laws, ceremonies for intiation, and so forth.

III. Advantages of the F. F. A. Organization

There are many advantages to be derived from the national, state, and local organization. There are advantages accruing to the boy, as well as to the local chapter:

A. Advantages to the Boy

There are many advantages which the boy derives from the organization of the F. F. A. Some of these are:

(1) It gives him a part to play in the national program.

(2) It develops in him a pride in the organization by being able to belong to a national organization of country boys based upon achievements.

(3) It cultivates in him a business procedure by setting up as one of its objectives the matter of thrift and of having savings accounts.

(4) It gives him an opportunity to study and practice parliamentary procedure in the conducting of business meetings in the organization.

(5) It develops leadership by participation in public-speaking contest and working out many worthy activities in the community.

(6) It develops his ability to speak in public.

(7) It develops hidden abilities which would never have been brought out except thru activities in this organization.

(8) It promotes scholarship because this is one of the requirements for advancement in the organization. The boy will apply himself more in his studies in order to advance to the higher degrees.

(9) It presents a challenge to the boy for achievement because it is thru work that he advances and it sets up in his supervised practice program a challenge for accomplishment.

(10) It develops a habit of putting into practice his ideals because one of the greatest habits a boy can form is to carry over into practice his ambitions and plans.

(11) It teaches the boy to co-operate because there are many activities in the organization which are group activities and cannot be accomplished except thru the work of the group as a whole. Boys are already organizing co-operative groups for buying and selling of products.

(12) It develops a love of country life by furnishing recreational activities, such as project tours, local and state camps, father-and-son banquets, plays, and picnics.

(13) It furnishes an opportunity to the boy to work on a constructive program in the local community.

Many very interesting and constructive things have been done in local communities thru the work of the members in the local organization. Such things as beautifying of school and home grounds, the introduction of better livestock and grain in the community, co-operative buying and selling and the recruiting of vocational students are but a few of the activities. In one school, the Future Farmer Chapter undertook to enroll the farmers of the community in an evening class; the result was an enrollment of over 200 men.

B. Advantages to the Teacher and the Department

There are many advantages derived by the local department thru the activities of the F. F. A., such as:

(1) It provides an outlet for the boys' energies in extra-curricula activities.

(2) It creates more interest in agricultural work. The boys take a pride in doing better work under the department.

(3) It assists the teacher in accomplishing his program in the community. The boys even assume the responsibility of helping the teacher in many of the things which he would like to accomplish in the community, such as the organization of dairying and poultry associations among the farmers of the community.

IV. Future Success of the Organization

The success of the Future Farmer organization will depend on a careful study of the possibilities of the organization and an activity on the part of the teacher and supervisor acting as local and state advisers in advising the boys as to the best methods of promotion under control, that is, keeping it on the track. The system of advisership is an admirable one in this organization and if the advisers will exercise their responsibilities this organization can be made one of the greatest organizations in the country for better agriculture and better community life. Some of the factors that will aid in the future success of the organization are:

(1) How well we guard and hold together the organization.

(2) How we can keep the interest of the boy in the organization.

(3) The quality of the local program of work.

(4) Chapter leadership.

(5) The type of leadership which the local and state organizations will have.

(6) Developing and holding a co-operative spirit among the boys and in teaching them to work together for a common end.

When our country was first settled by the best and most progressive race in the world, those coming from North Europe, as they progressed westward and settled our country they did not settle in the city but stayed on the land and became farmers. Those people are the original American race and the F. F. A. are descendants of this race of people which represents the best blood in the world. It is this race of people we must protect, educate, and develop in order that we may preserve the welfare of the nation, because here we find the old ideals of America. Thru the protection and development of this group, we will preserve the greatest nation in the world. No higher ambition can be had on the part of the advisers and officers than to teach the members of this organization the real American ideals. Some of these ideals are set up in the manual as follows:

Wisdom. Those who succeed best in life for whatever occupation are themselves students and know the means whereby the great problems may be solved. Ignorance leads to indolence, neglect, waste, want and poverty; wisdom leads to industry, productivity, plenty, and happiness. My symbol is the owl, traditionally the wisest of all birds. May this symbol inspire you to study each problem, knowing that he who is successful in agriculture must know how.

Thrift. The story is told that Joseph, son of Jacob, was sent by his father to meet his brethren who were feeding their flocks at Shechem. When he drew near, they stripped him of his coat of many colors and sold him into captivity in Egypt. Later, he was put in charge of the storehouse of Egypt to direct the production and storing of food against the seven years of famine. In due time his brethren came to Egypt in order to secure food. Joseph knew them at once and not only gave them food, but returned in each man's sack the money which he had spent to buy food. In further token of his forgiveness, he asked them that they bring their father, together with their flocks and families, to Egypt that they might enjoy food and protection thru the famine.

My symbol is the cross-section of an ear of golden corn. May this be a constant reminder of the story of this boy who rendered this service to his needy brothers. May the symbol of this thrifty prepare for the lean years in order that you may be better able to support yourself, your family, and the worthy enterprises of your community.

Labor. Without work there can be no accomplishment and without the realization of accomplishment there can be no human happiness, altho labor sometimes is arduous and the job to be done seems hard. The planning and doing of a good piece of work brings a certain sort of satisfaction that is the reward of the industrious man.

The plow is the symbol of labor. During the past century our forefathers have used this implement to good advantage in transforming America from a wilderness to the greatest nation on the face of the earth. The Future Farmers of America should honor the plow and the hardy pioneers who have used it so industriously. The Future Farmer of America must work with his brain, as well as his hand. May I suggest that you work in order to be happy. If possible, work with others, co-operate.

Co-operation. A Future Farmer was given a single fiber to break, and he broke it. He was then told just so will you be broken if you remain in isolation. He next was given a rope which he was unable to break. He was then told he had had several fibers bound together and that it was impossible to break the fibers when they were bound together. Our organization is bound together even as this rope. Together we shall achieve great things. Together we shall serve our fellowmen. My symbol is the rising sun. Remember that co-operation is our fourth great ideal and that he who serves best must first learn to work with others. The spirit of co-operation engendered in the F. F. A. chapters of America will live with us after we leave school. When we are all working together in the community, in this state and in America, a new day will indeed have dawned. Let us all work together and hasten the coming of the rising sun.

I am adding four other words to this category because they are brought out in the manual. They are:

(1) *Leadership.* The Future Farmers of America are given ample opportunity to exercise whatever powers of leadership they possess. They are allowed to assume responsibility in order that they may be able to carry the burdens of leadership that fall upon the shoulders of local leaders in every community. They are given the opportunity to conduct and preside at meetings of the organization, to enter public-speaking contests in order that they can lead the people into the right ways of thinking and doing.

(2) *Patriotism.* Boundaries within our country exist only in name. The true American citizen is interested in and loyal to his local community and state, but his greatest devotion is to his country. The true American farmer in the F. F. A. looks beyond the stages of Green Hand, Future Farmer, and State Farmer. He concerns himself not only with the affairs of his local chapter and state association, but also with the national organization, working for the upbuilding of agriculture thruout the land, which, in turn, upbuilds his state and local community.

Dead Areas

(Continued from page 52)

the virtues of women is all 'hooey.' We young folks know better. You see we live in a different age than you old-fashioned people did. Morals have changed. Every woman has her price. There are very few, if any, of the good ones you tell us about." I do not know what the parson said. But he explained to me that what was wrong with this young man was simply that he had a dead area in his understanding and appreciation of the pure love for a good woman.

The beastlike creatures who stole the Lindbergh baby from its cradle last March had dead-rotten areas in their lives. The plunderer who embezzled the funds from the bank, where widows and children and working men had entrusted their savings, had a dead area in his moral life. The man who does not bear "good will" toward his neighbor nor reverence toward God has a dead area in his spiritual life.

There is a danger of a new dead area developing in all our lives, in these times. Cuts in salaries, overloading with work, threatened loss of jobs, and so on, have depressed us to the point where decay of moral and weakening of spirit may so infect our lives as to become menacing dead areas.

What is the practical significance of all these facts for the teachers of youth? Can the dead areas be made alive? There is implanted in every life an irresistible urge to grow and to heal the broken parts. It is the nature of living things to eliminate foreign matter, or to cover it with pearl as the oyster does the irritating sand particle. If the cankerous area on the tree be cut out, and an antiseptic applied to the wound, nature's life will throw out the new cambium layers and the "dead area" will be covered with live tissues.

Teachers of youth, we have in us that life and power to cast off the dead areas in our own lives and let the life abundant, the enthusiasm, the God within, emerge. We have the opportunity to purge dead areas in the lives about us and to bring to newer and richer fullness the natural thing, the goal of all education—that for which the Great Teacher came—*life, life more abundant.*

Illinois Chapter Thrift Bank

WE STARTED our thrift savings accounts January 5, when school opened after the holidays. Previously, we had sent a committee of four boys and our adviser to see the cashiers of each of the two banks about the best ways of handling the accounts. Following the reports of this committee and some discussion of the merits of thrift savings, at our regular F. F. A. meetings, 27 of the 29 active members present indicated they would start accounts and make additions as often as possible. Our banks agreed to let us start accounts with any amount of money even tho they regularly required an initial deposit of $1. They also agreed to figure our interest at 3 percent from the time of deposit. Our thrift savings is a part of the chapter program of work. No officers are needed except a secretary whose duty it is to be on hand in our agriculture room each Wednesday to posits. Before the bank closes in the evening he takes the deposits and the members' books to the bank for checking and recording. Thrift bank books are kept on file in the agriculture room. Members of our F. F. A. have shown enthusiasm and interest so far and have 25 active accounts with a total savings of nearly $50. A part of these savings came from prize money won at our corn and poultry show at Cerro Gordo in January. The aims of our thrift bank are: (1) To develop habits of saving part of our earnings. (2) To learn the important principles of banking and bank services. (3) To establish credit standing. (4) To demonstrate how small savings grow to substantial accounts. (5) To carry out the "thrift" idea in our F. F. A. organization.—Harmon Baggett, Vice-President, Sullivan Chapter.—The Illinois Future Farmer.

F. F. A. Convention Program

(Continued from page 50)

1:30 p. m.—Second convention session, Baltimore Hotel.
1. Call to order by the President.
2. Songs.
3. State reports (continued).
4. Brief address by representatives of sponsors of national F. F. A. events.
5. Report of the Executive Secretary.
6. Report of the Treasurer.
7. Election and raising of candidates to the degree of American Farmer.
8. Closing ceremony.

6:00 p. m.—Buffet Supper, Shrine Temple (Eleventh and Central); Assemble for the Arena Parade.

7:45 p. m.—Parade in the Arena, American Royal Grounds.

Wednesday, November 16

8:00 a. m.—Committee work, Baltimore Hotel.

10:30 a. m.—Third convention session, Baltimore Hotel.
1. Opening ceremony.
2. Songs.
3. Committee reports.
4. Unfinished business.

1:30 p. m.—Closing convention session, Baltimore Hotel:
1. Songs.
2. New business.
3. Election of officers.
4. Address by retiring President.
5. Closing ceremony.

6:30 p. m.—Banquet for F. F. A. delegates, judging teams, coaches, prize winners, and guests.
Address by B. O. Skinner, Executive Officer, State Board for Vocational Education, Ohio.
Awarding of prizes.

Thursday, November 17

9:00 a. m.—Joint executive session 1931-32 and 1932-33 Boards of Trustees, Baltimore Hotel.

A Project Training Program

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high school senate, and senior play manager. He was elected treasurer of the Oregon Association of Future Farmers for the coming year.

According to James T. Hamilton, superintendent of schools at Newberg, Harold is "one of the most outstanding agriculture students who has been in our department and has done outstanding project work." In a letter to young Schaad, Earl R. Cooley, state supervisor of vocational agriculture, wrote: "You are to be congratulated upon being selected for the State Farmer degree, and being elected as treasurer of the State Organization of F. F. A. . . . I considered your project book the best book submitted this year . . . "

With such a record behind him, can the future help but hold a bright prospect for him, and with such acomplishments as his to its credit the teaching of vocational agriculture in high school surely seems to be justified.

Farm Shop Records

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This system gives the teacher opportunity to spend his time with constructive criticism rather than in grading work in class time.

The second factor in organizing shop work is teaching the boy facts and principles in an interesting manner. The shop should be a place to learn and not a factory to turn out articles as fast as possible. How can the teacher decide what to teach? I believe that only shop jobs used to have time and money in the community should be taught.

The freshmen should be taught the elementary and more easily learned jobs, such as tool sharpening, rope splicing, leather work, soldering, and elementary woodwork. The sophomores should be taught the more advanced jobs, and the juniors and seniors the still more difficult jobs.

SHOP RECORD SHEETS

Name of Article_____

Name_____ Class_____

Date	Time	Items Brought and Size	Cost	Grade

Total Hours — Total Cost ..... $_____
Value if bought in town..... _____