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 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

(Continued from page 57)

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

(Continued from page 55)

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_____ Name of Article_____ Class_____

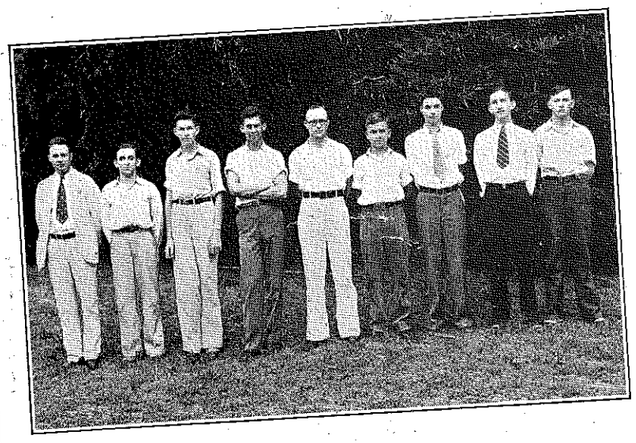
Date	Time	Items Brought and Size	Cost	Grade

Total Hours — Total Cost ..... $_____

Value if bought in town.....

NOL. V NOVEMBER 1932 No. 5

Agricultural Education



In a very few years those lads who are today officers and on executive committees of state associations of Future Farmers will be officers and on executive committees with power in influencing rural life.

The above picture shows the Florida officers and executive committee including adviser; for 1932-33.

"The pleasure that comes from doing what one wants to do tends to contentment with the wage received."
—James E. Russell

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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OUR RECENT CRISIS

THE story of the attack on federal appropriations for vocational education in the last session of Congress has been told and retold in so many states that there is no need for repeating it in the columns of our national magazine. Certain deductions can be made, however, which should be of inestimable value in the organization and conduct of our entire vocational education program in the United States.

Much credit has been given to the legislative committee of the American Vocational Association for its activities during this legislative crisis, all of which is highly appreciated by the members of the committee. Yet, there is not a member of the committee who does not realize that the issue was finally decided by the folks at home. In our opinion this home influence on Congress did not result, in the main, as a result of political fear. Five years experience in legislative work at Washington has led the writer to the conclusion that the average Congressman is interested in continuing those functions of government which, in the opinion of his constituents, give most service to them.

Herein resided the strength in our battle to retain our federal appropriations. No "small group of lobbyists working from a hotel room in Washington" can compare, in influence, with the thousands of local trade, agriculture, and home economics vocational education programs which are giving real service to the people of the United States. The most effective "propaganda" is a program of educational service in which the people believe and for which they are willing to pay. Likewise, the most effective expression of appreciations to the tens of thousands of professional and lay supporters of our program can be found in a wider and more effective program for 1932.

The value of continuous, truthful publicity occurs to us as a proper accompaniment of every program.

The criticisms of national, state, and local programs of vocational education should receive careful study. Do changed conditions require changes in the organization of our programs? What changes, if any, are advisable, in the financing of vocational education?

It may be serious, if not fatal, if we allow time and distance to minimize the recent attacks both legislative and educational, which have been made upon federal aid for vocational education. Much of the attack centered on the various forms of aid to agricultural education. It is to the vocational agriculture teacher, teacher trainer, supervisor, and director, therefore, that the challenge comes.

The American Vocational Association has, surely, demonstrated its worth to our cause. No campaign should be needed this year to insure 100 per cent membership in all states.—Ray Fife.

RESEARCH SUMMARIES

THIS magazine is fortunate in being able to present to its readers the summaries of research studies in various phases of agricultural education. The National Committee on Research is sponsoring these summaries. The first summary, by Dr. F. W. Lathrop, begins on page 74 of this issue. Other summaries will appear as they are completed. These summaries are published exclusively in this magazine and are so valuable that no worker in agricultural education can afford to be without each summary. They are valuable to teachers, trainers, and supervisors.—C. H.

A COLUMN OF PERSONALS

FROM several readers there has come to the special editor of the Professional Section the suggestion to include a column to be captioned "Personals". Here it would seem desirable to include brief statements of the professional activities of our group. It occurs to me that new appointments on our professional staffs, professional advancement that has come to members of our group, persons attending universities for professional training, new publications appearing under the authorship of men in agricultural education, and the like would be an interesting and profitable addition to this section. Accordingly, the special editor requests the cooperation of directors, supervisors, professors of agricultural education, and teachers in sending to him items in this general field. Statements should be in the hands of A. K. Getman, State Department of Education, Albany, New York, not later than the fifteenth of each month. —A. K. G.

INTEGRATE OR DISINTEGRATE

THERE are many schools of thought in connection with the administration and organization of the program for teaching agriculture in the secondary schools. One that is rather significant expresses the idea that the program for teaching agriculture on a vocational basis should be developed apart from the public school organization. The plan suggests segregation even to the extent of providing separate buildings for the agriculture department.

As a subject, agriculture is a relatively new arrival as far as the program of offerings of the public high school is concerned. In fact, it is so new that only in the most recent books on school administration does it receive any serious consideration. This is not strange nor discouraging. With the present overcrowded school curricula, the introduction of any new subject is a problem for serious consideration. Fortunately, the introduction of agriculture as a subject for study in the high schools needs no apology as agriculture represents the largest, the most fundamental, and the most necessary industry of the American people.

If agriculture as a subject is to be recognized and accorded its rightful place in the secondary school offering, it must at least meet the following standards:

1. There must be a recognized and accepted need for the study of agriculture.
2. Agriculture as a subject must present a content that is on a par in quality and substance with standards set for other high school subjects.
3. Agriculture must be recognized as an integral part of the secondary school program of activity.
4. Major administrative and supervisory responsibility should be recognized as a function of the local school authorities.
5. Federal and state activities should be directed toward the end of stimulating and encouraging appropriate local programs of work consistent with recognized standards of achievements.

(Continued on page 80)

Professional

American Vocational Association Program

December 7, 8, 9, 10, Agricultural Section Meetings

Thursday Morning, December 8, 9:30 a. m.

1. "National Agricultural Policy, National Legislation, Social Justice for Agriculture," by Dr. A. G. Black, Ames, Iowa.
   Discussion led by Prof. H. G. Kenestrick, Columbus, Ohio.
2. "Probable Future Trends in Income and Their Effect upon Rural Life," by Dr. W. E. Grimes, Manhattan, Kansas.
   Discussion led by Dr. G. J. Dippold, Columbia, Missouri.
3. "The Cooperative Movement and Its Effect Upon Agriculture", by Prof. R. M. Green, Manhattan, Kansas.
   Discussion led by K. L. Holloway, Arkansas.

Thursday Afternoon, December 8, 2:00 p. m.

1. "Economic Relief vs. a Sound Program in Agricultural Education", by W. A. Cochel, Editor, Kansas City Weekly Star.
2. "The Adaptability of the Management and Economic Objectives as Set up in Bulletin F.B.V.E., No. 153, to the Training Needs of the Day School Pupil", by Prof. Harold Hedges, University of Nebraska.
   Discussion led by:—
   H. B. Swanson, viewpoint of subject matter specialist.
   Dr. J. T. Wheeler, viewpoint of a teacher trainer.
   Dean W. W. Burr (Nebraska), viewpoint of a dean of agriculture.

Friday Morning, December 9, 9:30 a. m.

1. "Trends in American Education and Some Probable Effects on Agricultural Education", by Dr. T. W. H. Irion, University of Missouri.
   Discussion led by Dr. W. F. Stewart, Columbus, Ohio.
2. "Some Changing Concepts of Education in the Field of Vocational Agriculture", by Dr. H. M. Hamlin, Ames, Iowa.
   Discussion led by Dr. R. M. Stewart, Cornell University, New York.
3. "Some Changing Tendencies in Adult Education in Vocational Agriculture", by Dr. H. E. Bradford, Lincoln, Nebraska.
   Discussion led by Dr. G. A. Schmidt, Ft. Collins, Colorado, and Supervisor Roy Thomas, Raleigh, North Carolina.

Saturday Morning, December 10, 9:30 a. m.

1. "Financing Agricultural ducation in the Future", by Dr. A. K. Getman, Albany, New York.
   Discussion led by:—
   Supervisor Walter S. Newman, Richmond, Virginia.
   Supervisor L. R. Humphreys, Logan, Utah.
2. "Legislative Review", by Director Paul Chapman.
3. "Review of Problems in Vocational Education in Agriculture", by Dr. C. H. Lane.
4. Report of National Research Committee, by Dr. H. M. Hamlin.
   Business Meeting.

Have We A Profession

LEONARD ROBINSON, Instructor in Vocational Agriculture, Ewing, Kentucky

TO answer this question it becomes necessary to know what goes to make a profession or what constitutes the professional life.

The professional life is concerned with relationships. The preacher is concerned with relationships between man and man's Creator. The lawyer is concerned with relationships between man and society. The doctor is concerned with relationships between man and health. The teacher is concerned with relationships between the student and his social and physical environment. Then, the products of a profession are usually service utilities and are non-material. In the trade field the workman is concerned with material things such as stone, brick, wood, metal. Material objects may be depended upon to act the same under similar conditions. Most labor and business are concerned largely with facts or set rules—facts easily learned and easily applied, facts which act as constants when applied over and over again.

Material things act as constants in our dealing with them. An iron pipe will react to heat the same today as yesterday. Water at a certain temperature becomes a solid, at a different temperature a vapor, and we may rely upon it to so act. The sculptor may depend upon a stone to yield to the same force today as it did yesterday. This assurance of constancy makes the work of the tradesman stable and predictable.

Plastic youth is not so constant, nor so easily molded into a product of usefulness or beauty. The boy cannot be depended upon to act the same at all times under similar conditions. He may react one way to stimuli today, and another tomorrow. The situations are largely unstable and unpredictable. To me, this is an indication that we have a profession.

The professional life requires, to be successful, a rich background of experience plus training. It requires familiarity with many individual cases, thus enabling one to know how to handle two situations seemingly identical though demanding entirely different management. To gain this background of training and experience requires long years of study. The professional man—be he doctor, preacher, lawyer, or teacher—has behind him approximately twenty years of hard study, to say nothing of the practice necessary to make of him a polished product of his calling.

A few months as a hod carrier, the man becomes a brick mason. A few months carrying hack saws and pipe wrenches, the man becomes a plumber. A few weeks as a helper about a machine, the man becomes a tradesman, building tires, tubes, or automobile parts. He is working with material things, constants in his dealings with them. He has a trade.

The qualifications demanded of teachers are another proof that we have a profession. Today those who would teach in the secondary schools must have the equivalent of a bachelor's degree. Those who would teach in our secondary schools or colleges are striving for master's and doctor's degrees. Nor is the parent willing to entrust us with his child until the state has seen fit to grant us a certificate, the state's guarantee that the bearer is physically, mentally, and morally capable of molding life into the speciman of humanity the Creator would have it be. What does this mean? Nothing less than that we are regarded by the public we serve as a professional group.

Then, we are a professional group because of our moral characteristics. God has placed upon professional men the task of protecting the purity of womanhood and the strength of manhood. The teacher is bearing his share of the assignment. Ours is the task of developing man from rude and low conditions of life to a height of usefulness. Ours is the task of making less the failure of unpredictable life. We do not hope to produce a masterpiece of all life. Not all mankind will become useful. The great leaders of any age represent untold reversals, experimentations, and fail-

ures. The uncertainty of life makes those professional who administer unto it, as does the teacher.

In all fields of ordinary work the workman asks cash value for his labor. In the professional field cash values cannot be demanded. Who can place a money value upon the services of one life saved from death by the physician? Who can evaluate one life saved for immortality by the minister? Who can evaluate the services of one great teacher? The lives awakened, the souls stirred, the spark of enthusiasm fanned into a flame—these are mighty forces of life and cannot be evaluated. We have a profession because we are rendering service above the dollar value.

We have professional organizations such as state and national associations. We have codes of professional ethics. Our leading universities have kept in mind that teaching is a profession. They have set up experimental schools and educational laboratories where men of push and determination may go on feeding the inquisitive mind. The teacher prepares for teaching as other professional men prepare for other professions. Today the departments of education in America's leading institutions testify that teaching is a profession.

We have a profession because society is demanding that we render a professional service. In despair, the public has asked the school to aid in finding a solution to many perplexing problems. Health, character, thrift, conservation, vocational efficiency, politics, and international understanding are now problems of the school.

Teaching was one of the first occupation to emerge as a profession, yet the last to achieve real professional standing. There are several reasons advanced why teaching occupied a back seat among professions for centuries. First, teaching was long considered woman's work, and woman, during that early era, was considered man's inferior. Other professions—law, medicine, theology—were considered superior to teaching. Perhaps Bernard Shaw's statement is an explanation: "Those who can do—those who cannot teach." Perhaps Washington Irving's description of the American school-master was the picture of millions. Such a wandering, homeless waif of humanity, pictured as the very embodiment of greed, hypocrisy, and cowardice, coming upon the scene unannounced and leaving just as mysteriously, could not make a favorable impression upon a public fostering lofty ideals and high aspirations. Such a life was sufficient to cause one to overlook the fact that teaching is the major concern of the human race, the guardian of civilization.

We have a profession because we are teaching boys and girls instead of teaching books. We no longer assign lessons and hear recitations. We are interested in developing human beings.

The Ichabod-Crane type of teacher has given way to men mentally, morally, and physically capable of giving prestige to earth's greatest calling. When the giant brain entered the teaching field, he did so as a stepping stone to one of the learned professions. With the dawn of that day, teaching as a profession drew its first breath. With that step, a new era dawned in man's climb toward a higher civilization. The brains that would have gone to the field of law, medicine, or theology remained to teach. Man with a vision saw the bigness of the job; he saw that teaching was the avenue of progress without which civilzation would eventually revert toward savagery; he saw no calling more important than that of training tomorrow's citizenship. Then, and only then, did teaching become a recognized profession.

If teaching is a profession, are you a professional teacher? You, as an agriculture instructor, are professional if you are a better man today than yesterday. If you have narrowed that gap between your actual accomplishments and what you should have accomplished; if you have been a power for good in your community; if you have thrown open the doors of opportunity and invited the adult farmers to sit around your laboratory tables for at least ten nights during the year; if you have given a death blow to superstition and ignorance; if you can stay in your present position should you choose; if the community has profited by your having lived there—you are a professional teacher. I believe that teaching is among earth's greatest professions. We hold in our being the future destiny of man. We hold in our hand the agricultural life of the nation, the citizenship of tomorrow.

In the bosom of the great teacher, there beats the heart throb of all professional life. Great teachers mean great farmers. Great teachers mean great preachers. Great teachers mean learned lawyers, and great teachers mean honest, upright, loyal statesmen, and thus teaching is a profession.

"KICKS AND COMEBACKS"

Once in a long while an editor of this magazine receives a letter from a reader disagreeing with a point of view presented in some article. Such a "comeback" pleases the editor. He knows the article has stirred up something, that it was challenging. The editor is not striving for uniformity of opinion. Variation is a necessity in any line of upbuilding. The purpose of this brief editorial is to urge readers to send in their critical comments. Take issue with any thing in any article or with any policy or practice of the magazine. Of course, if you request, we will not publish your comment, but we want such things for publication. We believe they will help the magazine. Just send any editor your critical comment, stating your experiences or other reasons as a basis for drawing conclusions differing with the point of view or policy questioned. The editor will place such statements in the portion of the magazine where they seem to fit best. Here is your opportunity to express yourself.—C. H.

"Your Letter Received"

SIRS: We in the field read the fine magazine, *Agricultural Education*, with much interest, and it helps greatly to preserve the broader outlook, as well as serving as a clearing house for ideas.

Sometimes I wonder if it might not be a good idea to have a regular department of "kicks and comebacks" or something of the sort for discussion of debatable questions. I remember that there appeared once a reply to a letter of someone in Texas, which I am sure helped to crystallize and clarify both sides of the case.

In the current issue I have particularly in mind the story from the "Minnesota Visitor" relating to the appearance of the agriculture teacher and the apparent correlation between personal appearance and the "good housekeeping" of the instructor. I will grant that personal appearance is important, but I contest the statement that "there is nothing about the teaching activities of the vocational teacher which call for a lower standard of clothing, grooming, and so forth, than any other teacher in the school." It may be cool enough in Minnesota to slip coveralls on over good clothes but its not in Kansas during much of the school term. How about the teacher who is hauling an entire class out to dock 150 lambs, or to wreck an old musty barn and rebuild it? How about the teacher who holds two early morning culling demonstrations and gets back just in time for classes to meet?

I believe I have as neat a department as any of them, and it is kept that way. A large classroom and laboratory, with varnished and waxed fixtures; a large library and built-in laboratory fixtures; a basement room where fanning mill, seed testing, and harness oiling equipment is kept; and a separate building for farm mechanics, are kept regularly in good order; our tools are sharp and clean, classroom tidy, and so on. But we dress appropriately for the job at hand, whatever it is. A few folk in town, who may not understand the kind of work we are doing, shrink to unimportance beside the farmers on whose places we do real farm jobs in a real farm way. No vocational teacher should set himself up as a white-collar expert or consulting specialist to the place where he cannot rub elbows with the regular farmer on his own ground and in his own garb.

Most of the points made in the Minnesota story are well taken, and on the average they may all be correct, but I don't agree that the mentioned correlation is anywhere near 100 percent. I would not expect to wear dirty, stained overalls to an all-school assembly—neither would I wear a palm beach suit out to treat hens for lice.—Very truly, H. T. Willis, Williamsburg, Kansas.

Wives of Florida Agriculture Teachers Organize

THAT wives of teachers of vocational agriculture are performing yeoman service as first assistants to their husbands was demonstrated at the Fourteenth Annual Conference of Florida Vocational Agriculture Teachers, held at Daytona in August. Thirty-two wives attended the Daytona meeting at the invitation of the conference, and a "double check" revealed that each of the 32 wives is serving as her husband's aid in one or more capacities.

Here are some of the jobs these women admitted performing for their husbands:

1. Arranging Father and Son banquets.
2. Writing news articles.
3. Making up reports.
4. Organizing home beautification programs.

Not satisfied with performing one or more of these jobs, one wife stated that she had conducted a course in home nursing and care of the sick for wives of farmers attending evening classes in agriculture.

(Continued on page 69)

Georgia's Vocational Forestry School Camp

M. D. MOBLEY, Assistant State Supervisor of Agricultural Education, Tifton, Georgia

M. D. Mobley

GEORGIA has developed a unique and practical method of teaching forestry to farm boys. Perhaps the most interesting feature of the plan is the Vocational Forestry School Camp. This Camp, held annually for three weeks during July and August, is an intensive training course in practical forestry designed for boys who have demonstrated thru their knowledge and accomplishments that they have a special interest in forestry.

The boys who receive free scholarships to the Vocational Forestry Camp are selected on the basis of a competitive examination. The practical forestry work each boy carries out at his home farm, the marks he makes in the study of forestry under his teacher of vocational agriculture, and his general deportment and character are considered in selecting the winning boy from each county.

The Vocational Forestry Camp, held at Young Harris, Georgia for the past two years, is conducted jointly by the State Department of Forestry and Geological Development and the Division of Vocational Education in the State Department of Education. So far as we know this Camp is the first of its kind. The Camp has just completed its second year with an enrollment of 99 boys selected from 60 counties and from approximately 4,000 boys enrolled in vocational agriculture. Thirty-nine of the 99 students completed the entire course of two summers (six weeks of instruction) and were awarded certificates as Vocational Foresters, August 12, 1932.

Each summer's work, with courses in forestry, educational trips, athletic events, and recreational activities, is as complete and interesting as the directors of the camp can make it. Four courses, embraces all the elements of forestry, are given. Various phases of the work are taught in highly concentrated courses, but boys with several years in vocational agriculture who apply themselves in camp readily learn the jobs outlined by the teachers.

The courses presented by members of the staff of the Georgia Forest Service are silvicultre, or the management of forests; surveying and cruising, or the measurement of forest and forest areas; utilization, or the various uses of woods; and dendrology, a study of the tree species by the identification of their leaves, bark, and other parts.

In the management of forests the various forest types are studied. The boys are taken into the woods where plots have been laid out. They are shown how to thin trees so that the other trees nearby may make more rapid growth. They are shown the principles of logging and lumbering and the methods of selective cutting, where the desired timber trees are taken out. The principles of fighting forest fires are learned and practiced by these classes.

In the measurement of the forest simple surveying is given the first-year boys. The measurement of individual trees and of trees in a forest group is studied. The boys are shown how to run a straight line thru the forest and how to draw maps from the surveys. The use of the compass, tree and log scale sticks, and other instruments used in forest surveying is taught. The boys learn how to measure board feet of timber in any farm woodlot, or any patch of woods they may have on the farm.

Wood utilization is taught to give boys an idea of the value of trees found on the farm. The uses of the various woods are discussed, and the processes of making rayon, paper, cellophane, and other commercial products made from wood are explained. This course is the only one entirely a lecture course and without field work.

In the study of the various kinds of trees most of the work is done in the field. The leaves are first identified on the tree and then in the classroom. Leaves are collected, pressed, mounted, and labeled with both common and scientific names. Approximately seventy species of trees are found around camp.

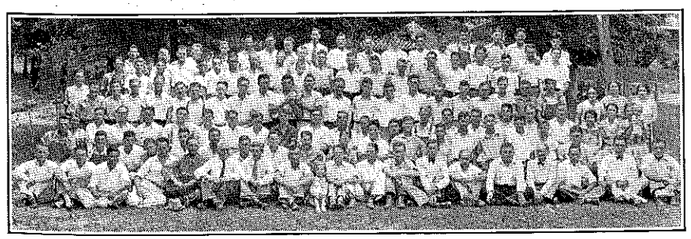
In addition to the courses given by the regular instructors, programs are given at night. These include motion pictures on forestry and other out-of-door subjects of interest to a student of forestry, and lectures by men prominent in their field of work. Lectures on forest insects, birds and their relation to trees, on flowers, and other subjects of a general nature instructive and interesting to the boys are given.

Probably the most enjoyable feature of the camp and the one which is acclaimed with the most enthusiasm is the week-end trips to various points of interest in Georgia, North Carolina, and Tennessee. During the two years the students have visited the Champion Fibre Company Plant in Canton, North Carolina, the Biltmore Estates in Asheville, The Qualla Indian Reservation near Bryson City, the Ducktown Basin at Copperhill, Tennessee, the Kimsey Highway, The Great Smoky Mountain National Park, and other points of interest.

A program of sports served to complete the three weeks camp and helped to fill in any spare time the boys might have had. There were horseshoe pitching tournaments, tennis and basketball tournaments, boxing, baseball, track events, and relays. At one time a relay race of 16½ miles was run between the first and second-year boys. One group ran to Blairsville, the other to Hiwassee. A message was delivered to the editors of the papers in the two towns, and replies were brought back by the runners. Each boy in the relay ran half a mile. Some of the race was run in a driving rain storm, but it was completed, and the two finishing men came in only ten seconds apart. The race was the talk of the country-side for days. A field meet was also held between the first and second-year boys.

With the courses in forestry, week-end trips, athletics, and night programs there were few idle minutes during the whole three weeks of the Vocational Forestry Camp. The program of work and play is designed not only to teach a boy forestry in which he is primarily interested but to develop character.

As a result of the Vocational Forestry School Camp, thousands of Georgia boys enrolled in vocational agriculture study forestry with intensified interest, each with the hope that he may be selected to represent his county at the Camp, and the gospel of forestry is being spread to the furthermost corners of the state.



Vocational Agriculture Pupils and staff in attendance at the Vocational Forestry School Camp, which is conducted jointly by the Department of Forestry and Geological Development and the Division of Vocational Education in the State Department of Education.

Wives Organize

(Continued from page 68)

So determined are these Florida wives that they shall continue to aid their husbands, that they organized themselves into an auxiliary unit of the Florida Vocational Agriculture Teachers' Association. The object of the auxiliary, the women stated, is to sponsor a closer fellowship between the wives of teachers of vocational agriculture, and, thru organized effort, to make of each husband a Master Teacher.

According to the account of the conference, the organization of the auxiliary resulted from the "mutual understanding, sympathy, and friendship, which grew out of the contact of the wives who attended the conference".

The auxiliary urges all women engaged in activities similar to those heretofore mentioned, as their husbands' assistants, to report them in detail so that they may be passed on to other wives for consideration and emulation.

Methods

The Relation of Specific Objectives to Vocational Teaching

F. W. LATHROP, Federal Board for Vocational Education

F. W. Lathrop

TEACHING without objectives is not likely to arrive anywhere. In a questionnaire I saw recently was this question, "Do you determine in advance the specific aims to be realized in the lessons you teach?" Of 987 teachers, 97 per cent answered "yes".

Although many teachers state specific objectives, and much has been spoken and written about them, my opinion is that specific objectives have helped teachers very little. Most of the teachers I have observed have not really reached their objectives. I believe the reason is that teachers do not know how to state specific objectives.

In discussing this subject I am going to use illustrations from some work I have been doing with Mr. J. F. Potts, teacher of agriculture at Lincoln, Virginia.

Here is one of the objectives set up at Lincoln:

Objective 1. Testing milk for fat content. Each member of the class is to repeat tests until his duplicate tests vary less than .2 of 1 per cent, and no evidence of burning appears.

Certain questions should be asked about this specific objective or any specific objective. These I will designate as Questions A, B, C and D.

Question A. *Will the teacher and class know when the objective has been reached?*

We will have to say "yes" for Objective 1. As the boys make successive tests, they will come nearer and nearer the objective, and there will be no question when the objective is reached. Note that the statement of the objective includes a standard of performance. Compare the above objective with one I ran across recently, "Plant Potatoes". Teachers would differ widely as to when such an objective is reached.

Objective 2. From the records of the local cow testing association, each member of the class will determine which cows should be culled. Reasons satisfactory to the teacher are to be given.

The first objective deals with an operation, often physical activity. Objective 2 deals with a decision to be made (mental activity). Note that the standard set up for Objective 2 is less definite. It usually deals with a specific case. It is more difficult to set up a standard for mental than for physical activity. One might propose a different standard than giving satisfactory reasons. The students might each study several herd records until each student culls the same animals as the teacher and for the same reasons. Often we shall have to be satisfied with the student's proficiency in making decisions if he goes through the process of making a decision once, checks with the decision of the teacher, and has satisfactory reasons.

Note that Question A can be answered in the affirmative for Objective 2. The pupils will know that they have reached the objective when they have decided on the culls and have given satisfactory reasons.

Let us ask another question about these two objectives.

Question B. *Is the method of reaching the objectives given or implied?*

Note that both these objectives assume the students are to do something. In others words, these objectives indicate activities. Nothing is said about what facts or principles the students are to know.

Furthermore, we know in general what the students will do to reach the objectives. To reach the first objective the boys will test milk. They cannot reach the objective in any other way. To reach the second objective they will make a study of local cow testing records according to certain factors, and after they select out the culls, they will give reasons for their decisions.

Question C. *Is the objective stated as a learner's goal?*

It is most important that the learner have an objective. The highest type of teaching is that in which the teacher helps learners to achieve their objectives. The teacher does not impose something he has on his class; he helps learners to obtain for themselves. It is a very simple matter to state objectives as learners' goals. Such a statement harmonizes with and encourages the concept of the pupil striving to reach objectives, and the teacher assisting him. Both Objectives 1 and 2 are stated as learners' goals.

Question D. *Is the objective vocational?*

Whether an objective is vocational or not is a question of its selection rather than of its statement. The first three questions deal with the statement of the objective; the fourth question deals with its selection. No matter how well stated it is, a non-vocational objective is out of place in a vocational curriculum. For example, the first objective is criticized by some people. They say that the dairy farmer does not ordinarily test his milk for fat content. Why teach it? We could begin an argument at this point which would throw us off the track. If you see what I mean by a vocational objective, we can omit the argument.

The National Committee on Objectives of the American Vocational Association has set up 12 contributory training objectives. In their present form they serve as guide posts. They apply to curriculums and courses of study. There is very little tie-up between these training objectives and what a class is doing today. These training objectives must be broken down into specific objectives like the ones we have been discussing in order to be of direct value to the teacher. To come back to Question D, if a specific objective is vocational it will be a fragment of one of the 12 training objectives.

If you ask Questions A, B, C, and D about an objective, and the answers are affirmative, you have a really useful objective. Incidentally, I would suggest that a close relationship between the supervised practice and class instruction makes the selection and statement of specific objectives a very simple matter.

In concluding, I wish to point out that we should be vitally concerned with the proper selection and statement of specific objectives. My experience is that one of the effective ways of helping a new or experienced teacher is to point out the value of specific objectives and to show him how to state them. This will particularly help the teacher who thinks his function is to dish out information. He comes to realize that his function is to help pupils reach objectives, and that information is to help them attain these objectives most effectively.

The effect of specific objectives on pupils is very desirable. Well-stated objectives show them where they are going. When they reach objectives they feel that they are getting somewhere.

Range Beef Production in the Seventeen Western States, John Wiley & Sons, by Fred S. Hultz, price $2.50. A well illustrated delightfully written book of 208 pages dealing with a phase of the cattle industry not generally covered in the ordinary animal husbandry text. Vocational agricultural teachers of the 17 western states will find this volume of especial interest in their beef production studies, and teachers in feeding centers in the eastern districts will find it helpful. The chapters dealing with the history of the range beef production and a description of the range country are fascinating. The essential sucessful range practices together with the results of experimental work in range beef production are clearly and interestingly set forth. Complete citation of sources are included in order to

Importance Of Economic Training Of Teachers Of Vocational Agriculture.

E. R. ALEXANDER, Professor of Agricultural Education, Texas A. and M. College

THERE is no need of caution against the vocational agriculture instructor becoming a mere information vendor," said Dr. C. L. Holmes, Principal Agricultural Economist for the U. S. Department of Agriculture, in an address before the teacher trainers and supervisors for the southern states.

"The problem method of teaching precludes that. The instructor is out not to give information but to create abilities. Something like a year ago I had the pleasure of participating in a conference, in the offices of the Federal Board for Vocational Education, whose object was to determine the particular abilities which should be developed in the education of future farmers in their function of farm organization and management. You are familiar with the list of abilities included in the report known as 'Long-Time Objectives of Systematic Instruction in Agriculture for the Southern Region.' I should like to be permitted to add one ability which does not appear in that list. It is the ability to understand and to see the application of the general principles of economy as the fundamental background of the farmer's function as a business proprietor. I have somehow got the idea that it is against the accepted rules of modern pedagogy to include principles as such in instructional material. I have no quarrel with this particular piece of educational technique. What I am concerned about is that the understanding of principles be made an important element in any educational process. It is only through this that the other abilities constitute a real and dependable equipment in the vocations of farming or in any vocations. Farming demands originality and resourcefulness, and an adequate knowledge of the well-established principals of economy is necessary to the full development of whatever native resourcefulness in management a man may have. There are hundreds of unexpected calls in the organization and operation of a farm for the application of such a principle as the law of diminishing returns. Thousands of farmers make major mistakes through their failure to recognize this principle in a given situation and to apply it.

"Perhaps I may be pardoned if I list the abilities which the instructor himself should have. First, I believe he should have the ability to acquire knowledge of the economic as well as the physical setting of the agricultural problems of the community in which he is working, and to adjust his whole program in the light of the specific situation in which he finds himself. Second, he should be able to identify and evaluate the prevailing types of farming in his community and to see the reasons why these types have developed and whether they are rational under the existing economic and technical conditions. Third, he should be able to distinguish between broad generalities and concrete details, and to use the broad generalities in meeting and solving the

Case Illustrations

At this point, may I present some case material that indicates the extent to which some Texas teachers of vocational agriculture are making use of agricultural economic principles and data. The significant implications involved are presented further along in this discussion.

In February I sat in the agriculture classroom at Greenwood, Texas, while the boys were making their first attempt to analyze the possibilities of beef cattle as a substitute for cotton. They had already decided, in view of the fact that there will be a carryover of some fourteen million bales of cotton on August 1, 1932, that it would be worthwhile to consider other farm enterprises as possible substitutes for cotton.

On March 10 the teacher wrote me as follows:

"When you visited our class some time ago, we started on a very interesting lesson to me, and I think also to most of the boys, on beef cattle and the possibility of substituting beef cattle for cotton. If you remember, we had set up on the board many of the advantages and disadvantages of beef cattle as compared to other forms of livestock and were discussing them. From this the class evolved some of the things we would have to know before we could come to any conclusion or make any decision about the substitution. Thinking you might be interested I have listed a few questions which the boys and I have decided we would have to answer before we could come to any definite conclusion.

1. How many cows could we run per acre on the black land?
2. How many cows could we run per acre on the sand?
3. How much does it cost to produce a pound of beef on the prairie?
4. How much does it cost to produce a pound of beef on the sand?
5. How much does it cost to produce cotton on the prairie?
6. How much does it cost to produce cotton on the sand?
7. Could a pasture be made as good on the sand as on the prairie?
8. How much of the equipment that we have for raising cotton could we still use in producing beef?
9. Should we substitute so many cows for each acre of cotton land or for each bale of cotton?
10. If we made the change, should we buy heifers or mature cows?

"These are only a part of the questions. The boys set up the majority of thees. Neither the boys nor myself realized how big a problem it was when we started, but we are beginning to now."

vocational agriculture in the Bryan school where our prospective teachers of vocational agriculture do their practice teaching. Twelve of his students were trying to decide whether it would pay them to buy bred gilts and produce a carload of hogs to be exhibited and sold at the 1933 Southwestern Fat Stock Show. These boys set up the following questions and attempted to find the answers:

1. What is the outlook for hogs?
2. How much will it cost us to produce a pound of pork?
3. How much of the feed can we produce economically?
4. How much will suitable bred gilts cost us?
5. How much equipment will we need? How much will this equipment cost?
6. How many hogs should we produce?

The foregoing examples of problems that farm boys, as vocational agriculture students at these schools, are trying to solve are typical of what many other classes are meeting in their efforts to train for farming. One may question the advisability of farm boys of high school age attempting to find the solution to such problems. Nevertheless, if must be agreed that they are studying functional economics. Accordingly, I venture the assertion that these boys have an opportunity to arrive at a practical understanding and appreciation of the fundamental economic principles that govern the management of a farm business.

Some Implications for Further Study

Keeping in mind the foregoing illustrations of the agricultural economic problems that teachers of vocational agriculture meet, and realizing that such a list might be extended to include problems that involve the practical application of every agricultural economic principle known, I turn now to a further consideration of the abilities which Dr. Holmes suggests that the teacher of vocational agriculture should have.

First, "he should have the ability to acquire knowledge of the economic as well as the physical setting of the agricultural problems of the community in which he is working, and to adjust his whole program in the light of the specific situation in which he finds himself."

Some questions:

1. What is the nature of the economic knowledge that he should acquire of the agricultural problems of the community?
2. How can he evaluate the physical setting of these problems?
3. What constitutes "adjusting his whole program in the light of the specific situation in which he finds himself?"

Second, "he should be able to identify and evaluate the prevailing types of farming in his community and to see the reasons why these types have devel-

Farm Mechanics

California Conference Notes on the Point System of Grading Farm Mechanics

JULIAN A. MCPHEE, Chief, Bureau of Agricultural Education, California

THE Agricultural Mechanics section of the 1932 Summer Conference of vocational agriculture teachers at San Luis Obispo, California, under the direction of S. S. Sutherland, Supervisor of Agricultural Teacher Training, summarized their conclusions of one year's trial of the point system of grading in farm mechanics as follows:

1. The best basis for evaluating projects in terms of points seems to be 1 point per 15 minutes or 4 points per hour of actual working time. This gives a unit small enough to evaluate small projects without involving fractional points.

2. Pupils may be discouraged from repeating the same kind of jobs, and their work distributed among a number of phases of shop work by evaluating projects on a sliding scale. For a "4-point project" allow the full number of points the first time the pupil attempts this project, 3 points the second time, 2 points the third time, and no points thereafter for that particular project.

3. It is probably preferable to set our standards high in setting up points for determining six-weeks or semester grades, rather than too low. We are criticized already on the grounds that our shop work is too easy for high school pupils, and our grades too high.

4. Provision may be made for time taken for demonstrations and discussions either by allowing points for participating in discussion and for attention to demonstrations, or by recognizing that this time is not available for practice work when setting standards for six-weeks periods.

5. It is not desirable to allow a premium in terms of points for superior quality work or to make a cut in points for inferior work. When we attempt to evaluate quality, we are right back to a subjective basis for grading. A piece of work is either acceptable and worth the full number of points allotted, or it is not acceptable and should be brought up to standard.

6. It adds to the interest pupils take in shop work if points are allowed for each good "shop kink" or "short cut" that pupils learn about outside of school and demonstrate to the class. Some teachers have found it desirable to allow points for bringing projects in from the farm to the school shop, whether the boy works on this particular project himself or not.

7. A demerit system, where the class works out its own scale of demerits in terms of points deducted for infringement on shop rules, is an effective aid to discipline when enforced.

8. The "bookkeeping" done by the shop teacher should be kept at a minimum. A combination of a master chart, hung on the wall of the shop so that each boy may see his standing in comparison with the rest of the group, and a record which each boy keeps for himself and which requires only that the instructor initial it to give credit for work completed.

Large graph paper may be used for master charts which summarize the individual records kept by pupils.

PUPIL	50	100	150	200	250	300	350
Vincent Claypool	xxxxxxx	xxxxxxx	xxxxx				
Everett Spafford	xxxxxxx	xxxxxxx	xx				
Mark Havenhill	xxxxxxx	xxx					
Bart Reardon	xxxxxxx	xxxxxxx	xxxxxxx	xxxx			
Henry Berry	xxxxxxx	xxxxxxx					
Ed Connors	xxxx						

Project	Points	Date begun	Date finished	For whom	Cost	Approved
Redressed cold chisel	3	10–5	10–6	Dad	.....	JEB
Built hog feeder	48	10–6	10–30	Myself	6.40	JEB
Sharpened auger bit	1	10–30	10–30	School	.....	JEB

lar of material used. This basis naturally assumes the use of common lumber and materials, and would not hold where clear finished lumber or expensive hardwoods are used.

To illustrate: a small hog self feeder that takes $6 worth of lumber, nails, hinges, and paint to build, would involve 12 hours of pupil labor, and should be awarded 4 x 12 or 48 points.

9. In evaluating concrete projects involving the construction of walls, foundations, septic tanks, water troughs, etc., the folowing standards are usable:

Unit	Hours per cubic yard	Points per cubic yard
Building forms	2¼	9
Pouring walls (machine mix)	4	8 (material on ground)
Pouring walls (hand mix	8	16 (material on ground)
Tearing down forms	½	2

10. In evaluating projects involving construction work with lumber, the following basis for awarding points is suggested: FOR EACH DOLLAR'S WORTH OF MATERIAL USED IN CONSTRUCTION, ALLOW THE PUPIL 8 POINTS—a completed project to involve calculating a bill of materials, building the piece of equipment from a plan, and painting and finishing the project.

Our basis for this suggestion is as follows: In small buildings and carpenter work in general, the total cost is generally divided 50-50 between labor and material. A $100 garage would involve about fifty hours of labor at $1 per hour. Assuming that our pupils will work about half as efficiently as an experienced carpenter, we should figure

The conference section also worked out standards for evaluating specific projects in gas engine repair, farm blacksmithing, pipe fitting, tool sharpening and repair, and farm electricity, assigning a definite value in terms of points to some 85 common projects in these phases of farm mechanics work.

About one-third of the agricultural mechanics teachers reported using this system of grading in one or more classes during the past year, and many more will adopt it this coming year.

Farm Mechanics Program in the Wyalusing Township Vocational School

RICHARD S. LIGHTER,
Teacher of Agriculture, Bradford County Pennsylvania

THREE years ago vocational work began in our high school with an enrollment of 21 boys. During the first year the entire class constructed 12 work benches and vises and built 6 classroom tables. After completing the construction of equipment for our department, we began repairing farm implements and furniture. We also sharpened a large number of tools consisting of axes, knives, scissors, and cold chisels.

At the beginning of the first year we purchased $500 worth of tools which equipped us for woodwork, cold and hot metal work, soldering, saw fitting and gumming, tool grinding, and leather work, for a class of 20 boys.

During the second year of vocational work we repaired and constructed and sharpened a large number of articles which netted our department a balance of $28 after paying our expenses. We aim to repair everything brought to our shop.

Last year our enrollment advanced to 47 boys, and, of course, we were able to complete more construction jobs and to take care of more repair work. We collected a total of $62.63 for the year's work. The total value of repair work and new construction jobs completed was $251. The department saved the community during the year $188. The value of repair and construction work done for the school was $66.

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Our construction work last year consisted of gymnasium lockers, mash hoppers; axe, sickle, and hammerhandles; wash benches; broom holders; car running boards; kitchen step ladders; power potato sprayer; bird houses; hog self feeders; butcher knives from old files; U bolts from rod iron; flower trellises; nail and staple boxes; tables, book cases; see saws; etc.

Repair jobs included shop benches, chairs, stools, doors, glazing windows, farm implements, door locks, school water pump, soldering, tightening motor bearings, replacing broken axe-handles, valve grinding, caning chair bottoms, rebabbitting and fitting gas engine bearings, bursted gas engine water jacket, bicycle wheel, and several other articles.

Tool sharpening consisted of axes, hatchets, ensilage cutter knives, corn harvester knives, sickles, auger bits, metal drills, ice skates, butcher knives, wood chisels, mowing machine sickles, scissors, screw drivers, fitting pruning and hand saws, gumming and fitting log saws and circular saws, sharpening and retempering cold chisels; road drills, lawn mowers, etc.

No extra school time was used in doing this work, but the boys are given an opportunity to work every lunch hour, every Saturday, and during the summer, under the supervision of the teacher. Many boys take advantage of this opportunity which results in a greater amount of shop experience and more work completed.

A permanent shop record is kept of all work finished, showing the date the job was finished and the name of the boy completing the job. The job sheet method is used for all shop work. The boy makes up one and the teacher another. In this way the boy compares his ideas with those of the teacher. From this procedure, very frequently the teacher receives excellent ideas from the boys and is greatly benefited by the suggestions.

All repair and sharpening jobs are labeled with a specially printed tag bearing owner's name, date received, repairs needed, cost, repairman's name, and date completed. So far, we have not had any trouble in getting repair articles lost or mixed up.

All work is carefully checked before

A Proposed Survey to Obtain the Depreciation of Farm Machinery in Kansas

FRANK J. ZINK, Department of Agricultural Engineering, Kansas State College, Manhattan

IT has been proposed on numerous occasions that agriculture classes devote more time to farm machinery. A number of plans were outlined in a tentative way by members of the Department of Agricultural Engineering at Kansas State College during the past year. These outlines were distributed by the state supervisor of vocational agriculture. These plans were tentative, and the outlines will need to be changed to meet the more unanimous approval of the instructors. These changes will be made as a demand is indicated, other problem outlines will follow. Members of the Department of Agricultural Engineering will render cooperative assistance on farm machinery problems to vocational instructors. By so doing we feel we shall render farmers of Kansas a service in one of their chief and most expensive production problems.

During this coming year it is proposed that a study be made of the rate of depreciation of farm machinery. This would be done by enlisting the aid of the vocational agriculture instructors and their classes. This problem would be handled as a class project for the purpose of arousing in the boy an economic regard of life, repair, and related cost of farm machinery.

A survey of this type would uncover very definite information and reach the following objectives: Accurate information would be made available for the first time on the actual length of life of farm machinery. Ways would be indicated for reducing the cost of farm machinery. Information would be had for steering a direct course for reducing the rate of depreciation. Data would be made available on maintenance requirements and means of reducing maintenance costs. This information is of major interest to the agricultural engineer.

By means of a rather simple survey blank, each boy will gather certain facts about his home machinery. These data could then be put to use as a class project of rather short duration but with definite classroom objectives.

The average farm boy should have an early lesson on machinery depreciation, life, and cost of service. Unless a proper knowledge were had, how else would an accurate decision be arrived at in calculating whether any investment in a machine were practicable. Further, without this information, how else would it be possible to know when it is wise to repair an implement or when to discard a machine because it is obsolete. It should be common knowledge what factors give a machine long life and what the cost may be of a machine that renders but little service or is extremely short lived.

An outline of a few simple problems on various points of depreciation will teach important facts on machinery costs. Few farmers fully realize the importance of these factors, as evidenced by needless expenditures and improper management. A data sheet showing the questions is presented herewith.

Each boy will fill out five of these blank sheets, each on a different machine on his home farm. If it it desired, 5 machines may be assigned by the instructor from the list of 15 suggested more important farm implements. The data collected will then be compared and used in classroom discussion on the life and annual cost of machinery. If any machines are worn out, the annual cost of the machine through depreciation only may be calculated in one simple way by dividing the original cost by the number of years of life. Dividing by the number of acres will give the acre cost. Under a brief survey of this kind, the actual service cost of a corn binder has been found to be $5.50 per day on machines that averaged 14 years of service. What is this figure under Kansas conditions, and can it be reduced?

The blanks will be furnished the supervisor who will distribute them to those instructors cooperating in this problem and willing to aid in gathering these data. After assigning and use in classroom discussion, the sheets would be marked by the instructor as being either reliable or unreliable information, and sent on to the supervisor.

The Department of Agricultural Engineering will then tabulate the information and issue such an analysis of rates of depreciation of various machines as the material warrants. The data will give us considerable information on life, cost of service, maintenance, and other factors of machinery costs. The material should prove useful and sufficient for a bulletin on life and cost of service of farm machines. The data collected should in the meantime be valuable to the agriculture teachers as they pertain to farm machinery conditions that exist in his immediate community.

Of all machinery projects we feel that no lesson could prove of more economic benefit to farmers and future farmers than knowledge of selection and management of machines. This problem precedes all other machine problems. The following information blank will be used to collect data.

Life and Cost Survey of Farm Machinery

Office of State Supervisor of Vocational Agriculture cooperating with Department of Agricultural Engineering, Kansas State College

1. Name .....Address .....
2. County .....Acres under cultivation.....
3. Kind of machine.....
4. Name of manufacturer.....
5. Size of machine.....
6. Approximate number of acres machine covers per year.....
7. Number of years machine has been used.....
8. How many more years do you think this machine will last?.....
9. Cost of machine new $.....
10. Cost of machine if purchased second hand $.....
11. How much is the machine worth now $.....

Continued on page 80

Part-Time Courses

Summary Of Studies In Part-Time Instruction.

F. W. LATHROP, Specialist in Agricultural Education (Research)

BOYS out of school and on farms, ages 14-26, constitute a group educationally neglected. One indication of this neglect is the small number of studies relating to this problem. These studies are:

1. Bruce, W. F. *Report of Part-Time Survey*. Ohio State Board for Vocational Education. Mimeographed. 36 pages. May, 1925.
2. Clements, D. M. *A Part-Time Survey in Tennessee*. State Department of Education, Nashville. Mimeographed. 14 pages. 1926.
3. Garrison, W. H. *Part-Time Education in Agriculture*. George Peabody College for Teachers, Nashville, Tennessee. Masters thesis, 1925.
4. Gregory, R. W. *A Study of Some of the Factors that Need to be Taken into Consideration in the Organization of a Part-Time Program in Agriculture in Indiana*. Cornell University, Ithaca, New York. Masters thesis, 1924.
5. Hrudka, Ladimir Milos. *Education of Farm Boys and Girls (Manitowoc County)*. University of Wisconsin, Madison. Masters thesis, 1926.
6. Magill, E. C., and Cline, R. W. *Part-Time Instruction in Vocational Agriculture for Virginia*. Virginia Polytechnic Institute, Blacksburg. Bulletin, Vol. XXII, No. 1, November, 1928.
7. McClelland, J. B. *Agricultural Instruction for Part-Time Groups in Ohio*. Ohio State University, Columbus. Masters thesis, 1927.
8. Ruble, Floyd J. *The Organization of Young Men's Clubs in Ohio*. Ohio State University, Columbus. Masters thesis, 1930.
9. Smith, R. B. *Agricultural Part-Time Work in Arkansas*. State Department of Education, Little Rock. Unpublished MS, undated.
10. Stewart, R. M. *The Challenge of Unidentified Farm Youth*. Vocational Education Magazine, Vol. II, No. 8, April, 1924, pp. 621-627.
11. Stivers, E. D. *The Need for Part-Time Education in Fentress County, Tennessee*. University of Wisconsin, Madison. Masters thesis, 1926.
12. Thomas, Roy H. *The Status of Two Representative Groups of Farm Boys of School Age, Out of School, in the State of North Carolina*. Cornell University, Ithaca, New York. Masters thesis, 1924.
13. Woodward, Clarence S. *Agricultural Instruction under the Smith Hughes Act for Negro Part-Time Groups in the Southern States*. Ohio State University, Columbus. Masters thesis, 1930.

Some of the more vital problems in this field are:

1. Discovering the need for part-time work and locating part-time students.
2. Discovering the characteristics of out-of-school boys on farms.
3. Supervised practice needs of part-time students.
4. The objectives and curriculum for part-time instruction.
5. The social needs of part-time students.
6. Methods of teaching most effective for part-time instruction.
7. Organizing part-time classes.

The purpose of this discussion is to take up each of these vital problems, with special reference to the 13 studies listed. It will be found that the studies contribute more to the first and second than to the remaining problems.

I. Discovering the Need for Part-Time Work and Locating Part-Time Students

Five of the studies of part-time work were related primarily to this problem. Bruce worked out a method for finding part-time prospectives on the basis of which 21 Ohio teachers made surveys in their patronage areas. To describe the method briefly. The teacher estimates on a community map the area in which he can reach young men. The high school boys of the junior and senior classes are utilized as the most reliable and fertile sources of information in getting up a list of names. The boys visited add names to the list. The objective is to find the "last young man" in the area.

Stewart has described the survey of the Trumansburg, New York, area, which survey represents another type. The following two paragraphs describe the procedure.

"The vocational department through which this survey was made is a part of the high school at Trumansburg, New York, a village of 1,011 inhabitants and the high school center for the school surveyed. The legal school district supporting the school is essentially village area only; however, like practically all such high schools, the contributing patronage area includes either wholly or in part the territory of a dozen or more one-room rural schools. Trumansburg serves an area which projects itself into three counties, an area supervised by three district school superintendents. It was our first task to define roughly the boundary lines of this patronage area. From what distances and directions youth come to attend high school at Trumansburg, or adults come to trade and market their produce, to attend church, to participate in various community activities, and similar facts which the survey itself revealed, were determining items in defining the patronage area.

"To visualize this patronage area a United States topographic map showing roads, farmsteads, contours, elevations, and certain old landmarks was used. Each boy or young man was represented on the map at the location of the farm where he resided. Whether or not in the final analysis he fell within the Trumansburg patronage area was determined from data taken from his individual survey record. To utilize already-existing instruments and agencies—always a wise policy wherever practicable—the one-room rural schools were used as nodal centers for covering the territory. Each school is indicated on the chart, the number of the district appearing in the legend. With the aid of the district superintendents, the advisory board of the vocational department at Trumansburg, the school trustees for the several schools, and the school teachers, and with the use of school enumeration lists, there was no difficulty in locating those who had resided in the area for several years and comparatively little difficulty in locating newcomers. The survey of the area was made therefore by school districts." A similar procedure was used by Thomas.

A third type of survey is that used in several Wisconsin counties. Hrudka's study of Manitowoc County is included in our list of studies to represent several studies of this same type in Wisconsin. This study includes all farm boys and girls, ages 14-25 inclusisve. Discovery of the part-time prospectives is but one of the purposes of the study. The reports of district clerks in 18 townships were the basis of a list of young people. The accuracy of these data is more dependable than in some states owing to the fact that these lists are used to determine the apportionment of school funds. A list of persons *above* school age was obtained from the 1920 Census. Through the cooperation of the county superintendent and teachers, forms were distributed to teachers at their fall meetings. The teachers with the aid of children and the school clerks supplied the desired information for each person on the list.

Magill and Cline used a method similar to the above but confined their study to male part-time prospectives. This study developed further than the geographical distribution of part-time prospectives in relation to high schools, roads and topography. The study shows that in Montgomery County, Virginia, greatest concentration in areas where it is difficult to reach existing high schools. To make part-time instruction accessible to the greatest number, the teacher must offer instruction away from his agriculture classroom and usually back from the main roads.

Gregory used the school enumeration census in his study of 59 counties in Indiana.

The purpose of Table I is to show the numbers of out-of-school boys found in five surveys. These surveys have usually revealed more boys than were estimated by persons well acquainted with the areas.

Table I Number of Prospectives Found in Six Studies

STUDY	Hrudka	Stewart	Gregory	Smith	Thomas	Bruce
AREA	Manitowoc County Wisconsin	Patronage Area Trumansburg, New York	60 Counties Indiana	56 Patronage Areas Arkansas	25 Patronage Areas North Carolina	21 Patronage Areas Ohio
CONDITION	On farms out of school	On farms out of school	Rural	Out of school	Out of school on farms	On farms out of school
AGE LIMITS	14–25	Up to 26	16–20	14–21	14–21	Up to 26
FARMING	.....	74	10, 942	1057	.....	709
On home farm	1,053	.....	.....	.....	.....	.....
Renting a farm	17	.....	.....	.....	.....	.....
Farm laborer	107	.....	.....	.....	.....	.....
Farm owner	20	.....	.....	.....	.....	.....
Part owner	.....	.....	.....	.....	30	.....
Helper	.....	.....	.....	.....	250	.....
Share cropper	.....	.....	.....	.....	111	.....
MISCELLANEOUS	.....	.....	7,408	499	109	.....
TOTAL	1,197	74	18,350	1,556	500	709

We do not have sufficient information to determine the proportion of part-time prospectives who will actually enroll. Magill and Cline found that 35 successful part-time classes enrolled 57.4 per cent of the prospectives in the patronage areas. This seems to be higher than usual. McClelland states that only one-sixth of the group of out-of-school boys and young men who live on farms in communities where vocational agriculture is taught are enrolled in part-time classes.

Incidentally, McClelland concludes that the making of a survey usually results in the organization of a part-time class. In Ohio 81 per cent of the surveys were followed by part-time classes. In other words, if teachers can be persuaded to survey their patronage areas, part-time classes in those areas are practically assured.

II. Discovering the Characteristics of Out-of-School Boys on Farms

Stewart has made a classification of out-of-school boys on farms which is enlightening in relation to their characteristics. He states that . . . ." the persons surveyed reveal an exceedingly wide range of abilities and, for purposes of description, may be segregated into three groups: 1. Low-intelligence group—the few who "ne'r do well", who have little interest in school or farm or anything, frequently having inherited indifferent parents; 2. Almost a floating group—having average capacity, many exceedingly capable, attached to the farms as workers at routine chores or operative jobs, but rarely at managerial jobs, several of whom leave the community for the winter if not for a longer time to work at miscelleneous jobs, attracted by high wages, city atmosphere, and similar rewards, relatively unstable vocationally; and 3. The farmer type—a very excellent group of young men attached to the farm by managerial relations, sometimes with the father, sometimes with the mother, sometimes with a brother, occasionally independent. This group illustrates genuine interest in the farm and the problems involved in successful practices and will continue, for the most part, in the farm business."

Age The age tables of Magill and Cline, Smith, and Clements show that the great majority of out-of-school boys on farms are between 16-20. Thomas says that the average North Carolina farm boy out of school between 14 and 21 is 18½ years of age. . . The Ohio data indicate that the average age of those actually enrolled in part time work was 20. McClelland's age table shows that those actually enrolled are somewhat older than the average of the prospectives.

Schooling The data as to the grade in which prospectives were when they left school vary somewhat in the four studies which deal with this point. In general, the grade groups of greatest frequency were the seventh and eighth. A large number of out-of-school boys on farms have progressed in school as far as the seventh grade.

Two studies have data on the schooling of those actually enrolled in part-time classes. Garrison's data show that the great majority completed the fifth, sixth, seventh, or eighth grades. McClelland found that 47 per cent of the part-time students had reached high school before dropping from school. This part-time group in Ohio appears to be more advanced than in other states. The part-time program does not reach to any extent boys who left school in the lower grades. We need to know whether Stewart's Group 1 coincides with this group who dropped from school in the early grades.

Attitude Toward School. Part-time instruction brings out-of-school boys back to school. Unfavorable attitude towards school is a difficult problem in part-time instruction. One of the best indications of attitude is the reason given for leaving school. Thomas finds that 40 of every 100 boys left school on account of being dissatisfied with school work, 30 left to make money, while about 20 of every 100 were compelled to leave to help with the work at home. Clements tabulated the reasons given for leaving school by 937 prospectives, some of whom gave more than one reason.

	Frequency
1. Not interested in education	272
2. School not interesting	284
3. Became discouraged	218
4. Failed to pass grade	124
5. Did not care to go to high school	117
6. Required subjects that did not interest me	101
7. Had difficulty with the teacher	101
8. Had to help support self and family	374

These studies show that a large proportion of boys who are prospective part-time students have unpleasant memories of school.

Occupational Status The studies of Clements, Stivers, Smith, and Hrudka showed large numbers of boys out of school and on farms. In the studies of Stivers and Hrudka data were secured to show the farming status of out-of-school boys on farms. In both studies boys farming with parents were the predominating group. Hired hands on farms made up the second largest group. In the two studies combined, there were 1,367 boys farming with parents, and 122 hired hands. The studies of McClelland and Woodard showed that boys farming with parents are the largest farming group, and that renters rank a poor second. The fact that the bulk of the prospectives and enrolled students are farming at home with their parents has far-reaching significance in the organization and conduct of part-time instruction.

Interests of Out-of-School Boys on Farms. Our studies have not given sufficient attention to the interests of prospective and enrolled part-time students. Bruce concluded that the economic motive is not as strong as we have assumed. A part of the group farming with parents are undecided as to future occupation, and their managerial responsibilities are frequently uncertain. He finds that 7 out of 12 are unmarried. He also concludes that things mechanical have a strong appeal, and therefore this mechanical interest should be used as an entering wedge.

McClelland asked 50 part-time students to rank four phases of part-time work as to interest and worthwhileness. These were (1) managerial type of course, (2) supervised practice or project work, (3) mechanical type of course, and (4) social part of the work. These phases were ranked in the order named. McClelland does not agree entirely with Bruce that mechanical courses have a strong appeal. He concludes:" Since many who like the mechanical type of course do not care much for the managerial work and vice versa, it might be advisable to offer both a unit of some productive managerial type of course and a unit of some mechanical

course the first year. Some related mechanical work could be included in a productive course, such as poultry or dairying."

III. Superised Practice Needs for Part-Time Students

No special study of supervised practice for part-time students is included in our list of studies. Some of these studies give incidental treatment to some of its phases. Ruble studied the percentage of students carrying projects or supervised practice in Ohio, 1925-1929. He found a steady increase in percentage during this period. McClelland compared part-time schools in Ohio with a selected group of schools in other states. Seventy five per cent of those enrolled in the selected part-time classes were carrying supervised practice, a percentage higher than in the Ohio schools. He also studied the extent to which 47 part-time students participated in farm enterprises both as to managerial responsibility and financial interest. The 47 students were about equally divided between "much participation" and "little or no" participation. Woodard, in his study of negro part-time work, finds a relation between large projects successfully completed and enrollment after the first year. Students completing large projects are more likely to return after the first year.

The supervised practice needs of the part-time groups are different than the needs of the all-day group or the evening school group. A study is needed to determine the needs peculiar to the part-time group and the part-time organization of instruction so that these needs will be generally recognized.

IV. The Objectives and Curriculum for Part-Time Instruction

Although no study of the objectives of part-time instruction has been made, Ruble, in one of the studies listed, has made a rather definite statement of the objectives of part-time instruction. He has illustrated how these objectives may be reached, by including in his study some programs of work one of which is given following the statement of objectives.

Objectives of part time instruction.

1. To train students for proficiency in specific farming occupations.
2. To establish students in farming on an educational basis.
3. To establish certain ideals
   a. Pride of the skilled worker in his products.
   b. Regard for his occupation as a calling.
   c. Consciousness of service to society by means of his occupation.
   d. Appreciation and enjoyment of the activities and living conditions encountered in the pursuit of his occupation.

Program of the Grove City Club, 1929

JANUARY	Put on short play at Farmer's Institute. Start farm accounts.
FEBRUARY	Visit Greenfield Y.M. F. C. and two good farmers in the community—one a master farmer.
MARCH	Visit Hamilton Township Young Men's Farming Club.
APRIL	Plan spring party. Hold party.
MAY	Show Master Farmer slides.
JUNE	Picnic.
JULY	Plan tour. Have a meeting with county agricultural agent and extension specialist.
AUGUST	Take tour of northern Ohio.
SEPTEMBER	Business meeting. Discuss last tour and plan for tour for next year.
OCTOBER	Make part-time course plans. Hallowe'en party.
NOVEMBER	Begin part-time course on principles of breeding. Start basketball. Buy shot gun shells cooperatively.
DECEMBER	Work out program for 1930. Complete farm accounts. Make preparations for Farmers' Institute.

Athletics follow educational meetings. Light refreshments once a month during winter.

There is no study of the curriculum for part-time instruction which would be accepted by scientific curriculum makers. The data collected in this field relate to past and present curriculum attempts based largely on assumptions. For this reason, the writer is inclined to disregard such information.

Two items, however, should be mentioned. Garrison from his questionnaire study found that arithmetic, English, civics, and health were the most frequently taught non-agricultural subjects, in the order named. He also found that the percentage of time given to the different subjects was as follows:

Subject	*Per Cent of Time*
Agriculture	59.6
Arithmetic	12.9
English	11.0
Civics	9.2
Health	4.0
Mechanics	3.3
	100.0

V. The Social Needs of Part-Time Students

The ideal part-time situation has been discovered when a group of out-of-school farm boys, because of a need for social contacts, organize formally or informally and then request a teacher of agriculture to assist them with their farming problems. The young men's farming clubs in Ohio approach this ideal situation. Ruble shows how these clubs have developed and how they fill a need suplied by no other agency. These clubs serve as a vehicle for part-time instruction, part-time instruction being the major activity in the program of work. One of these programs has already been presented. The study shows that the interest is primarily educational rather than social or athletic. The social value of these clubs is very considerable, however.

Certain references on part-time instruction point out that the part-time group is neglected socially. Part-time schools may supply a real social need.

VI. Methods of Teaching Most Effective for Part-Time Instruction

Garrison requested teachers of successful part-time classes to indicate what methods of teaching they used.

Type	*Percentage of Time to Each Type*
1. Round table discussion	30.6
2. Recitation	17.3
3. Demonstration	15.6
4. Supervised study	12.6
5. Laboratory	9.4
6. Field trip	9.3
7. Lecture	5.3
8. Pictures	.5

None of the studies listed deals with methods of teaching. A study of methods of teaching, based on the needs of the part-time group and the objectives of part-time instruction, is needed.

VII. Organizing Part-Time Classes

Questionnaires were used by Magill and Cline , Woodard , and Garrison , the tabulations from which throw light on some of the practices of organizing part-time instruction.

Much variability exists in the number of class meetings. Magill and Cline found the average number of meetings was 31.5; Woodard found an average of 12 meetings for negro part-time classes; Garrison found 12 and 20 meetings most common. A large number of part-time courses seem to have too few meetings to reach desirable training objectives.

Garrison found daily and weekly meetings most common.

Garrison found, in a study of 105 courses, that the instruction was given in the agriculture classroom in 45 cases; in rural school houses in 31 cases. Other locations were farms, shops, out in the open, garages, vacant buildings, town halls, etc. There seems to be a tendency toward taking part-time instruction to where it will be accessible to the largest numbers of prospectives.

Needed Studies

Reading and summarizing the studies in a field should result primarily in bringing to light the most useful findings in that field. Incidentally, it may suggest needed studies in the field. In the writer's opinion, three studies are particularly needed in the field of part-time instruction.. The first is a further detailed study of the characteristics of out-of-school boys on farms, especially stressing their interests, experience, abilities, and home situations. Second, we need a scientific curriculum study. Such a study should be based largely on the characteristics and needs of out-of-schools boys on farms. The third study should deal with supervised practice needs peculiar to part-time instruction.

Part-Time Courses and Father and Son Conferences

H. D. ELDRIDGE,
Teacher of Agriculture, Greeley High School, Greeley, Colorado

PART-TIME classes for the out-of-school farm boys have been held for the past six years at the Greeley high-school. The enrollment for the first four years averaged 52 boys. One year 61 boys were enrolled. Since the first series of meetings six years ago we have never had an attendance problem. The real difficulty has been to efficiently instruct those who came year after year. Since the first few years experience we have made no attempt to encourage attendance. In fact, for the past two years we have simply inserted a short notice in the local paper giving the time of meeting and sent a few postal cards to those most distant from the school.

Probably one of the most serious mistakes which we made the first three or four years was to think that we could do an efficient job of teaching 50 to 60 boys in farm mechanics. We could not do the job right even with the help of two farm machinery men taking 15 or 20 boys to their own shop in machinery and tractor instruction. In addition, we had the help of five or six high school boys in our own shop who acted as group leaders in the various jobs.

In 1930, the year of our largest attendance, the average age of those attending was 20.3 years, and the average schooling was 9.5 years. The following shows the average distance traveled: 9.8 per cent traveled 5 to 10 miles; 42.3 per cent traveled 11 to 20 miles; 32.6 per cent traveled 21 to 30 miles; and 15.3 per cent traveled 31 to 40 miles.

Most of the part-time classes have been in farm mechanics. One class was in farm business practices. The part-time group selected their own type of class and the jobs to be taught. A large part of the boys return from year to year, although at least 250 different boys have attended at one time or another.

The chief objective of the father and son conference, which was held two meetings a week for five weeks, was to encourage closer cooperation of the parents with the boy in his supervised practice program. Incidentally, the fathers had an opportunity to discuss different activities of their boys in vocational agriculture. The folowing is the set-up which the fathers decided to discuss in the 10 meetings: Determining the organization and scope of vocational agriculture; determining the kind and scope of farm mechanics for Agriculture I; determining the kind and scope of farm mechanics for Agriculture II; improving the quality of farm products; determining the advantages of organization; improving livestock; determining the most important jobs in livestock production; determining the most important jobs in crop production; determining the value, kind, and scope of project work, and marketing farm produce.

The Greeley Future Farmers of America held a formal meeting the last night of the conference at which the President anounced the names of three of the fathers who had been elected by the chapter to the honarary degree and who would serve as our F. F. A. advisory council. At this meeting and at the joint meeting with the Farmers Union the mothers were invited. They took an active part in the discussions.

The F. F. A. furnished a program every night: of accordion music, cornet solos, whistling solos, baritone and piano duets, harmonica solos and duets, demonstrations, talks, etc. Approximately 8,000 feet of film was shown on the production and marketing of farm commodities. In addition, the 35 mm film strip was used showing project work and activities. At the meetings in which the

in Agriculture I and Agriculture II, each boy and his father went over the boy's work and the course in general.

The conference has already borne fruit in that the boys have given specific instances in which the folks at home, the fathers in particular, have been more willing to cooperate. This has shown itself in improved attitude, larger crop acreages, more livestock, better ground for crop projects, and father-son partnerships. Such a series of meetings could not but help solidify the farmers in their support of the local department of vocational agriculture. Any parent-pupil-teacher activity which improves the supervisod practice program and solidifies the farmer support of the agriculture department is worth all the thought, time, and effort it costs.

Why Not a Part-Time Class?

R. E. HENDRIX,
Teacher of Vocational Agriculture, Carter High School, Tennessee

THERE has probably been on time in the history of vocational agriculture as good as the present for part-time instruction.

When vocational agriculture began in 1917, there was much work in the cities for boys and young men of high school age. Many boys and young men took advantage of the opportunities for securing work by leaving the farms and rural communities. As long as these opportunities lasted, they remained in the cities. Since the depression has lessened these opportunities, many have returned to the farm.

It is the boys and young men who are now in the rural communities, especially those on farms, in whom we are interested. We have an opportunity of giving them instruction in agriculture, and I believe they are willing to take advantage of the opportunity of increasing the possibility of making more money on the farm.

These statements are not based on opinion and guess work but on a survey made in the Carter High School Community, Knox County, Tennessee.

Of the 34 boys interviewed in this community recently, 28 gave a favorable answer toward attending a part-time class; 4 expressed a desire to return to high school, and only 2 said definitely they would not be interested in the work.

In a study of the Ritta Community of the same county for part-time work in 1926, 35 boys were interviewed, and 28 reported as either undecided or uninterested, while only 7 reported favorable. In the same community this year, of 16 boys interviewed, 15 reported favorable and 1 unfavorable. The communities in which these surveys were made are not far from Knoxville, nor are the farms, as a general rule, very large.

The fact that these boys have returned to the farm from the cities and have expressed a desire to take a course in part-time instruction leaves the impression that now is the opportune time to teach part-time work in vocational agriculture.

Part-Time Work at Night in Iowa

A CHANGE in the plan for conducting part-time work for vocational agriculture students whereby courses of study for this group may be offered in the evening is stimulating an increasing amount of interest among the agriculture teachers and school superintendents in meeting the educational needs for these students.

The program of part-time work in the agriculture departments has heretofore been curtailed because of the curriculum conflicts which the work makes in the all-day program. To overcome this difficulty part-time classes are being projected by the state board for vocational education in a manner similar to that being followed in conducting night classes for adult farmers. Departments conducting part-time classes will be asked to arrange for a minimum of 20 lessons which may be given at weekly or semi-weekly intervals during any season of the school year.

Various plans for conducting part-time classes are being worked out. In a majority of cases the course of study will be about equally divided between an agricultural subject-matter unit such as the production of corn or the growing of hogs, and a course in rural social and economic problems.

The subject-matter divisions for the unit on rural social and economic problems include the following: (1) Merits of country life, (2) rural organizations, (3) cooperative activities and relationships, (4) recreation, and (5) leadership. A section dealing with the rural phases of the home, the church, and the school might be added at the option of the instructor.

Because of lack of time available for the teaching of this course, it is suggested that the instruction be extended over a period of two to three years. One plan would be to offer all of the work in the given sub-divisions each year.

The above plan, which outlines a suggested procedure of conducting classes for young farmers 16 to 25 years of age, would not discourage the method which certain departments have heretofore followed with their part-time classes during the day in the dull season of the year. The most successful venture of this kind has been at Cresco where the first three-year course for part-time students was completed last winter. In this school the part-time class is brought into the regular school system for a period of four to six weeks, during which time they receive instruction in unit agriculture courses, which over the three-year period has involved the studying of dairying, soil management, and swine production. Supplementary courses are given in farm arithmetic, business English, farm law, and farm shop.

—*Iowa Monthly Bulletin*

UNSUBDUED

I have hoped, I have planned, I have striven,
To the will I have added the deed;
The best that was in me I've given,
I have prayed, but the gods would not heed.

I have dared and reached only disaster,
I have battled and broken my lance;
I am bruised by a pitiless master,
That the weak and timid call Chance.

I am old, I am bent, I am cheated
Of all that Youth urged me to win;
But name me not with the defeated:
Tomorrow, again, I begin.

—*S. E. Kiser,*
In "Tony's Scrap Book."

Future Farmers of America

Third North Atlantic Region Public Speaking Contest For Future Farmers of America

THE third F. F. A. Public Speaking Contest for the North Atlantic region was held under the auspices of the Eastern States Exposition, Springfield, Massachusetts, September 23, 1932. Contestants from ten States of the region participated as follows:

Maine—Terrence K. Buell, Rural Electrification.

Maryland—Mehrle Ifert, Cooperative Milk Producers' Associations.

Massachusetts—Thomas Yeoman, The Rise of a New Industry.

New Hampshire—Donald Harmon, A Plan for Continued Federal Support of Vocational Education.

New Jersey—James Hall, Cooperative Marketing.

New York—Paul Dunn, Education, the Call of American Agriculture.

Ohio—Elmer Allen, Taxation as a Factor in Economic Readjustment.

Pennsylvania—DeLee Backenstose, Is Vocational Training Needed?

Vermont—Wendall Hull, Senator Morrill and the Land Grant College Act.

West Virginia—Armond Stalnaker, Tax Equalization as a Farm Relief Measure.

The first place trophy and first prize of $30, awarded by the management of the Eastern States Exposition, was won by Armond Stalnaker of West Virginia who was winner also of the gold medal presented by the National Organization of Future Farmers of America.

The winner of second place, Elmer Allen, received a cash prize of $20 and a silver medal.

The winner of third place, Donald Harmon, received a prize of $15 and a bronze medal.

Paul Dunn carried off fourth place honors with a cash prize of $10.

President E. H. Thomson of the Federal Land Bank of Springfield; Dr. C. H. McGown, President of the American International College, Springfield; and Mr. Howard S. Russell, Secretary of the Massachusetts State Farm Bureau Federation, served as judges.

A Pennsylvania Reporter Reports

THE special editor of the F. F. A. section of this magazine recently received the following write-up from John Michiner, Reporter of the Fawn Township Vocational Agriculture School, New Park, Pennsylvania. Such articles are very welcome. Besides, they help to train the boys. May we have many such articles this year.

"Our chapter has been unusually active the past year and has many accomplishments to its credit. Among them may be mentioned the following:

"Our F. F. A. boys remodeled an old barn into a modern farm shop for use of the agriculture department and raised $50 to buy tools for shop work. This saved money for the district and provided badly needed space and equipment for our shop activities.

"Members of the chapter prepared three demonstration teams and sent one to the State Demonstration Contest held at Harrisburg during the Farm Products Show in January, and this team won third place in the contest. The prize was a framed picture suitable for use in the agriculture room.

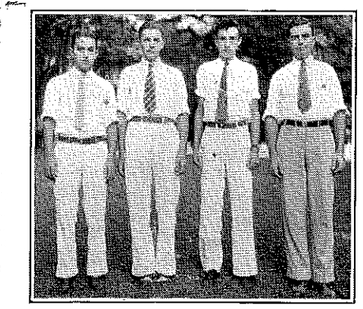
"We raised $75 which was spent for shrubs used in landscaping the school grounds. This work was done by our members.

"Last spring we held our first Father and Son banquet. This was a distinct success and gave our dads a good idea of our work.

"This summer we conducted a project tour, and by this means all the boys gained inspiration for better project work. More than half our members are carrying two projects.

"At our local fair this fall a large tent was provided for vocational agriculture exhibits, and $94 was awarded as prizes to our members.

"Our organization financed the sending of 10 boys to the state judging contests at State College this summer. We raised the money for the trip by selling produce from our electrically heated hot bed and by contributing prize money won at our local fair. The accomplishments of the boys at this contest were very gratifying, for they brought back 10 ribbons and a framed picture for our agriculture room, as prizes, besides being declared Pennsylvania's champion vocational livestock judging team. The boys who won this honor for our chapter, and our agricultural supervisor, L. J. Hayden, who acted as coach, are shown in the accompanying picture."



Pennsylvania's 1932 Champion Vocational Agricultural Livestock Judging Team

Program of Work, Iowa Association of Future Farmers of America, 1932-33

1. Encourage and assist in establishing 30 additional local chapters.
2. Sponsor a series of radio broadcasts by chapters.
3. Have all chapters send delegates to State F. F. A. Congress in 1933.
4. Elect the full quota of 2 per cent of the active membership of fully qualified candidates to the Iowa Farmer degree.
5. Provide suitable awards for the following events:
   a. F. F. A. chapter contest
   b. F. F. A. farm forum contest
   c. F. F. A. chapter display contest
   d. F. F. A. 1933 Iowa Farmers
6. Conduct five district conferences and leadership schools for officers of chapters and delegates from departments without chapters.
7. Have 100 per cent of chapters with dues paid by April 1, 1933.
8. Have or encourage each chapter to submit a definite and practical program of work for the year by September 1, 1932.
9. Send two official delegates to the Fifth National Convention of Future Farmers of America in Kansas City.
10. Prepare and mimeograph a yearbook of the organization.
11. Continue issuing the bi-monthly F. F. A. bulletin.
12. Urge chapters to provide radio facilities for chapter and class use.
13. Encourage local chapters to provide equipment for conducting meetings.
14. Encourage local chapters to establish cooperative buying and selling organizations as subsidiaries of F. F. A. chapters.
15. Urge all chapters to include the item of thrift in their programs of work.
16. Suggest that all chapters arrange for joint meetings with neighboring chapters.
17. Foster a movement whereby all vocational agriculture students make it their duty to better conditions around the farm and make life easier and more enjoyable for the mothers of Future Farmers.
18. Assist in arranging for transportation of all 1932 Iowa Farmers to the Fifth National Convention of F. F. A.
19. Encourage all chapters to invite parents to one special chapter meeting and to all initiations, banquets, and so on.
20. Suggest that chapters arrange for exhibits at local and county fairs.

A proposed "Futurity Plan" for premium money awards, reducing the amounts paid where there are few entries, as in minor breeds, is being worked out for California Future Farmer fairs.

Future Farmer Chapter Activities

H. D. ELDRIDGE,
Greeley High School, Colorado

THE annual activity program of the F. F. A. chapter in the Greeley High School offers an opportunity for every boy in vocational agriculture to participate. This program includes the following:

1. Improve project work
2. Work for an average of $175 total project income
3. Sponsor an adult evening class
4. Sponsor a part-time class
5. Continue F. F. A. athletics
6. Present livestock challenge cup for competition in the state judging contest
7. Encourage judging teams
8. Exhibit at the Junior Fair, State Fair, and Seed Show
9. Determine winners for the Project Plaque and the F. F. A. Scholarship-Activity Cup
10. Continue Poudre Cabin Fund

Space does not permit the full explanation of each of these activities. A brief description of a few of the outstanding ones will serve to show the interest taken by the boys in their organization.

Our most recent development is the F. F. A. Father and Son Conference. This Conference has developed a closer cooperation of the home with the boy and the instructor. During the conference, the course of study was presented for the critical examination of the parents. This was done with the understanding that the course would be changed should the majority favor it.

An athletic program of basketball, baseball, and track is offered to F. F. A. boys, in addition to the regular high school athletic program. Inter-class and inter-school contests are scheduled.

Farm mechanics and crops educational exhibits are prepared for the State Fair at Pueblo. A Greeley F. F. A. Fair and a Weld County Junior Fair provide opportunities for the boys not only to prepare crops and livestock for exhibit but to come into competition with boys from other schools throughout the state and with experienced farmers.

The chapter has an "Activity Rating Chart" which gives each boy an opportunity to earn a national F. F. A. monogram. This monogram is prized as much as the high school letter among high school athletes. In addition to the monogram, service stripes are awarded for special service to the school and to the chapter.

The chapter encourages high scholastic standing by selecting one boy each year as the outstanding individual upon a scholarship-activity basis. His name is engraved on a silver trophy cup which the chapter purchased several years ago. The boy who has the outstanding projects for the year has his name engraved on a large silver plaque kept by the chapter in its classroom.

The Greeley chapter presents gold lapel judging buttons to the members of the first-year judging teams and gold signet rings to members of the second-year judging teams.

The chapter has sponsored the purchase and use of the only picture equipment in the Greeley public schools. Agriculture films are used for class work and farmers' meetings.

Chapter Notes from North Carolina

THE Ellenboro Chapter, Rutherford County, working through the agriculture pupils, recently slaughtered and cured 500 pounds of pork for local farmers while on field trips. Then, at the school, several hundred pounds of winter vetch and Austrian winter pea seed were inoculated for farmers.

Members of the Littleton Chapter, Warren County, have installed a cluster of six new water fountains on the school grounds for the Parent-Teachers Association, remodeled the agriculture classroom, built classroom equipment, and designed and built a model school bus station, located on the highway, for students' use.

Recently, five boys in the Waynesville Chapter, Haywood County, put on two radio programs over WWNC.

In Haywood County the county agent has arranged a series of 15 meetings to promote a better farm program, stressing the 5 to 10-year farm plan. Twelve of the boys of the department of vocational agriculture have given the plays, Hiram's Pay Day, at these meetings.

Future Farmers' Cooperative Association

GEORGE P. BLINKHORN,
Teacher of Agriculture, Lebanon, Oregon

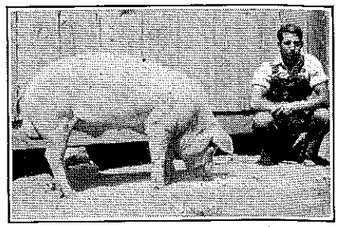
COOPERATIVE work is stressed by the F. F. A. of Lebanon, Oregon. For example: the boar shown in the accompanying illustration is a year-old purebred Chester White owned by a group of Lebanon Future Farmers.

Each of the 10 members of our association bought one share of capital stock, costing him $1.00. This entitles the member to free breeding service and other advantages of the Association. Non-members can secure the service of the boar for $1.50. The fees received have already paid the initial cost. With fall breeding fees it is expected that there will be sufficient funds to pay all costs for feed, housing, and care of the animal.

Breeding service is advertised in the local paper and also by a sign in front of the Gatchell Farm three miles west of Lebanon where the boar is kept. Melvin Gatchell, president of the Association and shown in the picture, is keeping the boar for the first year.

Another phase of the Cooperative Association is the group marketing of livestock by the members. By marketing together on special days they are able to save from 10 to 25 cents a hundred on animals sold.

The boys of the organization also buy feeds and medicines cooperatively and advertise collectively.



A Chester white owned cooperatively by the F. F. A. of Lebanon, Oregon

Why Future Farmers of America

ROBERT C. BARTHELMEH,
Instructor in Agriculture, Moorcroft, Wyoming

SINCE so many of our public officials and leaders have received an important part of their training on the farm, it would seem that our program in vocational agriculture would lack completeness if this element were missing or neglected. If any element is missing or neglected, we are hardly correct in claiming that we are training boys for vocation.

The belief has often been expressed that the crying need of farmers is leaders—leaders that are good enough for the rank and file of American farmers to want to follow. If we can play some small part in the development and training of such leaders, our existence and efforts will certainly be amply justified and we will have done American agriculture a service it has never before received. The value of such a service can hardly be expressed in money values nor be adequately compared to the cost of maintenance and administration of this work authorized by the various legislative instruments.

The statement has been made that "Real leaders are born—not made." It is hardly sensible to expect that leaders will grow up like weeds to the same full power and usefulness as they would if they received training in their early development. It is also hardly outside the realm of possibility that there have been leaders born who never have achieved their full capacity for leadership. The existence of such a fact, if it is a fact, would seem to constitute nothing less than a calamity to agriculture, for agriculture now is in a precarious position, and if it is in any part due to the lack of competent leaders, the force of the truth of this statement must be apparent.

Now if we, in our endeavors to educate for the vocations of farming, train boys to lead, is it not possible that we are bringing potential leaders into the beginning of their capacities, thereby starting them in the paths in which they can serve their occupation most usefully and needfully.

There is an instrument available for our use in assisting in the application of this angle to our program. That instrument is the Future Farmers of America organization. Put to its fullest use and application, it is possible to afford a considerable measure of training for leadership which before the inception of this agency of training was practically neglected.

According to a celebrated American general, it is necessary "To take orders properly before being successful in giving orders." In F. F. A. work, boys learn to take orders if the F. F. A. work embraces worthwhile endeavors. Electing officers and continuing desirable and efficient boys in office for additional terms afford a means by which boys under supervision acquire experience and training for leadership.

In a successful F. F. A. chapter the boys must work together. An increased tolerance of the rights and opinions of others grows. All these factors must be presented favorably before the ideal nation-wide farmers' cooperative organ-

ization is possible. Thus those who will be led will also receive training in putting competent leadership in an effective position and actually permit capable leadership to achieve its possible work and good.

The Vocational Education Act specifies that the course shall be "a well-rounded course of training" and "— that the controlling purpose of such education shall be to fit for useful employment." If we are to live up to the provisions of the Act which gave rise to our employment, we can not neglect the social aspects of the farmer's life in our efforts to train future farmers.

Aside from the standpoint of thoroughness in the training of students in vocational agriculture there is another important advantage in F. F. A. work. The organization can be one of the most effective publicity activities the department can employ, both for the purposes of informing school patrons of the work and for drawing in desirable boys. It makes the department one of the most attractive in the school organization. It helps sell vocational agriculture to the community.

Chapter activities which command public recognition and give prominence to officers and members, and regular meetings with programs of a diversified nature aid in keeping members interested. When grade school students inquire about how to get into the F. F. A., it is a rather good indication that we have something attractive to boys.

An editorial in the Journal of the National Education Association, May 1927, contains the following "Ideal of a Liberal Education," and it is certainly worth the serious consideration of instructors in vocational agriculture.

"To educate is to guide growth. Schools exist to help young people until they are able to continue their own development. One's connection with the school should not cease until

(1) He habitually maintains himself in sound health.
(2) He maintains his home relationships with an appreciation of their meaning to him and to society.
(3) He is a constant learner in all the problems of life.
(4) He assumes his responsibility for faithful citizenship, including the duty of helping to form righteous public sentiment.
(5) He is able to maintain himself happily in a useful vocation with a fair prospect of growth and advancement.
(6) He knows how to use leisure time in ways that build up, enrich, and beautify his own life and the lives of others.
(7) He appreciates ethical character as a means of harmonizing his own life with the well-being of his fellows.

Unless our program in vocational education in agriculture embraces such a complete education, and the F. F. A. fills in the voids otherwise existing, we cannot truthfully say we are vocational agriculture instructors in any full sense of the term.

Success is won, not by lying awake at night, but by keeping awake in the daytime.

Integrate or Disintegrate

(Continued from page 66)

offerings gecause there is a need for it rather than because there is an aid for it. Let us use the stimulation of federal and state fundss to the purpose of building a permanent and thoroly integrated program of instruction in agriculture in the high schools. If this is not accomplished, we may face the danger of having the agriculture program disintegrate if the extra-local support is reduced or discontinued. It is a simple matter to "cut off" any program of activities that is "tacked" on to the local school organization. On the other hand, it is not so easy to discontinue any activity that has established itself as an integral part of the sschool system. For agriculture in the high school, integration is a safeguard against disintegration.—A. M. F.

Life and Cost Survey of Farm Machinery

(Continued from page 73)

12. How much have you spent on repairs? Estimated $..... Exact amount if known $.....
13. When this machine is worn out and discarded, what machine will replace it?.....
14. Has this machine ever been rebuilt?.....
15. Has this machine ever been repainted?.....
16. Has this machine been under shelter when not used?.....
17. If this machine has been discarded, was it discarded because it was worn out or because its place was taken by an improved machine?.....
18. Are shop tools available on this farm for the repair of machinery?.....

Suggested Machines to be Reported on in This Survey

Tractors
Combines
Grain headers
Grain binders
Corn binders
Drills
One-way plows
Tractor moldboard plows
Disc harrows
Cultivators
Manure spreader
Ensilage cutters
Corn pickers
Lister plows
Soil packers
Mowers
Hay loaders
Gas engines
Feed grinders

An F. F. A. Fair Exhibit

O. E. KISER,
Director of Agriculture, Glassboro, New Jersey

THE Glassboro, New Jersey, Chapter of F. F. A. last year decided they would like to arrange an exhibit at our Granger's Fair, held annually at Alcyon Park, Pitman. As a member of the fair committee, I was able to secure space for such an exhibit.

In our exhibit of 1931 we aimed to introduce the F. F. A. to those who otherwise might know very little about it. The boys made attractive charts which showed how a boy may grow in the F. F. A. These were hung on the walls. On the floor, we arranged a pyramid of

duce, most of which came from the boys' projects. Our display was sufficiently successful that the committee on arrangements asked us to participate again this year.

This spring we talked a lot about the type of exhibit we would have this year, but we could not arrive at any definite conclusions before school closed. While I was on my vacation, the president called a meeting of some of the boys, and they decided to arrange a model roadside market. The display consisted of various commodities and various types and sizes of packages with appropriate signs indicating that the display was the work of our F. F. A. We received much favorable comment on the display, and the boys have decided to make the exhibit an annual affair.

Importance of Economic Training of Teachers

(Continued from page 71)

oped and whether they are rational under the existing economic and technical conditions."

Some questions:

1. What standards should guide the teacher of vocational agriculture in attempting to identify and evaluate the prevailing types of farming in his community?

2. Should he acquire skill in the application of these standards while he is in college?

Third, "he should be able to distinguish between broad generalities and concrete details, and to use the broad generalities in meeting and solving the problems which the specific details create."

Perhaps a simple illustration of the foregoing statement of an essential ability would be that "every farmer should arrange his farming program so as to provide the maximum number of hours of productive labor for each month.

The fourth ability, as stated by Dr. Holmes, is that the teacher of vocational agriculture "should be able to understand the so-called abstract principles of economics, particularly those which are basic to farm economy (farm management), and to be able to see the place of these principles in his educational program."

Some questions:

1. What constitutes an "understanding" of the so-called abstract principles of economics?

2. How can we know that a teacher is "able to see the place of these principles in his educational program?"

In conclusion I wish to make the following observations:

1. The case material included in this discussion indicates that teachers of vocational agriculture are beginning to recognize the importance of the economic aspects of farming.

2. It is likewise evident that these men have not given attention to all of the more important economic problems that farmers and boys are now meeting and frequently failing to solve.

If the foregoing observations are true, then we must ask:

1. What kind of training in agricultural economics should teachers have?

2. How much of this training should be provided before the teacher goes on