

mony requires only about three minutes and is well worth the effort if conducted with dispatch and appreciative expression. If the chapter has set up a worth while program of work, the members will have important business to transact at each regular meeting in carrying out their objective. Occasionally special meetings may also need to be called for business or special features, such as entertainment, recreation, trips, and the like.

8. See that proper paraphernalia is provided for chapter meetings.

9. See that dues are paid promptly, and assist chapter in working out system for paying dues.

10. See that the boy officers conduct meetings and discharge duties properly.

11. Assist chapter members in use of parliamentary procedure, impressing on them the basis for such procedure, namely,

- a. Justice and courtesy for all.
- b. One thing at a time.
- c. Rule of the majority.
- d. Rights of the minority. (To be heard.)

Note also that there are occasions when it is advisable to resolve the group into a "committee of the whole" for the informal discussion of questions on the conference basis. This procedure is very helpful before important committee assignments are made.

12. Assist in planning for special summer activities, such as camps and the like.

13. As far as possible, see that responsibility is delegated to the boys.

14. Assist officers in checking on qualifications for advancement of members to higher degrees. See that standards are adhered to.

15. See to it that proper publicity is given to the work and accomplishments of the chapter.

- a. Encourage chapter to put on programs at school assemblies and before civic organizations.
- b. Assist chapter reporter in submitting interesting F. F. A. items for publication in local newspapers, state F. F. A. news, Agricultural Education Magazine, and Agricultural Leaders' Digest.
- c. Encourage chapter to exhibit at local school, community fairs, and the like.
- d. Assist chapter to prepare occasionally mimeographed news sheet or yearbook for circulation in the community.

16. See that chapter grows and prospers and that requirements of state and national constitutions are met.

—From Pennsylvania Agricultural Education.

Wisconsin Plans for 1934

(Continued from page 142)

Proven sires; pasture improvement; Dairy Herd Improvement work; home-grown feeds; Babcock Test; raising dairy calves; selecting dairy cows; the state, national, and world dairy situation; the value of dairy products; and the work in dairying in departments of vocational agriculture.

There are a few other items in the Wisconsin state program of work in which other chapters or state associations might be interested.

The F. F. A. News Letter will be continued. The News Letter is prepared each month by the state reporter. Chapter reporters send their news items to him, and he does such editing as is necessary and sends the News Letter to the State Adviser who adds the "State Adviser's Notes."

F. F. A. radio broadcasts over the two state-owned stations will be continued through 1934. These broadcasts were begun June 7, 1933, and have continued since with a broadcast every second Tuesday from 12:30-1:00 p.m. The broadcast consists of about 17 minutes by some chapter in which it portrays some phase of its activities, followed by the State Adviser's Bulletin Board of the Air which occupies from 3 to 5 minutes. The state association considers that these radio programs have been one of the most worth while activities from the standpoint of developing local, and state-wide interest.

Each Wisconsin chapter will actively promote a program of home beautification with each of its members this year. The state executive committee believes that the present time when people are exceedingly short of money is the best time to promote a program of home ground improvement, using trees, shrubs, and vines growing in the community.

THE promotion of attendance at the national meeting at Kansas City has been one other feature of the program of the Wisconsin Association which has helped tremendously in developing state-wide interest. For this purpose, the state association provides \$50 to supplement the contribution furnished by the Chicago, Milwaukee, St. Paul, and Pacific Railroad. Since the state association of agriculture teachers also contributes \$50 toward sending the winning state judging team to Kansas City, and several chapter advisers are willing to co-operate, it was possible this year to send 14 boys to the national meeting. In like manner, the sending of 17 boys to the Pilgrimage at Monticello and Washington last June was a powerful stimulant of interest.

The Wisconsin Association believes that the chief essential toward the development of a high degree of interest and a strong program of work is to have the program developed and carried out by the boys themselves with the minimum of guidance by chapter and state advisers.

Teaching Farm Management

(Continued from page 134)

served the management of a farm for many years. Frequently the father has talked over with the hired man, with the mother, or others, in the presence of the boy many of his managerial problems. Some fathers have even discussed these with their sons before entering high school or during the high school period.

(2) It is objected that what we are proposing is cold-storage education. I am not fearful of this type of cold-storage education. It is true that boys will not have to purchase and manage a farm, as a rule, for eight, ten, or more years after leaving high school. Teach-

ing them to manage a farm, however, is no short-time process; it must come through many years of careful study, observation, and perhaps with some actual experience. The pick-up and part-time period from 18-28 years of age can never be made as fruitful to a young man without some previous training in farm management. Whether education is "cold" or not depends upon the appropriate basis a boy has for understanding what is taught and the method of presenting it more than upon the nature of what is taught. Whether it is "stored" or not depends upon how vitally it appeals to him and the extent to which he has opportunity to add to his store of experience as he goes along. From observation, I am sure that this type of teaching appeals to boys, and we know that the post-high school period as a worker on the home farm or as a hired man gives the boy plenty of opportunity to add to his store of farm management experience. Well-taught farm management is not "cold" and it develops more mellowness and a greater kick with proper "storage."

(3) It is sometimes objected that this procedure takes too much time. To this I would counter, "What can one be doing with his time which would be more profitable?" I would point out also that we have the boys, or might have them, from ages 14-25 years in high school and post-high school instruction. We are still retaining too many things in the school curriculum which are so much less valuable that I doubt whether we can validly urge that this takes too much time.

(4) It is urged that teachers are not trained to do this work. Perhaps this is true, but I see no reason why they should not be trained—those in service by a post-training period through supervision or otherwise, and those in training through a reorganization of the resident instruction in the colleges.

(5) It is sometimes urged that conditions are changing so rapidly that the conclusions drawn by the boys would be invalid by the time they are ready to rent or own a farm. Again this is true so far as the current conclusions are concerned, but I would point out that the conclusions are not very important as such. The important thing is the method of attack which the boy acquires in reaching his decisions. Adaptiveness, not adaptation, is the very center of the method of teaching we are proposing.

It would be hazardous to predict just what Johnny Jones entering farming this fall on an ownership basis will be up against in the next thirty years. His father has had to adapt himself to fluctuations in weather, to changes in transportation system, to varying marketing conditions, to soil problems, and insect pests. Johnny will be up against variations in all of these and perhaps, in addition, need for cooperation, government centralized control, and no telling what else. In any case, it is safe to predict that he will need as much or more adaptiveness than the previous generation has needed, and the training that he receives should be in the direction of greater adaptiveness instead of increased adaptation.

Agricultural Education



Horace Smith of Tennessee, early American Farmer (See Editorial Comment)

"We are so concerned with knowing that we forget doing, with the result that surface intellectualisms, erudition, and sophomoric generalizations are accepted as indications of an education."—Frederick L. Redefer.

EDITORIAL COMMENT

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OUR COVER

BEGINNING with this issue of the magazine, we present as cover pictures several of the young men who received the American Farmer degree in the early years and who have continued in farming. The first degrees were conferred in 1928.

As this month's cover picture we present Horace Smith of Tennessee, who received the degree of American Farmer in 1929. He is now a young farmer of Antioch and has made good. Even in this depression he has managed to get married, pay for his farm, and keep on the right side of the ledger.

Smith's avowed love for the farm and country has contributed in a large measure to his success as an outstanding Future Farmer and a successful young farmer of today. Graduating in 1929, after four years of active work at Central High School, Nashville, he has carried his leadership activities into his home community and set an example for other young men interested in agriculture to follow. In school he was a leader in the Future Farmer movement and in the organization of this work in the state, being a charter member of his local chapter and its second president. So interested was he in his work that he soon developed a young herd of purebred Jerseys, a nice laying strain of English Leghorns, and a herd of Poland China hogs. His Jerseys were selected for production and yet have won several ribbons at the State Fair. He won the state ton litter championship for two years. His flock of Leghorns was started in his senior year and has increased in production each year since. These same projects are making him money today and have been the means of paying for his farm.

Two years after graduation, Horace bought a small farm, about fifty acres. Quarrying rock and milling lumber from this place, he built a nice little home, a barn, and later a poultry plant. With the help of a rock mason, he did practically all the work himself. In 1932 he married Miss Alice Turner, who has been a great help in getting the little farm started.

In the past two years he has sold 125 hogs, fed largely on rations grown on his own place. He is now milking 11 nice Jerseys and marketing the milk through a neighbor dairyman. The records of his flock of 125 Leghorns show that they have averaged 17 eggs per hen per month, producing for their owner a monthly income of \$30.

This boy's methods have proven successful. Selecting good foundation stock, raising his own herds, producing the major part of his feed, and doing most of the work himself, has brought him profit. Though his milk has brought only 14 cents a gallon and eggs have sold as low as 10 cents a dozen, young Smith has by hard work and proper methods managed to pay the last note on his farm,

make several improvements, stay clear of debt, and have a few dollars in the bank.

Young Smith has not only carried over into his business of farming, principles of production and better practices, but is showing the same type of leadership that he developed in the Future Farmer chapter. He is superintendent of the Sunday School, a leader in his community club, and a member of the Agricultural Adjustment Committee. His name has already been placed in nomination as president of the new Future Farmer Alumni Organization. More boys with the energy and integrity of this young farmer will mean much to American agriculture.

DO SOME WRITING

IF you have something especially appropriate for summer publication, send it to a special editor at once. Also any editor would be glad to receive your comment, favorable or unfavorable, on anything appearing in the magazine.

SPECIAL NOTICE TO SUPERVISORS, TEACHER TRAINERS AND TEACHERS OF VOCATIONAL AGRICULTURE

YOU are missing an excellent opportunity to improve yourself and to help agricultural education if you fail to make use of the booklet, *Contributions of Ten Leading Americans to Education*. Throughout the booklet specific implications to the organization, subject matter, and method of vocational agriculture have been stressed. Men engaged in the specialized field of vocational agriculture should find both interest and profit in studying the contributions of this selected group of leaders whose work has been outstanding in making possible our present achievements. We should not only study these contributions ourselves, but we should see that the booklet is in the hands of men and women in general education. A state supervisor of a western state, in making his second order of 50 copies for distribution, writes, "I think this is one of the finest pieces of publicity that can be carried on." A state supervisor of secondary education writes, "This is one of the best publications I have seen in secondary education."

This attractive, 45-page booklet is not propaganda. When a man (or woman) in general education reads the booklet, he feels that agricultural education has arrived. He sees that our philosophies and methods have their basis in the teachings of leading American educators—philosophers, psychologists, curriculum builders, specialists in secondary education, specialists in method, administrators.

Every state should make a united effort to see that this booklet is well distributed. This may be done through the state supervisor's office, through the teacher training department, or through the state organization of teachers of vocational agriculture. (The booklet should be as helpful to home economics as to agriculture.) Every teacher of vocational agriculture should find it a splendid investment to buy a few copies for his superintendent and fellow faculty members.

Prices of the booklet are given below. Please send pay, as the prices are cost of printing and mailing, and we cannot afford to send bills.

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Methods

Enriched Teaching

W. F. STEWART, Professor of Agricultural Education, Ohio State University



W. F. Stewart

IN SO FAR as a single sentence can convey a large truth, I look with favor upon a statement often used by Dr. Harold Rugg of Teachers College, the thought of which is that teachers should strive to see life real and see life whole. In this sentence we have methods of teaching and the selection of subject matter condensed into the atom. This then is my point of departure. If my analysis of what we are doing is correct, and it is confirmed by many observations, we may be criticized for apparently seeing only a part of life, and, to the extent that we adjudge the whole to be typified by the part, we do not see life real. Isn't the life we are developing in our students somewhat artificial, meager, and incomplete contrasted with life that is real and whole?

What is lacking in our teaching? What can we do to supply the deficiencies? My suggestion is to enrich our teaching.

In the brief space allotted I shall answer the second question and thereby beg an answer to the first.

What can we do to supply some of the deficiencies? Let us look at some imaginary teaching situations and note their contributions to life.

The class is on a field trip to select milk cows. The farm visited this day is one of the few in the community with an attractive farmstead,—buildings well arranged and in good repair, gravel drives and short growing grass in the barnyard, the house modern, surrounded by a well kept lawn and set amid appropriate landscaping. All of you doubtless can picture at least one such farmstead in your own home communities.

The teacher and the students have finished their work with the dairy cattle. They are in the yard, about to enter their cars and return to school when the teacher speaks. "Boys, will you look for a moment at this beautiful home and note the features that make it so attractive and so highly spoken of by friends, neighbors, and visitors? Isn't this just the place to live and really enjoy farm life? I am wondering if there is not something here that you want in your future homes and want badly enough to really work for it until you get it? I, of course, will not be teaching school here very many years, but I hope to come back to visit you some day, and, do you know, I am wondering whether I shall have the

privilege of visiting any of you in a home like this that you have made for yourself?"

It took the teacher sixty seconds to make those remarks, but who shall say that they may not have been worth more to those boys than the sixty minutes spent in the farmyard selecting livestock. How many of us have overlooked the opportunity to present this lesson so that, as a result, the lives of our students are leaner from the neglect?

The setting is changed. I heard a beginning teacher discussing project programs with his boys,—extending over four years, including continuation and related projects supplemented with important practices and money-making jobs. It was well done I thought, but he did not stop there. He told them about the success of other boys, about F. F. A. achievements and, in particular, about the State Farmer Degree. The climax was reached in these words,— "Boys, you of course know that this chapter has never had a member who has been awarded the State Farmer Degree, but I feel sure that some day not merely one but several boys from this chapter will deserve and receive that honor, and I am wondering most of all which boy will be the first to receive it. Will it be one of you?" Only fifty words spoken, but they may have provided just the incentive to challenge a boy to work for the State Farmer Degree.

AGAIN, I recall one teacher when studying an improved poultry plant on a local farm. He saw the opportunity and tried to drive home the lesson,—the possibility of two boys, Ted and Charles, who were especially interested in poultry, having such a poultry house as their goal,—improved, sanitary, well managed, and filled with a high-producing flock,—when they finish high school, even as other vocational boys have done. He did not pass by his opportunity.

These illustrations mean that, as teachers, we have opportunities to encourage our students in the formulation of their ideals and goals,—ideals of farm homes for their own, the State Farmer Degree at the end of their course, top-notch poultry plants and flocks for the boys already showing an interest in poultry. These remarks, which I use merely as illustrations, are not necessary in solving the problems being studied, but they are necessary if we, the teachers, are to make education mean the development of the enriched life, for there is little enrichment in lives where there are no ideals, goals, or aspirations. Our teaching needs en-

richment in the direction of high ideals, worthy goals, and earnest aspirations.

Let us move to another situation. The teacher recognizes possibilities of lending encouragement to the newly elected president of the local F. F. A. He meets him alone and speaks to him in some such words as these,— "Well, John, the boys showed you quite an honor the other day when they elected you president of the F. F. A. I agree with them in their choice. You are just the man for the job. I hope you realize, John, that this is an opportunity for you to direct your development in a way that may mean much to you all through your life. You know that the presidency of any organization offers an opportunity for leadership, but your concern must be that it is leadership in the right direction. At the end of the year you and the boys should be able to look back and note the progress the chapter has made under your leadership. To this end you should study your duties carefully, you should use your best judgment in determining policies and procedures. In guiding the activities of the group, you have an opportunity to do some careful, sound thinking. You should also realize that success in this year's work as president will add to your record so that possibly you may deserve election as a State Farmer, and also to your achievements which will be considered when candidates for the American Farmer Degree are nominated in this state. I want to help you as I may, but I of course want your program to stand upon your own decisions. Go to it, John. We will all be pulling with you and for you." Such words of advice and encouragement might be spoken to the president and to other officers, and similar encouragement might be expressed to every boy in the department in a degree appropriate to his capacities and opportunities. What a world of good leadership and good followership could be developed if a few words of encouragement were dropped upon the ears of our boys. How impoverished are the lives of many of our students when measured by parental encouragement! Shall we not, as teachers, help in every way to supply the deficiency?

OTHER situations come to mind in connection with the annual banquet. Before the banquet, the teacher makes some remarks to the boys concerning their conduct as an indication of their knowledge and use of approved social procedures. He points out that it is an opportunity for them to make their parents feel at ease, and to see that they meet other parents they may not know and are entertained otherwise. For

themselves in a manner jolly and jovial but not boisterous, and for the toast-master and other participants on the program it is an opportunity to be a real credit to their school, their chapter, and themselves. And, after the banquet, the teacher points out and commends the good behavior of the evening. He also asks for kindly criticisms of any misconduct that may have been noticed. These procedures disclose the opportunities for the further improvement of personality traits and suggest methods which may be taken advantage of by any teacher who is conducting a banquet as a truly educational experience for his boys rather than as merely an opportunity to display the material achievements of his department as a publicity feature.

A GAIN we may imagine a teacher who picks up a remark, only a remark, made by one of the boys which reveals a personality trait such as courtesy, sincerity, or sympathy. It could be passed over, but it is not. The teacher recalls the incident and makes some such comment as this: "I don't imagine Fred thought very much about what his words meant because they just seemed to be a part of his nature. He recognizes exceptional values in others and believes in telling them so. How we all like to hear such words spoken about ourselves by others! Since we admire this trait in Fred, let us think more about it ourselves and try to use it more in our lives. Let's see how many of us will find an occasion to try it out before our class meets tomorrow?"

Another trait such as altruism or unselfishness might be strengthened upon a suggestion made perhaps in building the annual program of the F. F. A. One boy suggests an activity decidedly altruistic in spirit, such as helping a needy family or a sick member of the department. When the suggestion is made, it is not necessary for the teacher to comment on it in order to build an annual program, but enriched teaching approves praising the individual who makes the suggestion, and pointing out the desirable effects of that trait.

As teachers, we have opportunities to assist materially in the development of personality traits in our students, not merely the traits used in the illustrations,—leadership, social conduct, courtesy, sincerity, and altruism,—but every one of a score or more of traits, the development of which is assisted frequently by the teacher who is practicing enriched teaching. It is unfortunate that, in the procedure of some teachers nothing is said to stimulate dormant traits. In some cases they are thwarted or twisted into counter traits, undesirable and even objectionable in the lives of our students.

The next possibility for enriched teaching brings me to a consideration of attitudes as measured by the remarks, manners, or deeds of our students. In my first illustrative situation I find the teacher and a boy working on the boy's project. They may be measuring the marketing of his produce, or they may be selecting his exhibit for the state fair. A situation arises in which the boy must indicate his standards of honesty,

and he comes through with an honorable choice. The teacher speaks: "Harold, I am glad you made your decision as you did. There are many people who would have been tempted to have cheated a little in order to have made a better showing before their competitors, but you placed honesty above a few cents gain or a better showing in comparison with your competitors. I commend you for your decision. I am sure that in the long run of life you will find that this decision will pay you profits in terms of satisfaction and strength of character that will not be shared by those who use the opportunity to be dishonest."

On another occasion remarks are made showing how the boys feel about a certain farmer's arrangement of buildings and his conveniences in them. Enough is said by one of the boys to indicate that he feels such things are worth striving for in addition to the opportunity to make a living from farming. At such an opportunity the teacher commends the boy for the attitude he has expressed, in some such words as these: "The fact that Eugene gets satisfaction out of seeing such a nicely arranged set of buildings with modern conveniences makes me feel that he is going to do something about having them for himself. I am sure that one of the starting points in making things better on our home farms is to have a favorable feeling towards them on the farms of others. I can imagine that some years hence when we visit Eugene's home we shall find some improvements like those on his farm."

And so illustrations might be given of favorable comment upon other attitudes which boys possess in some degree and which may be built up to more favorable degrees by the help of the thoughtful teacher. An enriched life, as I see it, abounds in, among other things, what are called commendable attitudes. The development of these attitudes lies more with us as teachers than we have apparently recognized.

AS another possibility, let us imagine a class using the compound microscope where they are observing minute organisms. The study is concluded, and the microscope put away. The lesson could proceed, but the teacher interrupts to remark: "Boys, do you realize what the invention of the microscope means to us in our everyday life? How could scientists have controlled the many diseases without discovering them and their life cycles by using this instrument? Think what the world would be like if we were unable to control the many minute organisms of disease. We owe a great deal to those scientists who have developed the microscope. Shouldn't we workers in the field of agriculture voice our appreciation of this and all other contributions of science to our happiness and our success?"

OR, the boys have just returned from a trip to the state fair where the choicest livestock was on exhibit. Some one remarks that there is a great difference between the livestock at the fair and the poorest specimens found at home. The teacher takes his cue. He asks what

has been responsible for those excellent horses when in our own community the poorest animals are decidedly inferior. From this follows an interesting discussion which points out clearly the contributions of animal breeding to agricultural progress. And the boys are led to appreciate as never before the part which not only science has played but they themselves can play in improving the livestock on their home farms.

So in some such manner may we not do our part in bringing about a more vivid appreciation of the scores upon scores of appreciable values in vocational agriculture?

ON what then does enriched teaching consist? It includes all that is meant by good problem solving *plus*, and by good problem solving I mean giving consideration to thinking and understanding situations of interest to our students,—no mean goal in that alone. But as I see enriched teaching it is all that *plus*. Plus what? Plus the encouragement of high ideals, the development of reasonable attitudes, the evaluation of wholesome appreciations, and the strengthening of desirable personality traits. The key words are ideals, attitudes, appreciations, and personality. Those values should be given consideration with groups and with individual students, in vocational areas most often, but occasionally, as appropriate, in social, civic, ethical, and other areas, if we would really see life whole.

Are they really necessary? Analyze your own life and the lives of any dozen successful individuals. Are ideals, attitudes, appreciations, and personality traits vital portions of life? I willingly rest my case on your answer. You can give only one.

How can it be done? Largely through the medium of the personality of the true teacher. My definition of the personality of the teacher is that it is the sum total of his traits as *evaluated by his students*,—not what he thinks of himself as a teacher, but what his students think of him. Only when our personalities as teachers are rated favorably by our students can we hope to influence these higher values in their lives. The absence of sarcasm, anger, and compulsion and the pervading influence of sincerity, kindness, tact, and enthusiasm are the first prerequisites to enriched teaching.

The need is impressive, the opportunities are numerous, and the time required is only a minute here, a moment there. Shall we not do more to enrich our teaching than we have ever done?

Agricultural Bulletins

- Lettuce Growing. Revised, 1934. (Farmers' Bulletin 1609.)
- Diseases of Cabbage and Related Plants. Revised, 1934. (Farmers' Bulletin 1439.)
- Corn Culture. 1933. (Farmers' Bulletin 1714.)
- Varieties of Common White Wheat. 1933. (Farmers' Bulletin 1707.)
- Varieties of Durum Wheat. 1933. (Farmers' Bulletin 1706.)
- Varieties of Club Wheat. 1933. (Farmers' Bulletin 1708.)
- Farm and Home Drying of Fruits and

- Vegetables. Revised, 1933. (Farmers' Bulletin 984.)
- Sugarcane for Sirup Production. 1933. Agriculture Circular 284.)
- Lespedeza. 1933. (Agriculture Department Leaflet 100.)
- Forestry and Farm Income. Revised, 1933. (Farmers' Bulletin 1117.)
- Diseases and Parasites of Poultry. Revised, 1933. (Farmers' Bulletin 1652.)
- Squab Raising. Revised, 1933. (Farmers' Bulletin 684.)
- Treatment of American Fowlbrood. 1933. (Farmers' Bulletin 1713.)
- Improving the Farm Environment for Wild Life. 1934. (Farmers' Bulletin 1719.)

Students Study Price Trends

THE class in Farm Management is trying a device this year in connection with their study of price trends which is proving very helpful. At the beginning of the year we subscribed for the Chicago Daily Drovers Journal which gives daily quotations on all livestock and grain. The Drovers Journal can supply graph paper made up ready for use in graphing daily, weekly, or monthly price fluctuations for all kinds of grain or livestock. We secured a set of the daily and monthly graph sheets. Each boy selected the kind of grain or livestock he wished to graph, and at the beginning of the period each day he looks up the quotation of his commodity and enters it on the graph sheet, using the broken-line graph. The sheet is kept posted on the bulletin board. Each boy makes an imaginary purchase of livestock or grain at the time he believes it most advisable. He must figure the cost of storage and transportation for his grain, and the cost of the feed fed his livestock, etc., and the profit or loss. A great deal of rivalry develops in each boy trying to make the most profit on the deal. To me this seems the best motivating device I have tried in connection with the study of marketing and price trends.—V. B. Ross, Minier, Illinois.

"Tonic. When you learn to cease resenting criticism, you are taking a corrective medicine that has put vigor into the world's strongest men."—Wm. McAndrew.

"One reason why the progress of the world is so slow is that so many of us begin as if nothing had been done. It takes us a long while to begin using successful methods already tried and proved by others. To get the habit of doing this is one of the large aims of education."—Wm. McAndrew.

Suggestions from Nebraska Teachers

I KEEP a supply of 1-cent pencils on hand in my locker. Whenever a boy appears without writing equipment, I sell him a pencil.

A number of agriculture men are showing local photographs with still

projection lanterns by having the negatives made into positives. Most photo shops will make positive prints for about 10 cents a picture. The positive prints are simply placed between two pieces of slide glass and thrown on the screen.—J. A. Kovanda, Ore.

Greater Home Application of Class Jobs

IN "putting across" our class work, I think frequently the mistake is made of not allotting enough time to provide for the application of the job or problem solution at home. I am convinced that it is immensely important to secure a large measure of home application of the class jobs studied rather than simply to get the subject matter and pass on to something else without doing something about it at home. For instance, last fall in following up the job of "growing winter rye for pasture," I required every boy to sow a small patch at least a yard square if he could not put in more. Every boy could do this much, and watching it grow serves to keep the job in his mind and demonstrates to himself the value that rye pasture could have to him if sown in bare lots around the buildings. A minute now and then of class time during the year to check up on the growth and use of the patch of different boys stimulates interest in it. It is surprising how many boys are discovering a place for rye pasture in their livestock plans for next year. Any job we would have reason to teach will lend itself to some kind of home application, either practical or demonstration. So, I think, if fewer jobs are taught in order to secure a more effective application of those we do teach, our work would be more fruitful for results and give more satisfaction to both boy and parents as well as the teacher.—W. G. Baysinger, Streator—The Fan Mill, Illinois.

Exhibit on Poultry Sanitation

A MINIATURE poultry house and yard was used at our community fair this year to promote the idea of poultry sanitation. We had two agriculture boys build a small poultry house, using card-board boxes for sides, roof, etc. It was built from a regular blue-print plan on a scale of 1 inch to 1 foot. Windows were made of cellophane, with mosquito bar being put over the open windows. Two weeks before the fair was to start, we planted four flats (boxes 18 x 24 x 3 inches) very thick with wheat. These were used to make the yards. Suitable poultry fencing and gates were made from hardware cloth and laths. The entire exhibit was put on a raised platform. The back of the poultry house was about 3½ feet from the floor, and the front end of the yards only 3 feet, giving the whole exhibit a slight slope. We had a large placard in the back which gave the essential information. Streamers led from this and other smaller signs to the front where the various ideas were demonstrated. With the assistance of a local veterinarian, good specimens of the round worm and tape worm of poultry were secured, preserved in alcohol, and exhibited so that the general public

might see what such parasites were like. Live baby chicks, loaned by one of our poultry hatcheries, made the exhibit more realistic and added to the attractiveness of it.—Ward O. Davis, Eldorado, Illinois.

Keeping Up

THE great problem of vocational teachers now is how to keep up with the rapid changes taking place in agriculture and rural living. Some teachers go to summer school, and it helps them a lot. Our county Agriculture Teachers' Association has a reading circle. Each member buys a book from a list decided upon by the group. I believe that one of the biggest helps in my teaching comes from our association, where we meet each month and talk over our problems. I believe it is these outside things we do, when reflected in the classroom and in other activities, that give color to our teaching and make it possible for us to turn out well-rounded individuals instead of narrow agricultural specialists.—Ward C. Cannon, Manlius, Illinois.

Nolan Screenings

A FEW years ago, on one of my Fan Mill "Screenings," I proposed a toast to the wives of the teachers of vocational agriculture. "Here's to the finest among women kind,—long may they live and their tribe increase." Another generation of teachers and their wives are coming on the stage, and I wish to repeat some of the message I gave them then. It is not long after the young teacher leaves the University and goes out to his job, until I receive a wedding announcement. I always congratulate him. In a few years a pretty little stork card comes to my desk from this teacher, and I congratulate him again. In my visits among teachers of vocational agriculture, I have enjoyed the refined hospitality of their homes, and the charm of the lovely women presiding there. What a splendid help most of these wives are to the teachers of agriculture. Many of them are the graduates of home economics and have been teachers. In a few rare cases the teacher's wife has been a handicap to his career as a teacher in the community, but in most cases she has been a positive asset. What about you fellows with no wife? Only one bit of advice—"Go out and get one."—A. W. Nolan, Illinois Fan Mill.

So long as there are homes to which men turn
At close of day;
So long as there are homes where children are,
Where women stay,
If love and loyalty and faith be found
Across those sills,
A stricken nation can recover from
Its gravest ills.

Boys taking agriculture naturally are influenced by the condition of the agricultural classroom and shop. What condition do you keep your department in?



Professional



Do You Know Your Community?

IVAN JETT, Instructor in Vocational Agriculture, Stamping Ground, Kentucky

A THOROUGH knowledge of one's community is necessary in order to properly teach and promote vocational agriculture. Nearly every day the name of some person is mentioned who lives in your community, is one of your patrons, and yet you know very little if anything about him. If you do know the road on which he lives, you do not know the size of his farm, whether he owns it or is a renter; and if you should like to get in touch with him, you do not know his rural route. The people of the community are surprised that you do not have this information, and very often you are criticised for it. You cannot explain to them that there are too many people in the community for you to know them all. You should know, according to their way of thinking.

The illustration on this page shows a map of a patronage area with the high school as its center, at Stamping Ground, Kentucky. This map is 16 x 20 inches. Each road and crossroads is named, and each rural route is in a different-colored ink. There are five rural routes, the color key being placed below the map and not here shown. Each farmer living on a rural route is designated by a number, according to the rural route on which he lives.

A card is on file for each farmer, filed according to number. In a cross index on a sheet of paper are the farmers' names. Thus one can locate a farmer instantly whether one knows his name, road on which he lives, or his neighbors. One can tell instantly the type of soil and on which side of the road he lives. If he lives on the left of the line representing the road, going from the school.

The cards in the index give any important information one may wish to collect, such as: size of farm, progressiveness, owner or renter, farm mortgaged or free, names of children, type of farming, and recommendations teacher may have made to him about his farm. It is very helpful in making out a list of prospects for an evening school. Little information is too unimportant to include on these cards. I have often found that knowing the relations of certain people and working through them I could accomplish more than with the people directly. Remember the relations by writing them on the card.

The building of a card index will probably be slow. Some of the cards one can fill in immediately, but for others the information will be acquired gradually. One must continue to add to these cards and never feel that he has completed them, or they will soon become antiquated. Keep this file private. One would not tell everything he knows. If he should give anyone access to the

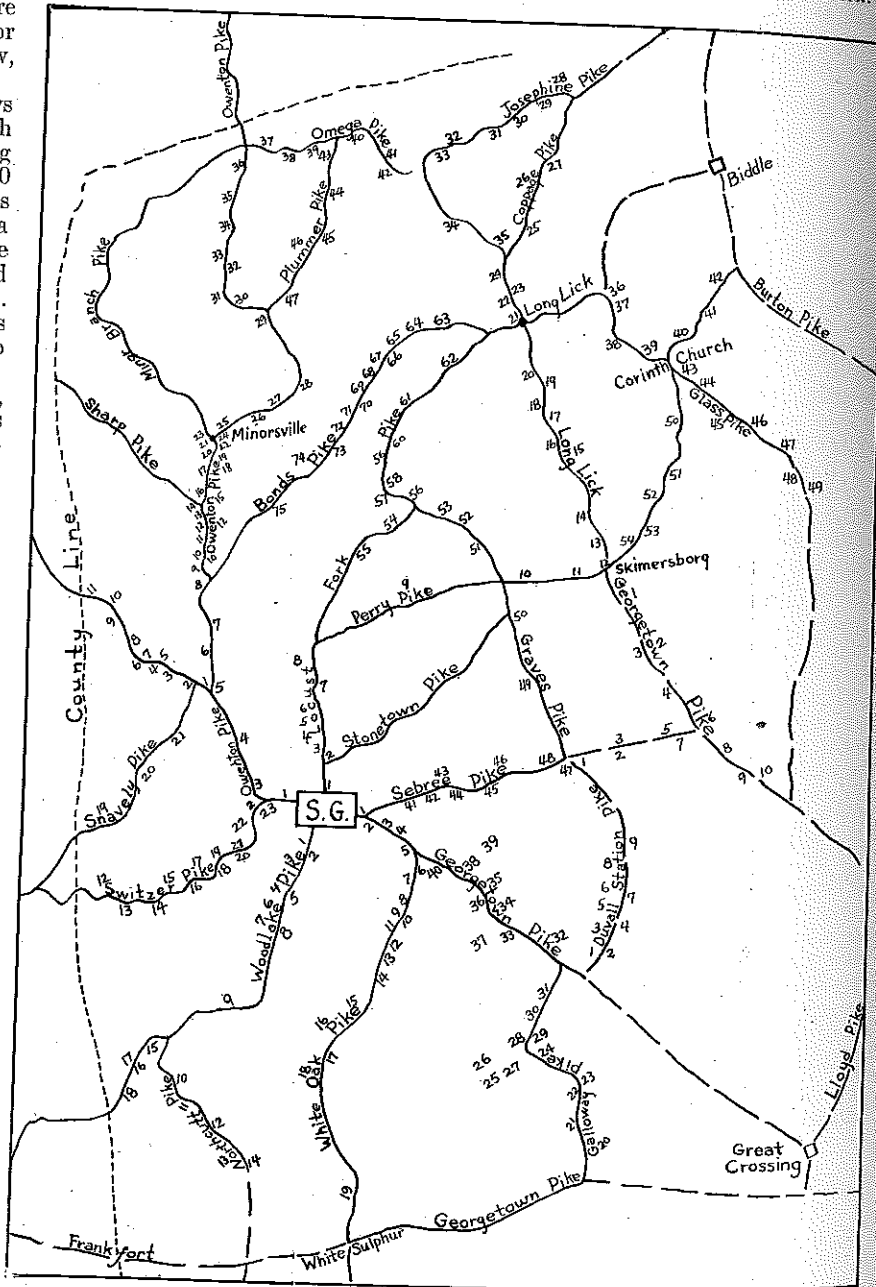
files, he would be telling more than he knows.

This map is drawn on sign cloth and framed in an old picture frame. The total cost was 15 cents. Obtain a map of your community and copy it, making it larger or smaller to suit your needs. Be sure and correct any mistakes in the original. The numbers showing the location of each farm may be filled in as much as possible from your own knowledge or from the information received from some resident of the community. One of the easiest ways is to get it from an agriculture boy who lives on that road. The roads that each rural route covers may be obtained from your local post office if you will explain your use of the information. If you do not have as many colors of inks as rural routes,

you may combine two inks, making one side of a road one color and the other another.

From the foregoing discussion you may conclude that it would be a large task to make this map. It is a big job, but worth the trouble. It is not necessary to do all the work at one time; it can be spread over several weeks. Notice for the next few days how well you could use the information about your patrons; then make a map.

"If the rural population is not to be the victim of this complex economic and social system, the schools must at least supply that population with a sufficient number of intelligent leaders to guard its interests."—Dr. George S. Counts, Teachers College, New York.



Stamping Ground Community

Some Possibilities for Non-Vocational Agriculture

G. P. DEYOE, State Teachers College, Platteville, Wisconsin

EDITOR'S NOTE: We hear that Mr. Deyoe has recently completed the work for his Ph. D. at Columbia. We congratulate him.

AGRICULTURE is frequently regarded as a subject in which the possibilities lie primarily, if not entirely, within the realm of the vocational. Even so-called general agriculture is frequently taught with an emphasis more vocational than general. Most informed



G. P. Deyoe

people will agree that vocational agriculture holds, and should probably continue to hold, an important place in our public school programs. However, in the discussion which follows, an attempt is made to set forth some of the possibilities for agriculture of a non-vocational type, and to suggest some of the ways in which instruction of this nature may be given an increased emphasis in the curricula.

As the result of industrialization and the growth of large cities, many people have acquired the impression that our population is largely urban and that its contacts are primarily non-agricultural. As a matter of fact, nearly half of the people in the United States live in rural communities, in the sense that they live on farms or in towns and villages of 2,500 or less. In more than half of the states the majority of the population is rural, and in each of several additional states the rural population is only slightly less than 50 per cent.¹ These facts point to a conclusion, not always recognized, that a large proportion of our population lives in an environment predominantly rural. Furthermore, people in cities have definite relationships in one form or another which involve problems of rural life and other experiences of an agricultural nature. Therefore, it is reasonable to assume that most people, if not all, have actual or potential interests in agriculture, although many such interests are non-vocational. Without much doubt, many materials related to these interests are of sufficient value to include in the curricula of our public schools.

Leisure Activities and Understanding of Agricultural Science to be Stressed

The term "general agriculture" may appropriately be continued as the name of the subject in which are included part of the agricultural materials of a non-vocational nature. In such a subject some of the principles of the science of agriculture which are of interest and value to the lay public should be introduced and applied. Many of these materials will be of the general type which Dr. Franklin Bobbitt has so appropriately termed "unspecialized

practical activities."² In the field of agriculture these will properly include leisure-time activities, such as those associated with gardening, home-ground improvement, raising poultry in small flocks, and floriculture. Activities related to the selection of quality fruits, vegetables, and other food materials purchased for home consumption may also be included.

Furthermore, some attention should probably be given to the general production methods of farming, but these aspects should be developed in such a way as to lead to an intelligent understanding of the underlying principles and practices, rather than to the expert performance of these activities. Pupils who later become merchants, lawyers, doctors, bankers, or enter some other non-agricultural vocation may thereby develop a background for understanding the problems of their patrons and clients who live on farms. These and other agricultural materials which might be included should be selected and taught in such a manner as to lead to a greater appreciation for an agricultural environment and to a greater sympathy toward farm life.

In the organization of these materials, it is suggested that the enterprise be used as a unit for certain of these agricultural activities of a non-vocational nature which are normally centered around the enterprise. Thus, the enterprise basis might well be used for the study of the home vegetable garden, the improvement of home grounds, and back-yard poultry production. In the development of an understanding and appreciation for the principles underlying the production and uses of field crops and livestock, however, it is probable that some basis other than the enterprise will be most effective. For example, in the study of livestock there might be included such units as: importance of farm animals, identification of breeds and types, general methods of improvement, general feeding practices, maintenance of health, general care and protection, and the marketing of the products. Similarly, among the units for the study of crops the following may be appropriate: the importance and uses of farm crops, the recognition of common crops, the methods of improvement, the culture, crop enemies, and the marketing of crop products.³ Suitable problems and projects should be prominent in the teaching procedure for this subject, but these should be selected in keeping with non-vocational objectives.

Agricultural Materials in Other Courses

In addition to general agriculture as such, it is suggested that there are many agricultural materials of a non-vocational nature which might properly be included to an increased extent in various subjects of the curriculum. These possibilities are especially abun-

dant in the social studies. In the average high school in a rural community, vital problems could be centered around the economic and social problems of rural life. For example, problems might well be included which are related to the effects of tariff on agriculture, the distribution of food products, taxation, price relationships, rural social life, relations between town and country people, and numerous other situations all of which lead to a better understanding of life in a rural community.

Similar possibilities exist for many other subjects in the high school curriculum. In the biological and physical sciences, English, mathematics, music, and art, there are abundant opportunities for relating the materials to the rural environment with which the high school pupils of rural communities already have sufficient acquaintance to provide an interest or toward which an interest may readily be developed. The increased utilization of such instructional materials should enhance the effectiveness of these subjects.

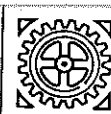
Relations to the Preparation of Teachers

The writer wishes to suggest that an enriched and broadened conception of the possibilities for agriculture presupposes that our teachers for the high schools in the rural communities will be given a preparation in which these aspects have been included. The saying that "we teach as we have been taught" undoubtedly has some application here, as elsewhere. It would seem that our institutions for the education of teachers should assume the responsibility for carefully analyzing the general and specific needs for the teaching positions in which their graduates are placed. Students planning to teach general agriculture in our high schools should be given a type of preparation in keeping with the objectives in this field.

Probably, it would be to the advantage of all prospective teachers for the high schools typically rural to have some acquaintance with the field of agriculture and rural life, regardless of the special field of teaching for which preparation is being made. In most or all of the subjects in the curriculum there should be included materials in part related to the rural environment and to rural life in general.

Most of the present effort in the education of prospective teachers is apparently directed toward urban rather than rural teaching, even in institutions from which most of the graduates are placed in rural communities.⁴ By giving a type of education in which agricultural materials are an integral part, it should be possible to prepare the students for a type of teaching more in keeping with the rural environment.

1. From recent census reports.
2. From lectures on the curriculum at the University of Chicago.
3. These lists of units are intended for suggestive purposes only.
4. From investigations by the writer.



A Group Project in Farm Mechanics

BASIL C. ASHCRAFT, Senior in Agricultural Education, Montana State College.

FARM mechanics classes in vocational agriculture commonly carry out various group jobs on farms in the community, but more rarely are they able to take over the entire planning and the completion of improvements in the buildings and machinery on any one farm.

In March 1932, the farm mechanics class of Gallatin County High School, Bozeman, Montana, undertook such a job on the ranch of a young farmer near town. At present a number of jobs have been completed, and more will be undertaken as the owner acquires the necessary funds.

In carrying out the plans, groups were assigned to inventory the farm shop, its tools, the farm buildings, machinery and other equipment about the place. After making the inventory, the class met with the farmer to discuss the needs of the farm enterprises he planned, and to make out a program for farm mechanical improvement. The principal enterprises of the farm are the raising of irrigated crops, range sheep, and poultry.

The first job carried out by the boys was to recondition the farm shop and the shop equipment. The shop was a dirty, disorderly building with tools lying around in various and sundry places. No working space was available, and no place was provided for the care of supplies and materials on hand. Practically every tool in the shop was in need of some form of repair; these were taken into the school shop and re-sharpened, adjusted, and put into workable condition. Later the class returned to the farm and renovated the shop, providing for more light, working space, and room for supplies, and made a tool board with the outlines of tools painted on it.

Job two was to recondition a gasoline engine at the farm. One group worked on this job, while another provided a run for young chickens. An old log cabin was repaired and fitted with roosts and feeders, with the run fenced in at the front of the house. Materials for the repair were gathered from various places around the farmstead, and the total expense on this job was for staples, 15 cents.

The farmer desired to enlarge his poultry enterprise, and the boys examined the old poultry house which they discovered to be sadly lacking in sanitation, having only two windows, one ventilator, and a dirt floor perpetually damp because of sub-irrigation from a nearby stream. The boys recommended a concrete floor, more windows, cello-glass, a straw loft, ventilators, and more roosts. The following autumn the boys put in the concrete floor of two layers separated by a layer

of tar paper, which made a dry warm floor for the laying pullets. A straw loft was put in, ventilators installed in the two gables of the building, more roosts added, and cello-glass was put in 4 x 4 feet wooden frames in such a manner that they might be removed in warm weather to provide for additional ventilation. The only cost of the concrete floor was \$22 for the cement and tar paper, the gravel being taken from a nearby stream bed. The cost of the windows and cello-glass was \$15. Thus an outlay of \$37 converted an old insanitary poultry house into a warm modern laying house which is steadily repaying its cost through the increased egg production during the winter.

The next thing to be done is to build a brooder house from new materials, the class deciding that old lumber would not be suitable for a good brooder. Other jobs to be done in the near future are: repair of mowers and other haying machinery on the farm, installation of cattle passes, building sheep feeding bunks, and needed repairs on other farm buildings.

This project may be open to the criticism that just one farmer in the community receives the benefit of the labor of school boys; on the other hand, the class, as a unit, has been in direct contact with actual farm conditions with the following jobs:

- Farm shop arrangement
- Repair of farm shop tools
- Remodeling of buildings
- Gas engine repair
- Concrete work
- Fencing
- Building-construction and material bills.

The entire class has had experience in the planning of definite farm enterprises such as those with which they are familiar. They have kept in mind economy and cash outlay required and the relationship existing between the various farm enterprises. Managerial training has been involved in addition to the mechanical skills developed. The project has served as a stimulus to the class members to adopt a similar program on their home farms, several of them desiring to improve their own shops, farm machinery, and buildings. The project here described does not replace the individual projects of the class members, but it has served to activate the class, as a group, for such jobs as must be taught on the farm rather than in the school shop.

Farm Relief School Shop

O. J. SEYMOUR, Instructor in Vocational Agriculture, Camden, Arkansas

A FARM relief school shop, conducted by the vocational agriculture teacher of Fairview School of Camden, Arkansas, helped the farmers of that community solve many of their farm-

equipment repair problems in a practical and economical way during the past year.

This school had an enrolment of 46 adult farmers and an average nightly attendance of 22, for 18 nights. Seventy-six repair and new jobs were done, with an estimated saving to the farmers of \$168.55. Practically all timber used was manufactured in the school shop from wood split out of tree trunks and brought to the shop by the farmers. These sticks of wood were put over the jointer and smoothed on four sides and then shaped or sized on the variety saw or hand saw, etc.

The school shop is equipped with a 16-inch jointer, a 16-inch variety saw, a 30-inch band saw, a 48-inch lathe, a tool grinder, and some smaller machines—all electrically driven.

General instruction on care and use of machines was given by the instructor, and individual instruction was given to particular jobs where necessary. The farmers are enthusiastic about this type of adult education.

Some of the more important repair or new jobs done were: 46 single trees made; 15 double trees made; 7 neck yokes; 4 plow stocks; 25 plow beams; 2 wagon bolsters; 7 wagon hounds; 2 wagon tongues; 51 axes ground; 25 plow shares sharpened; 24 handles of various kinds made and installed; 40 cold chisels and punches sharpened and tempered; 3 wheelbarrows repaired; 1 King road drag made for building terraces; 10 chair rockers; 3 axes drawn out and tempered; and a large number of other smaller jobs.

Many of the boys have brought old rusty saws from home to be set and filed. The first thing I have them do is to remove the rust and put the best polish possible on them before they are allowed to begin the conditioning of them. This I found took considerable time until I hit upon the idea of rubbing the sides of the saw blade with HCL acid, diluted with about an equal amount of water.* This removes all rust and stains quickly and easily. The boys are delighted over the improved condition of the saws when completed. I have received a number of compliments from parents of the boys. (*This was allowed to remain on the saw about five minutes, then washed off and the saw rubbed with a dry cloth.)—R. W. Canada.

"He is a successful teacher who arouses in his pupils a desire for learning. The teacher is not someone in charge of the knowledge supply whose sole business is to ladle out information to inquiring minds. His business is to create an appetite. When a boy or girl wants to learn he can be said to have the rudiments of culture—not until then."—Dr. Frank Crane.

A Procedure in Determining Scope and Content for the Individual Pupil in Farm Mechanics

CARL G. HOWARD, State Supervisor for Agricultural Education, Wyoming

NOTHING should be offered a boy which he does not want or need nor by which he cannot profit.

It is true that many boys do not state their exact wants and needs when questioned about them. They are likely to specify wants and needs foreign to their experience and to pay no attention to actual wants and needs which may be discovered through a study of the boy and his home conditions.

To be specific, many boys immediately would state on their introduction to a farm shop equipped with blacksmithing facilities a desire and crying need for items which must be forged or tempered. While there may be a need here, much of the boys' desire is to play with something foreign to their experience.

Another condition which sometimes consciously or unconsciously warps the perspective of a new farm mechanics student is the desire for personal adornment or financial gain to be used as spending money.

This condition can best be understood by description of an actual condition which had developed in a very short time and was quite a shock when analyzed. This reference is out of my own experience as a teacher of vocational agriculture and incidentally farm mechanics. It was the practice in the school system for every teacher to requisition a year's supplies and equipment in the spring of the year to be used during the following school year. These supplies were delivered in August, and a great deal of red tape, discussion, and criticism could be avoided by making this requisition as accurate as possible. The particular year in question, due to a good bid on supplies, three sides of saddle skirting were included in the requisition. This should have been adequate, with a fourth to a half side left over at the close of the year. The community served was a ranch area where cattle, sheep, and dudes were wrangled as a major occupation of many of the boys. This element demanded that a few ear bridges, gun scabbards, hackamores, and other leather products be made to meet an actual or fancied need and a burning personal desire. The personal interest of the boy, his desire to have a better ear bridle than his neighbor, his real or fancied need for one, the financial saving possible, and his pride in the completed bridle made such a job of real profit to the boy once. But when he wanted to make six or seven more for his friends at a profit to himself, another element appeared. The danger of self-exploitation for financial gain at



Carl G. Howard

the expense of the development of other skills became a problem.

A further development came about through the acquisition of a number of hand-stamping tools for leather on the closing of a local saddle shop. One of the boys secured several of these and a quantity of large, silvered belt buckles and started the manufacture of belts in a large way. He had the stamping tools and buckles which cost him almost nothing; saddle skirting, spots, edge ink, wax, thread, and other tools were available in the shop. The boy soon discovered that at a cost of 60 cents he could make a belt which would sell for \$1.50. All of the boys who could scare up 60 cents made a belt. One or two of the boys went into the business of manufacturing belts for sale. Imagine the astonishment of the teacher when he discovered that his three sides of saddle skirting were all but gone. Money had been collected so that there was a little more than the original purchase price, but a replacement would be at a price which would run up 10 or 15 per cent all jobs requiring saddle skirting for the remainder of the year.

The teacher in question and the writer of this article being identical, one of his most prized possessions now is one of these spotted and elaborately stamped and dyed belts.

HOWEVER, the principle is wrong and should not be allowed to intrude in a farm mechanics course of study. It is mentioned to illustrate a mistake and not for emulation.

The task of discovering real needs and legitimate desires, in order that boys may profit by farm mechanics instruction, is an individual problem which must be worked out with each boy. The boy can, however, do the greater portion of the routine and detail concerned, with very little direction or supervision. The plan here presented is recommended for Wyoming. It is based on experience and on the advice of Mr. L. M. Roehl of Cornell.

Each boy should be visited at home during the summer, to help him begin to set up his long-time supervised farming program. During this visit, notes should be made by the teacher as to tools and equipment found and condition in which they are found. Maybe the dad will volunteer some information as to some farm mechanics job he'd like to have done. If so a note should be made of this.

At the beginning of school, each boy should be provided with forms on which to make a complete inventory of all tools and equipment found on the home place.

Each boy should also be handed a mimeographed list of all farm mechanics jobs divided into enterprises as "Farm Mechanics Jobs Which Accompany the Sheep Enterprise," etc. In addition to these lists he should be supplied with a list of Home Farm Shop Jobs and

Farm Mechanics Jobs for the Farm Home.

The boy should be sent home and allowed time to make his inventories and have his parents check the farm mechanics jobs they would like to have done during the year.

Next, a special inventory of equipment needed and on hand in connection with the supervised farming program should be made by each boy.

The teacher's job now is to reconcile with the boy all of this material. The manner recommended is that the boy, with the teacher's counsel, set up duplicate copies of "My Farm Mechanics Program of Work" for the year.

The teacher's responsibility is to see that a year's work is outlined which the boy has the skill to accomplish or can achieve through its accomplishment without undue waste in time or material. The teacher, if possible, should go home with each boy and get the parents' approval on this program of the boy. The teacher should file one copy of the approved program in his Farm Mechanics Plan Book, and the boy should file his in the farm mechanics section of his classroom notebook.

Now each boy has an outline of his own program as to scope and content for the year, based on his needs and desires as supplied by the boy and his parents and reconciled by the boy and the teacher to make a well-rounded year's work which the boy is able to handle.

Regardless then of grading method, since the point system is almost universal in Wyoming, but varies greatly, the requisite number of points should be found in the program of each boy, with an allowance for changes and unforeseen conditions, so that no boy will entirely complete his program in any given year. In following years he should go back and build upon the previous year's work to accompany his enlarging, long-time farming program, home farm, and family needs.

All of this, of course, presupposes the selection of students in vocational agriculture who live on farms or ranches. For the town boy this system will have to be modified on the personal needs and desires of the town boy, and he will be somewhat exploited during that time when he has no job of his own to work on. This will serve as a retarding agent in town-boy enrolment, will handle the school and outside jobs which arise, and will give every boy as much scope and content directly needed, usable, and wanted as can be possible under any system now in use.

Checking back on the aggregate of all programs of boys, their execution, the number of points earned, the quality of work accepted, and the utility made of the finished product, any teacher can see whether every boy had a maximum of scope and content which he wanted, needed, and by which he could profit.

Project Programs—Launching Boys into Their Supervised Practice Work*

R. M. STEWART, Cornell University

THE agricultural project must be the center of the vocational work in agriculture and must measure up with the enterprises of the best farmers with regard to practices and results. The project attempts to link the school and farm together.



R. M. Stewart

The problems which must be given special attention in getting a project program started are:

1. *Motivation of the Boy*—Many boys still think of the supervised practice work as added items to the school work, instead of thinking of it as the basic part of the school work. Projects furnish opportunities for the boy to give full expression to his energies and to develop manipulative skills. The boy should look upon them as opportunities. Failure of the boy to consider the projects in this light is traceable to lack of instruction and study on plans of supervised practice.

2. *Motivation of Parents*—Parents must become interested in the boy's projects so that they will be enthusiastic and give the boy advice whenever necessary. Such motivation is usually secured by Parents' and Sons' Banquets and by personal contact on project visits.

3. *Setting up Standards*—Boys should be encouraged to plan for a four-year supervised practice program. They should see how this is good business. Definite standards as to size of projects, time of beginning projects, goals of production within the projects, and project relationships should be developed. Every boy should be encouraged to reach these standards.

4. *Financing the Project*—The teaching of finances and management are just as important as production problems. In the future we will have to give more attention to costs of production. The securing of finances for the starting of projects is important, but the boy must be taught to budget his finances so that one group of projects will supply finances for the next year's program. No boy should be allowed to spend all receipts for personal uses. A portion should be saved for future productive investments in supervised practice work.

These four problems must all be

*A study has been made by W. W. Adams for a Master's degree on the problem presented here.

faceted and successfully solved if we are to successfully get the boy started in his project work.

A Good Ton-Litter Report

OTIS CRANE, Teacher of Vocational Agriculture, Marion, Indiana

JESS BALLARD, 15 years old, entered the ton-litter project club with ten purebred Hampshire pigs, born March 4, 1933. On August 4 they weighed 2,090 pounds, which won for young Ballard the gold medal. The pigs were fed on until September 22, when they weighed (shrunken) 2,720 pounds and brought 5 cents a pound, or \$136.

The feed costs were as follows:—

Corn	\$49.47
Milk	23.58
Trinity Mixture	2.62
Bran	1.20
Tankage	3.50
Mineral	.70
Other expenses	3.89

Total \$84.96

As Jess's father owns a packing plant, these hogs were followed through the processing as follows:—

Loins	242 1/2 pounds @ \$.14	\$ 33.95
Knuckles	12 " @ .02	.24
Feet	42 " @ .01	.42
Ribs	48 3/4 " @ .08	3.90
Sides	326 " @ .05	16.30
Jowls	60 " @ .05	3.00
Hams	290 " @ .09 1/2	27.55
Trimnings	128 " @ .05	6.40
Lard	577 " @ .01	5.77
Neck bones	20 " @ .01	20.00
Shoulders	272 " @ .06	16.32
Kidneys	6 " @ .00	.00

Total \$141.45

Wholesale price received for the meat.....\$141.45
Cost of hogs to packer..... 136.00

Packer received for processing 10 hogs.....\$ 5.45

Conclusions reached from this report:
1. Early pigs fed a balanced ration will produce 200-pound hogs at 6 months, and will be ready to sell at the highest prices during the season.

2. The packer makes only a reasonable profit on his work.

Jess Ballard is in his second year in vocational agriculture in Marion High



Jess Ballard and his ton of pigs

School. He is the grandson of State Senator Jesse Ballard of Grant County, a farmer who has won several times on car loads of Hampshire barrows at the International Stock Shows.

Telling the Project Story With Pictures

HERE are some comments from vocational teachers:

"Every agriculture man should have a kodak and take pictures of his boys at work in their projects. Pictures express more than words by far. They give an added interest to project work. These project pictures, when enlarged, framed, and titled, make the best kind of pictures for an agriculture room. Place the pictures in the main hall of the school building or in a window of some popular business house, and passersby are never too busy to stop a moment to see whose boys those are and what they are doing in the pictures. The main value of the project pictures is their help in stimulating good project work. I have offered as a prize an eversharp pencil to the boy keeping the most attractive and complete project notebook."

"At the present time I am planning a picture story contest for the boys with projects next summer. The aim is this: to get as many project practices in pictures as possible. I will take as many pictures as I can myself, but I feel that perhaps we would get better results if the boys took several snaps at different times when I might not be able to get them. I should like to have at least three or four projects completely shown in some detail by pictures for the fair exhibits next fall, as we are planning a vocational agriculture booth at the county fair, and possibly a township booth besides."—North Dakota News Letter.

"Rich lives result from thinking and feeling richly about whatever one does. It is our thinking and feeling about things that makes them magical."—Thomas Dreier.

in Vocational Agriculture in Colorado

G. A. SCHMIDT, Teacher Trainer, Colorado

LAST year Robert Burns Smith of Fort Thomas, Arizona, a graduate student at the Colorado Agricultural College, made a study of the project work in vocational agriculture completed in Colorado during the five-year period 1927-28 to 1931-32.



G. A. Schmidt

Data for making this study were secured from the final project reports submitted annually by all teachers of vocational agriculture to the state supervisor of vocational agriculture of Colorado. During the five-year period 256 such final project reports were submitted. These were analyzed and studied.

During the five-year period 6,799 boys were enrolled in the all-day vocational agriculture classes of Colorado, and of this number 5,336 or 78 percent of the boys completed one or more projects. The total number of projects completed and reported upon was 5,756.

The average total project income from 1,642 of the more important crop projects during the five-year period was \$77.98 per project; and from 2,523 of the more important livestock projects, \$60.90 per project. The total project income from the 5,756 completed projects was \$413,230 or an average of \$73.09 per project.

Table 1 shows the effects of the economic depression upon the total project income of the boys in Colorado during the five-year period under discussion.

Table 1.

School Year	Total Enrollment	Total Project Incomes	Average Annual Project Income per Boy
1927-1928	1,076	\$101,820	\$94.63
1928-1929	1,170	110,387	94.68
1929-1930	1,417	106,715	75.31
1930-1931	1,570	57,998	36.30
1931-1932	1,566	36,310	23.19

An interesting aspect of this study was the relationship between the amount of the total state and federal reimbursement for vocational agriculture and the total project income from all projects. This is shown in Table 2.

Table 2.

School Year	Total Project Income (cents omitted)	Total State and Federal Reimbursement	Ratio of Project Income to Reimbursement
1927-1928	\$101,820	\$49,426	2.06:1
1928-1929	110,387	45,840	2.40:1
1929-1930	106,715	45,895	2.32:1
1930-1931	57,998	49,728	1.16:1
1931-1932	36,310	50,343	.72:1
Total	\$413,230	\$241,234	1.67:1

The above figures show that for each dollar of state and federal money used

of vocational agriculture in Colorado during the five-year period, the labor income from the project work is \$1.67.

The figures in Table 3 show that during the five-year period the income from the project work in Colorado came fairly close to the entire amount of the salaries of the teachers of vocational agriculture.

Table 3.

Entire Salaries of Teachers for Vocational Agriculture	Total Project Income	Ratio Between Total Salaries and Total Project Income
\$482,468	\$413,230	1.16:1

Perhaps the most interesting part of this study was the data showing the relationship between the salary cost of instructors in vocational agriculture directly borne by the local communities and the total project incomes of the boys studying vocational agriculture. In Colorado the local school districts pay 50 percent of the salaries of the teachers for their time devoted to the teaching of vocational agriculture, and 25 percent of their salaries comes from state funds, and 25 percent from federal funds. During the five-year period, the actual salary cost of teaching vocational agriculture borne by the communities amounted to \$241,234; and the income from the project work amounted to \$413,230. Therefore, for each \$1 the local school district paid toward the salary of the teacher of vocational agriculture for teaching vocational agriculture, the project work brought a return of \$1.67, or a profit of 67 cents for each dollar the community invested in the teacher's salary.

No other school subject can show such a return. Vocational agriculture is not taught to make money. It is taught to help boys interested in farming, to become efficient farmers. Boys studying vocational agriculture learn much; they are vitally interested in their work, and the practicability of the instruction is revealed in their project earnings.

A Project to be Carried out by Students in Farm Management, as Supervised Practice

AN AGREEMENT OF FATHER, SON and INSTRUCTOR

I. SON AGREES

- To analyze the management of the home farm.
- To make a report on the analysis made.
 - Faulty practices needing correction.
 - Marginal enterprises.
 - Possibility of introducing new enterprises.
 - Extent of balance of enterprises.
 - New methods needing inauguration.
 - Discovery of farm-profit leaks.
 - Needed improvements in living conditions.
 - Any other improvement.
- To make a plan for better management through remedying of conditions above.
- To cooperate with the father in

deciding on feasibility and method of bringing about these changes in management with a report to the instructor of the changes made the first year.

II. FATHER AGREES

- To supervise the son's work and give advice.
- To cooperate with the son in deciding on the feasibility and method of bringing about the suggested changes and in carrying them out to his best ability.

FATHER AND SON JOINTLY AGREE

To estimate the economic value of the contribution made by the project work to the management of the farm.

III. INSTRUCTOR AGREES

- To assist the son in planning.
 - To cooperate with father and son in deciding on changes to be made.
 - To cooperate in judging the value of the project.
- Signed.....Father
.....Son
.....Instructor
—Author Unknown.

Writing Project Plans

LAWRENCE LAMB, Instructor in Vocational Agriculture Worland, Wyoming

AT THE beginning of each school year, I give each of my boys in vocational agriculture a project outline to be used in writing project plans. Well planned means well begun and usually well done. The best projects in the past have been the most carefully planned. The outline follows.

- The reason or reasons why you selected this particular project.
- The location of your project (where it is on the farm).
- Length of time you are going to run this project.
- How are you going to finance your project?
- How much expense there will be to your project.
- Tell how much money you would like to make.
- What use do you plan to make of your profits?

8. Tell your previous experience with this enterprise.

9. How, when, and where your product is to be disposed of.

10. Make a list of the jobs that you are going to have to do in order to successfully complete the work you are undertaking.

11. What extra equipment you will need for the work.

12. If you cannot do all the work on your project, who will do the rest of it and how much?

"Every man throws a rock now and then that he would like to have back in his own hand."—Selected.

"The cultivation of the earth is the most important labor of man. Unstable is the future of the country which has lost its taste for agriculture. If there is one lesson of history that is unmistakable, it is that national strength lies near the soil."—Daniel Webster.



Evening Schools



Teaching Farmers What to Do About the A. A. A. Cotton Program

C. O. HENDERSON, Supervisor Vocational Agriculture, Mississippi

THE problems connected with the Agricultural Adjustment Act have given the agriculture teacher an unusual opportunity to prove his value. The 1933 Cotton Control Program, being new in every respect, brought to the attention of cotton growers problems they had never experienced. It was to solve these problems that the teaching of adult farmers was popularized.

I. 1933 Plow-Up Program

When the announcement came from Washington that cotton acreage would be curtailed, approximately one-half of the white agriculture teachers of Mississippi were attending a special course at Mississippi State College. The Department of Rural Education recognized the need of certain material being taught the farmers before they could intelligently decide what should be done about entering into contract with the United States Government to plow up their cotton acreage.

Questions anticipated by the teachers when they returned to their communities were listed. The questions were rearranged and organized, and data secured for the answers. This material was mimeographed and sent the teachers in the field and given those in attendance at the summer school. At the end of the second week of the summer school, the teachers returned to their communities for one week of intensive evening class teaching.

Most of the teaching was done by the case method. An actual case was taken from one of a group of farmers, such as the number of acres in cotton, yield, and other facts for figuring the effects of the plow-up. The value to the farmer of the plow-up was figured, (1) if the farmer plows up his cotton and others do; (2) if the same farmer does not plow up but others do; (3) and if no one plows up. In figuring through these cases, it was necessary to make a study of the government contract to determine how the rentals, options, average yields, use of the land plowed under, and other factors affected the farmer's income. The price of cotton for fall had to be predicted. This necessitated the study of supply, carryover, production, acreage (both foreign and domestic), in order that the farmers could come to some intelligent decision as to what price to expect.

The teachers considered this work as an emergency and taught many meetings outside of their own communities. Out of 1,528 meetings held on the 1933 Plow-Up Campaign, 687 were taught outside the school district where the teacher was supposed to have worked.

There were 25,874 field visits made on this emergency work, and 8,466 of these were made outside of the school districts.

The value of this teaching was shown in the percentage of the growers actually plowing up their cotton as against the average for the state as a whole. It was found from a survey that 98.8 percent of the cotton growers in the Smith-Hughes communities plowed up part of their acreage, whereas less than 90 percent of the cotton growers of the state entered into contract with the Government on this control program.

II. 1934 Program

During the last week in October all white agriculture teachers were asked to attend district conferences for the purpose of learning the best methods of teaching the farmers the value of the 1933 plow-up in anticipation of a 1934 Control Program. The problem of taking the 10-cent government loan was also in the forefront at that time and demanded attention. Prior to the conference the teacher-training department had prepared data needed by the teachers in service.

Analyzing Results of 1933 Program

At the conferences teachers were led in a discussion similar to the way they would be expected to teach the farmers. Questions were drawn from the teachers. The case method was used to show what a farmer made who participated in the 1933 plow-up campaign either by taking the option or straight rental, what he would have made had he not participated, and what he would have made if no one had participated. Each of these cases was worked out where the grower actually made more than the committee's estimated yield and also where the actual yield was less than the estimated yield.

The Cotton Processing Tax

At the time of this conference the price of cotton goods had advanced from 50 to 100 percent. This advance was thought by many farmers to be due to the processing tax and the N. R. A. Information was given the teachers to determine exactly the amount of this advance that was due to the processing tax and N. R. A.

The 10-cent Loan

Price outlook played an important part in the material for teaching farmers whether or not they should take advantage of the 10-cent loan offered at that time by the Government. This offer pegged the price at 10 cents, and many farmers wanted to know whether

to sell their cotton or take the government loan. To prevent a misunderstanding and to enable the farmer to decide for himself whether it was profitable to take the loan, it was necessary for the teachers to know how to teach the farmers how to figure the extra cost of holding the cotton if the loan was taken, what obligations were incurred, and possible future price.

Publicity

Due to the tremendous amount of traveling necessary for the teachers to reach personally all farmers in communities, some thought was given other methods for getting the farmers out to the meetings without personal visits.

A state-wide program of publicity was prepared. Articles were written for the more important daily papers, bringing to the minds of the public these problems and questions being taught in advance of the sign-up campaign for the 1934 Acreage Control. Each teacher was given a suggested article to fill in with local data to be published in his local paper. This publicity was a means of creating interest on the part of the farmers so that when the announcement was made of a meeting they were more interested in attending.

As a result of this conference most of the teachers had splendid attendance and interest. Teachers who had never taught evening classes were successful in their attempts. In general, enrollments in evening classes were the highest on record.

Farmers Learn What To Do About 1934 Program

Upon receipt of definite information about the real cotton acreage control program for 1934, another conference was called by the state office. Again the teacher-training department prepared information for the teachers. Blanks for making a survey of farms were sent out in advance of the date set for the conference so that the teachers might have practical working material for the discussions at the conference.

Methods were used in these district conferences similar to those used in the first. Questions that the teachers had been asked by the farmers regarding the 1934 program and anticipated questions on 1934 intended set-up for the farm, utilization of land not in cotton, feed and food requirements for the farm, and reorganizing plan for 1934 were secured. These questions had previously been prepared by the teacher trainers; and suggested procedure, information needed for teaching the problems, and

suggested number of meetings in the respective districts were prepared.

At each of these district conferences a few home economics teachers met to determine the best methods of teaching necessary information regarding the food needs of the family to the farm women. The idea was to hold concurrent evening classes for the farm women and farmers. The women were to determine the type and amounts of foods needed, and the farmers were to decide on the amounts and types of land to produce this food.

Much interest was found in the features of the government's acreage-reduction contract. To explain or determine the requirements, limitations, and advantages of the contract, a case was worked out with the teachers using information brought in on the survey blanks by the teachers. These case studies again brought in the necessity for reviewing the outlook for the price of cotton for 1934 which was taken up at the first conference. It also made it necessary for the teachers to be able to determine and to teach farm reorganization to meet the changes made necessary by the Government's Recovery Program.

Farm Organization and Credit

In teaching farm reorganization, the farmer was to give his intended set-up for 1934. What would be the acreage to be planted to cotton? What would he plant on the land rented to the Government? By making these intended plans up for the year, the farmer has a definite working plan for the study at the meetings. His intentions also make him less passive when suggestions arise which conflict with his plans. These intentions also give the teacher a basis for determining the value of the teaching, since the difference between the farmer's intentions and his plans as actually carried out in the light of the information received constitute the value of the teaching.

Splendid results have been secured by those teachers who have begun the teaching of this farm reorganization. This study leads the farmers to ask for information on feeding practices (included in the mimeograph material distributed at the second conference). It also leads into a study of farm credit and production practices. Farm credit and production practices were taken up at the third of the series of conferences held in February after the study of farm reorganization had gained some headway.

It will be noted that the drive to meet the emergency situation during the year has been divided into four parts. The first was the 1933 Plow-Up Campaign when the teachers hurried to the aid of Extension forces to "put the program over." The next step included a summing up of the 1933 program, the results of the Government's efforts to help the farmer, and the 10-cent loan. The third was the 1934 Cotton Acreage Control Program and the necessary farm adjustment growing out of this program. And fourth, the farm credit and production practices essential for profitable farming in the light of the Government's new plan of agricultural and industrial recovery.

How I Get Farmers Out to Evening Class

SIDNEY H. FADELY, Instructor in Vocational Agriculture, Racine, Ohio

THE vocational instructor who permits himself to become convinced that the farmers of his community are a "peculiar" group and different from farmers of other communities has placed between himself and his farmers a wall of resistance as real and formidable as can possibly be imagined.

In years past, the writer was a victim of this species of subjective delusion. No doubt many other teachers are facing this same, self-constructed wall of resistance. I mention this point at the outset because such a notion, if permitted to exist, will make it practically impossible for the teacher to organize an evening class for farmers. If, then, you harbor this philosophy, get rid of it, start over.

With this generalization, "my community is different," out of the way, be prepared to see each home and farm as a separate and individual set-up that presents many social and economic problems. Think of each farmer as facing the problem of producing quality farm products to be sold at a profit above cost of production to an exacting market.

If farmers are to be enrolled as evening class students, the first problem is to get them out to class. The writer knows of no set formula that can be applied to this problem. There are certainly too many variables to expect any uniform method to prevail. Personally, the writer has found no substitute for the practice of visiting the farmer in his own back yard.

THE prospective evening course student should be approached by a discussion of plans and ideas in which he is most interested. Every farmer, regardless of how low he may rank as a scrub farmer, has some good qualities, practices, or ideas which he and everyone can recognize. Find them and use them to your own advantage.

It is generally fatal, and certainly not good form, to explain to the farmer that you were merely passing by and thought you would stop in to say "hello." It is much more effective to make it clear that you have made a special visit to his place for specific or definite information, or to secure his opinion on a matter which you feel he is best prepared to give. Such information as the teacher may be able to get might at first thought appear to be trivial, but it should give the teacher a clue to the farmer's problems and to his background of experience. The good teacher should have no difficulty in locating a grape vine that needs pruning or a peach tree that shows evidence of borer infestation to which he can give his attention without interrupting the conversation. Wormy pigs are a hundred-to-one shot if they can be located without causing suspicion. The plan that the writer uses is to spot something as soon as possible to which he can give his attention while the farmer does the talking. Agree with the farmer when possible, but avoid arguments. The writer occasionally borrows a sample of corn, potatoes, or some

other product to exhibit at the next class meeting unless the farmer agrees to bring them with him to the meeting. It is good practice to drop the farmer a card next day thus making another contact which fixes in the farmer's mind the date and hour of meeting. The message might be framed as follows:
Dear Mr. Crigler:

While at your place yesterday I forgot to bring along the sample of corn you selected for me which I need very badly at our meeting Tuesday evening at 7:30. If it is not too much trouble, I would be pleased to have you bring this with you when you come.

OR,

While at your place yesterday I forgot to ask you about the Fisher boys who farm on the river. I wonder if you could not see them for me before Tuesday evening and tell them about our meeting which starts at 7:30. Perhaps you can bring them along.

It takes very little time to write this message on a card, and it may be depended on in nearly every case to get results.

While this article deals primarily with the problem of getting farmers out to evening class meetings, it would be well to emphasize that no farmer will return to a class meeting unless he feels that he is benefited by his attendance. So, careful planning by the instructor is necessary, to provide for the needs of each student. Each student should have an opportunity to take part in the discussion, and if possible some of his ideas should be found in the summary on the board when the class leaves. Rambling and promiscuous lecturing has no place in an evening class. Frankly, I admire and respect the good opinions of those farmers who stayed at home and failed to hear some of my early attempts at evening class instruction. Are you guilty of this mistake?

Evening Class Work in Louisiana

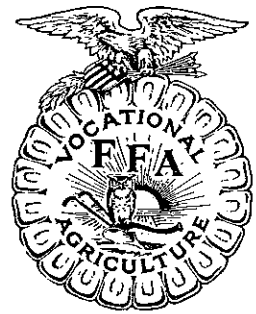
A. LARRIVIERE, Assistant Supervisor of Vocational Agriculture

THE evening school program as outlined for Louisiana is not limited to any definite time or subject matter, but organized on a year-round basis according to the needs of the individual communities. The responsibility of planning the program for any community is placed on the local teacher, who, after making his surveys, has a conference with the advisory council to present the needs and procedures. This council includes the key men of his patronage area, the principal, and superintendent. After the conference the program is presented to the evening school groups, organized by the teacher in various centers of his community.

It has been found that by the teacher's going out to the homes, churches, and outlying schools to hold classes a larger enrolment is obtained. It helps do away with community factions and religious differences, and too, it reaches the farmer who under ordinary circumstances would not put on his best clothes to go to the school for a class.

In formulating his evening program, the teacher at all times keeps in mind

(Continued on page 160)



Future Farmers of America



District F. F. A. Chapters in Tennessee

G. B. THACKSON, District Supervisor
Middle Tennessee

THE first organization of a district chapter of Future Farmers in Tennessee was at Crossville, in February 1933. Six local chapters from the Cumberland Mountain and Sequatchie Valley area were brought together for this organization.

One big idea was in the minds of the promoters of this first district chapter, that local chapters and their members, if they could meet with other chapters two or three times during the year, would have a better idea of the needs of their own section and of the state as a whole in Future Farmer work.

Before this, the only official get-together meetings of chapters was at the annual state convention. Here, the delegates met each other for the first time. They were unacquainted—individually and by chapters—and most of the boys present had little conception of the ideas and ideals which might exist in chapters in other sections of the state or even in adjoining counties. Because of this, few of them had ever thought of a state program of work for the Future Farmers.

Today, the entire state is organized by district chapters. From four to eleven local chapters form these district chapters, depending on distance apart, similarity of farming conditions, etc. As yet, no standards have been set up as to number of meetings, procedure, etc. It is hoped that by following this method, the boys themselves will do the planning from experience gained from this first year. Some district chapters meet once each month, others only three times a year. The boys elect their own district officers, make their own programs, and set up their own district objectives.

These district chapters have already developed into the greatest "training school for Future Farmers" yet found in our state,—both in parliamentary procedure and in the development of a program of work.

These districts become the first units in the elimination contests in livestock judging, dairy judging, public speaking, and the chapter contests. In addition, most of them have planned district contests in one or more forms of athletics.

Here is a typical set of district chapter objectives:—

1. Hold a corn and tobacco show with an entry from every project in the district.
2. All chapters of the district attend Camp Clements the same week.

3. Have a district baseball team at the camp.
4. Organize a district basketball league.
5. Award suitable trophies to the winners of the district eliminations in the regular Future Farmer contests.
6. Hold a poultry judging contest.
7. Put on a reforestation program of at least 10,000 seedlings.
8. Have a cooperative district chapter livestock sale or auction.
9. All local chapters assist welfare agencies in caring for the needy.
10. Assist and promote the standardization of at least 8,000 lambs.
11. Hold a district chapter banquet or social.

Some two months before the annual state convention, the district presidents will be called together to discuss the things which may, and should, come before the convention when it meets. The presidents will then go back and discuss these things with the chapters in their districts, that the delegates may have a better understanding of the problems when they come together in the spring.

Our district chapters are still in their infancy, but they have already done much to develop Future Farmer activities and intense member interest.

New Jersey Future Farmers Demonstrate Apple Packing at State Farm Show

ONE of the features at the New Jersey State Farm Products Show held at the State Capitol recently was an apple packing contest and demonstration by Future Farmer members



Champion Apple Packer

from the vocational agriculture departments of the state. This is the third time apple packing has been a feature of New Jersey's Annual Farm Show, and it has proved to be good publicity for vocational agriculture and at the same time, has added interest to the show and has called attention of the visiting farmers to the importance of small apple packs in the selling of quality fruits at roadside markets and other retail trade stands.

Each F. F. A. chapter entered two boys in the contest. Ribbons were awarded to the eight highest individual scorers, also a school prize of a framed picture suitable for hanging in the agriculture room of the school whose representative made the best score.

Each contestant packed three half-bushel tub baskets, using the Hiatt metal form. The score card used was as follows:

Speed	40
Quality of pack	
Uniformity of face	10
Tightness of face	10
Tightness of pack	20
Bulge (rim and center)	20
60	

One point was deducted from the speed score of 40 for each half minute or fraction after the first five minutes of packing.

The contest was won by Paul Taylor of the Millville High School, who made a score of 98 in 5 minutes flat.

In addition to the apple-packing contest, the F. F. A.'s exhibited white potatoes, sweet potatoes, corn, and eggs in special vocational classes. These exhibits were of high quality and added much to the show and served as a means of keeping vocational agriculture and the Future Farmer organization before the citizens of the state.

"Get-Acquainted" Idea by Montana Chapter

J. W. Wellington, Adviser, Stanford, Montana

DURING December, almost one hundred letters of good will and acquaintance were sent out by the Judith Basin Chapter of Future Farmers of Stanford, Montana, to all states and to Hawaii. These letters were of the following form: The letter was headed by a drawing by the Judith Basin Chapter cartoonist, of a cowboy swinging his lasso in which were the words, "Howdy, Strangers." Beneath this the opening paragraph introduced the reader to the location of the Judith Basin Chapter. After a short paragraph describing the country, its produce, and like material, the chapter listed its outstanding activities for the year. Fol-

lowing this was a list of the winning activities of the chapter, which included the trip to the World Grain Exhibition in Canada, winnings at the North Montana Fair and the state contest. Then there was a paragraph asking that the chapter write and exchange ideas and photos with the Judith Basin boys. At the bottom of the second page was a picture of a mounted cowboy raising his hand in farewell salute with these words, "So long, Amigo, drop us a line."

The first chapter to answer was one within our own state. We might add that two chapters were selected in each state, so that we might have a 100 per cent answer list even if one of the chapters did not answer. After the first letter, the letters dragged in slowly, and at the first of the year, the Judith Basin Chapter sent out a card asking the chapters receiving the original letters to cooperate with the Judith Basin Chapter in making a 100 per cent tour of the United States by mail. Then for a time the letters came in at a very good rate, but they have dropped off again at the present time.

We cannot here go into the details of the work and activities of the various chapters that have written fine answers to the Judith Basin Chapter. However, all these letters will be enclosed in the Judith Basin scrapbook, and at the state meeting the most outstanding letters will be read.

The letter from the most distant chapter was that of the Andrew Cox Chapter at Waialua, Island of Oahu, Territory of Hawaii. Following are the letters to date: Glenville, Pennsylvania; Vergennes, Vermont; Aurora, South Dakota; Stamping Ground, Kentucky; Gardnerville, Nevada; Rodman, South Carolina; Barberville, Florida; Flier, Idaho; Snowflake, Arizona; Rogers, Arkansas; Seward, Nebraska; Franklin, Georgia; Ord, Nebraska; Stanford, Illinois; Eljay, Georgia; Las Cruces, New Mexico; Arlington, Vermont; Stanford, Kentucky; Mesa, Arizona; Alturas, California; Wakeeny, Kansas; Miles City, Montana.

Perhaps the most outstanding letter was from the chapter at Stanford, Kentucky. The boys there have won the state livestock judging contest against a field of 100 teams three years in succession. In addition to this the chapter has state farmers and a fine activity list in their vicinity. Many chapters have written excellent letters, but this one, to date, is outstanding.

In almost every case the answers from the other chapters have complimented the Judith Basin Chapter on having been the pioneers of the "Good Will and Get-Acquainted Tour."

The members of the Judith Basin Chapter feel that they will be able to help themselves in their chapter work from the wealth of good ideas they have received in their letters.

Vocational Agriculture Teachers:
We need good F. F. A. stories of local chapter work. Send contributions to H. O. Sampson, F. F. A. Editor, College of Agriculture, New Brunswick, N. J. Use the typewriter, and double-space the articles. Good, clear pictures help. Frequently, brief articles are preferable. By supplying us with good stories, you pass your ideas to other teachers.

How Forestville, New York, Future Farmers Went to the World's Fair

THE Forestville, New York, Future Farmers at a business meeting in December 1932 considered the possibility of attending the Century of Progress Exposition at Chicago. Since funds were not available to take the entire group of 48 members, it was decided to set up a contest and to select 6 members from each of the 3 classes in agriculture and pay their necessary expenses from the F. F. A. treasury.

The following score card was drawn up by the chapter, and the contest started on January 1, 1933.

1. Scholarship—Honor roll 10, Merit roll 5, monthly average extra points.
2. Project work—Each project 4, supplementary practice 1. (Graded on neatness and accuracy of records, appearance of project, practices used, and knowledge of the projects.)
3. Speaking contest—5 for entering, 10 for each class winner, and 15 for chapter winner.
4. Essay contests—5 for entering, and 5 for winner.
5. Repair work at home and at school—1 for each job.
6. Final exams in June—7 for each exam passed.
7. Judging contest—5 for entering, 5 if winner.
8. Church and Sunday School attendance—1 for each service.
9. Prayer Meeting attendance—5 for each service.
10. Athletics in Agricultural Rally—1 for each event.
11. Outside agricultural trips 1; also 1 for each car.
12. Music—orchestra, band, mixed chorus, lessons, and choir—total 5.
13. Attendance at Scouts, Hi-Y, 5 each, and 1 for each meeting of Farmers' Club, Grange, Farm Bureau.
14. Schoolstage performance—1 each.
15. Home, community, and school service and instruction—1-5.
16. Construction work at home or school—1 for each article made alone.
17. Milk testing—1 for each time.
18. Craz-ee basketball—1-5-3, and 1 for entry.
19. Night F. F. A. attendance—1 for each meeting.
20. Good support of F. F. A. 5, F. F. A. sign displayed 5.
21. Good conduct in agriculture class—5 each month.
22. Exam on F. F. A. books read in study hall—10 for each perfect score.
23. School attendance—5 for perfect attendance.
24. Physical improvement—25 (weight, achievements, etc.)
25. Agricultural contributions—Specimens, timely topics, articles, 1 each.
26. Agriculture notebook—10 for best.
27. Good financial support toward World's Fair Trip—5.
28. Wearing of insignia and letters—5 each.

DEMERTS

1. Tardiness—1 for each illegal.
2. Absence—1 for each illegal.
3. Poor support of F. F. A., 1.
4. Incompletes—5 for each illegal.
5. Poor conduct, 1.

Selection of the winners who scored the highest total points was made the latter part of July, the advisory board of the department and the teachers of agriculture in nearby schools making the selections.

In the meantime, plans were made for the trip. One of the boys had an uncle who lived in Chicago. Arrangements were made for camping in a basement of this uncle's apartment house while the group was to be at Chicago. Also, Agriculture Instructor Ward Evans of Forestville, had written to Agriculture Instructor W. G. Weiler of Fremont, Ohio. An invitation had been extended by Mr. Weiler and the Fremont Chapter of Ohio, of entertainment for the Forestville Chapter at the homes of the individual boys overnight. The Home Bureau unit of Forestville assisted the boys' mothers in deboning and canning 60 chickens and getting together eggs, butter, and other supplies for the trip.

On August 7, the 18 boys, together with Ward Evans, chapter adviser, and with Associate F. F. A. members as drivers, started in four cars on the trip. When the caravan reached Fremont in the afternoon, Mr. Weiler and his group of boys were ready to meet them. A very enjoyable time was spent at Fremont, where each of several of the Fremont boys took one or two Forestville boys home to spend the night with him. The next morning the journey was continued, and at 4 o'clock the boys reached Chicago and set up camp.

Three days were spent at the Fair, viewing the wonders. Also, time was found for a visit to the stock yards, a packing house, and the Board of Trade. The journey home was made in one long day.

The entire necessary cost per person for the trip was \$5. This included transportation, food, shelter, and admission to the Fair. All extras desired were paid for by the individual. This small cost was possible only by the home supplies of food taken along, by the courtesy of the Fremont boys, and by the cooperation of every member.

The Forestville F. F. A. plans a similar contest this year and is making plans for a visit to Washington, D. C.

Sunbury and Centerville, Ohio, Future Farmers Stage War on Farm Pests

A PEST hunt contest, estimated to have saved Delaware County farmers \$3,287, has just been ended by Future Farmer chapters in Sunbury and Centerville, Ohio.

During the hunt, vocational agriculture boys in the two chapters killed 215 rats, 3 woodchucks, 16 moles, 35 crows, 654 starlings, 369 pigeons, 448 mice, and 2,538 sparrows. Estimating the damage these pests would have done to farm grain, feed, and poultry at present prices, we get the following amounts: Each rat, \$2.00; woodchuck, \$2.00; mole, 50 cents; crow, \$2.00; starling, \$1.50; pigeon, \$1.50; mouse, 50 cents; and sparrow, 50 cents.

A certain number of points was given for each pest, as follows: Rat, 10 points; woodchuck, 25; mole, 10; crow, 25;

starling, 5; pigeon, 5; mouse, 2; and sparrow, 2.

As the contest comes to a close, we find the Sunbury boys the winner with a total score of 8,284 points, while Centerville boys have made a score of 5,863 points.

The highest individual score was made by Grover Bird, a Sunbury sophomore, who had a score of 3,099 points. As a reward for his good work, Grover received a sweater emblem bearing the symbol of the Future Farmers of America.

The Sunbury boys will be guests at a banquet and celebration at Centerville in the near future for their winning this very helpful contest.

California State Convention, May 3-4-5

THE state convention of the Future Farmers of America in California is planned at the California Polytechnic school at San Luis Obispo for May 3-4-5, according to State Adviser Julian A. McPhee.

The convention will be given over to officers' training schools and conferences on chapter conduct, programs of work, and similar questions. A banquet and a barbecue to be given the visiting boys by the agriculture students at California Polytechnic, and entertainment by this host group, are among the features.

Judging contests in six different events are tentatively planned for the first day, with May 4-5 given over entirely to convention and conference programs. About 350 chapter officers and outstanding members are expected to attend.

The statewide public speaking contest to select a California representative in the western regional competition, will be held one evening. Candidates for the State Farmer degree will be given occupational tests at the convention, using facilities of the state vocational school.

Bruno Builders

THE F. F. A. chapter members of Bruno, Arkansas, are good builders, for they have to their credit a farm shop and community hall.

The enrolment increased to such an extent in this school that more room was needed for farm shop work after the agriculture department had been in operation one year. The district had no money to build a shop, so the F. F. A. boys agreed to do the work. Accordingly, plans were secured from the State Department of Education, and the building has been completed. The boys cut trees from the hillside, hauled the logs to a nearby sawmill, returned with the lumber to the school ground, and built their own work shop. Every phase of the work, from laying the concrete foundation to the finishing coat of paint and the planting of shrubbery, was done by the boys.

A community hall was also needed by the school, and the F. F. A. agreed to help with this project. Plans and specifications were furnished by the agriculture department, and boys had supervision of the project and did most

of the construction. Stones were gathered from the farms, and hauled to the building site. Soon a 80 x 130 cobblestone community hall was under way. There is a stage, with dressing rooms, a home economics department, an athletic room, a large auditorium that contains a 50 x 90 basketball court and a tennis court. In the basement are a lighting plant and water system. The building is called the "Aggie Community Hall," and is a monument to the Bruno F. F. A. chapter.

Evening Class Work in Louisiana

(Continued from page 157)

the following main items of the agricultural content of the state program of work, formulated by the teachers at their annual convention:

1. Lowering the cost of production
2. Live-at-home program
3. Maintaining and increasing fertility of the soil
4. Cooperative efforts
5. Standardization of the varieties of the various crops
6. Farm shop work
7. Educational phases of the Agricultural Adjustment and Farm Credit Administration programs.

In order to give a cross-section picture of what is being carried on in Louisiana, the writer wishes to take you on a tour of the state. These items are mainly from contacts and visits.

A community in the western part of the state has five evening groups organized with an enrolment of 159 farmers. On each of these 159 farms a hotbed has been built. Plans have been formulated by these groups to standardize the cotton and corn varieties. A farm and family budget has been made, including the scope of enterprises to be grown and raised to meet the budgets. In this particular instance, the teacher was meeting these groups once a week and had a perfect attendance. The ideas of the state program were being successfully carried out. Some of the work outlined was being done in cooperation with the relief agencies.

In a community in the northern part of the state where canned peas are considered life savers, over eighty beeves were canned through their live-at-home program, thousands of cans of vegetables have been canned, and many hogs cured for ham and bacon. In the evening program of this teacher also appeared terracing and winter legumes. Practically every farm has been terraced, and for the first time winter legumes were planted in this community. Over 100 acres in the area could be seen covered with green legumes.

Another community in the northern part of the state, through evening-class activities, has organized to buy and sell several carloads of various commodities cooperatively.

A community in the southern part of the state, where cotton is the major crop, has standardized the variety of this enterprise.

A community in the north-central part of the state has been given instruction on the Farm Credit Administration. There are over one hundred enrolled in evening classes in this community.

The teachers organize their work on a year-round basis, taking up problems as they come in seasonal sequence. When new topics such as the Agricultural Adjustment Act and Farm Credit Administration come up, they are included in the program of the teacher, provided they deal with the readjustment of the commodities or problems in his particular community.

A Letter from a Teacher of Vocational Agriculture

Note: The editor would like to receive letters commenting on articles in the magazine or touching on the magazine in any way. Unfavorable comment is welcomed.

Henderson, Ky.
February 4, 1934

My Dear Mr. H.

I wish to commend the editors on the reading materials found in the January issue of *Agricultural Education*. There are two articles which I feel are outstanding and should receive brief comments from the men in the field.

The first of these is the article entitled, "Are We Demanding Too Much of the Teacher of Agriculture?" by W. W. Adams. Well does he point out that we are too often primarily concerned with getting things done: the *how*, with little or no emphasis on the *why*. Often teachers are rated by the amount of things they accomplish. Volume production may not be a measure of quality. As the writer points out, this may or may not be a result of overload.

The second article is that of Dr. Hamlin, entitled "A Philosophy of Supervised Practice." In my way of thinking, he comes nearer to giving us the psychology of the "average farmer" than any man I have been privileged to read after for some time. In other words, he seems to have the fundamental understanding of the farm boy and his parents which I feel is woefully lacking in many vocational teachers and, too often, college instructors. He presents two thoughts that I like to combine and perhaps carry a bit further. They are: *The application of new knowledge must be voluntary, and is the normal consequence of good teaching.* My opinion has always been that the only worth while knowledge, or the part that carries over, is the part that is purely voluntary on the part of the learner. Because certain practices are required in farm practice or geometry is no assurance they will be adopted unless the student feels he wants to adopt these practices.

I believe, too, as Dr. Hamlin points out, that supervised practice work is as broad as the agricultural activities of the community, and is in no sense confined to a set of classroom projects or activities.

That the greatest benefits coming from supervised farm practice is that it tends to make the boy independent and not dependent upon the vocational instructor. To the degree the teacher is able to make the student independent, to that degree the teacher is a success. This is the special value I find coming from the meager research work I am able to do.

(signed) Charles Hubbard