

# Agricultural Education



Norman L. Larson of Park River,  
North Dakota, Early American Farmer

[See Editorial Comment]

*"One of the best arguments on behalf of providing vocational education in the regular high school is that it is being done. The high school should be one of the important agencies of vocational education."*

*—Leonard V. Koos.*

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## OUR COVER

AS THIS month's cover picture we present the second in our series of early American Farmers continuing in farming.

Norman L. Larson of Park River, North Dakota, was one of the original group representing vocational agricultural clubs from all sections of the United States to meet in Kansas City in November 1928 to form the Future Farmers of America. At that time he was a junior in high school.

In 1931 Norman began farming with his father on a salary basis. He also carried on an experimental plot in cooperation with his father, on the relationship of depth of planting potatoes to the amount of rhizoctonia present on Early Ohio potatoes that season. From the results obtained, it was concluded that the seed should be planted as shallow as possible, yet deep enough to avoid dragging out in cultivation.

In 1932 the work was continued on a similar plan, with both Early Ohio and Irish Cobbler potatoes. During this season, Norman and his father experimented with a new project—the speed of the tractor for planting efficiency at two, three-and-one-half, and four-and-one-half miles per hour. From the results obtained from this test, it was estimated that the time saved in the three-and-one-half-mile speed more than offset the disadvantage of a few missed hills, so that now the three-and-one-half-mile speed is generally used on his home farm.

In another experiment, during these years, in using alfalfa or sweet clover land, spring plowed, a smaller yield was obtained than from ordinary summer fallow or from other land on which potatoes or corn was grown the previous year. The yield on this land was also much more greatly affected with wire worm damage.

Norman and his father have also experimented in treating seed stock for disease, and with various sprays. They prefer the Acid Corrosive treatment for seed stock, as it seems to give a stand with less disease than is secured from other treatments. It has proven especially good for them in the control of rhizoctonia. The Calcium Arsenic spray treatment is now generally used by them because of its cheapness and effectiveness.

For the past two years they have not been roguing their commercial fields, but are very careful to do a complete job in roguing the seed plot and the certified commercial fields.

For the 1934 season Norman expects to plant 40 acres, mainly for table stock. He expects to start a five-acre plot of certified seed stock in Cobblers as a seed plot for next year's planting.

Norman believes in the work and program of the Far North Potato Association and is giving the organization his whole-hearted support. He manages to attend an

occasional meeting of the local Future Farmer chapter. On the day interviewed he was present at the 1933-34 North Dakota State Future Farmer Potato Show, held in conjunction with the State Potato Show at Park River. On the last day of the Show, Norman took part in an open Farmers' Livestock Judging Contest, one of the feature numbers of the Farmers' Week Program, and ranked high individual.

## LET US HAVE MORE INDIVIDUAL INSTRUCTION

THE true problem method in education and the true project method, function most efficiently in individual instruction. It is only when the pupil is solving real problems, problems actually confronting him in some work in which he is engaged and in which he is vitally interested, that the problem method and the project method of instruction find their best application.

The movement in vocational education in agriculture toward long-time supervised farm training programs is a decided step forward that will unquestionably accomplish more than anything yet tried in developing in future farmers a real interest in becoming established in farming and in acquiring those assets that help most in actually establishing one in farming. Teachers of vocational agriculture who do not put forth every possible effort to have boys in their all-day classes formulate and follow long-time supervised farm training programs are missing the best opportunity they ever had to contribute to the vocational growth and development of the boys.

These long-time supervised farm training programs create an unusually fine set-up for the most effective kind of individual instruction, because in such programs each boy will undoubtedly, during each school year, carry two or more projects. In conducting their projects, the boys are continually confronted with many problems, and to give them an opportunity to analyze, to study, and to reach efficient decisions in regard to these problems is giving these boys the best possible opportunity for vocational growth and development.

Personally, I firmly believe that each teacher could set aside at least two of the regular class periods devoted to vocational agriculture per week for individual project job study and planning. During these periods, each boy would be wrestling with his own individual problems, and the teacher be giving to him the individual help he required.

If teaching means guiding, stimulating, and in other ways helping pupils to learn, and if learning means acquiring an improved or a new way of acting or thinking, then the best kind of teaching and real learning takes place in individual instruction. President Angell of Yale University, firmly believes that:—"In the last analysis the final educational outcome always comes back to the amount of orderly intellectual effort put forth by the student himself. Teachers and books, and all the rest of the educational equipment are simply adjuncts to this end. Essentially education is always self education."

With this truth in mind, each teacher of vocational agriculture should see to it that he devotes more time to individual instruction, for it is by this method alone that he can give to each individual pupil opportunity for self education. No other group of teachers can accomplish this desired result more easily and more effectively than can the teachers of vocational agriculture.—G. A. S.

## BOOKLETS USED IN MARCH

BELOW are the states which used *Contributions of Ten Leading Americans to Education* in March, together with the number of booklets used by each state:

South Carolina.....	50	California.....	24
Tennessee.....	170	Mississippi.....	15
North Dakota.....	100	Maryland.....	1
Kentucky.....	50	Virginia.....	140
New York.....	56		
		Total.....	606



## The Need of a More Definite College Program For Training Farmers

DEAN R. L. WATTS, Pennsylvania State College

AN increasingly large percentage of graduates in agriculture are engaging in some branch of farming. In many colleges of agriculture about one-third of those who complete four-year courses take up farming as their vocation.

The limited demand for graduates in scientific and professional fields and the trend of students toward the farm are causing the colleges to place greater emphasis on training for practical work in the various applied fields.

A questionnaire sent to the deans of the colleges of agriculture in all the land-grant institutions has been effective in obtaining information on important questions relating to the training of farmers.

Twenty-two institutions contend that the extension service and the vocational schools lessen the obligation of the college to offer resident work for the training of farmers, while 15 believe that these services do not lessen the responsibility in this respect.

Sixteen colleges offer a winter course of four weeks or longer, while 27 do not. Many of the colleges which emphasize this type of instruction have large enrolments and consider the work of great importance.

Short unit courses, ranging in length from two days to a week, are popular in nearly all the colleges and serve a very useful purpose.

Nineteen institutions offer two-year courses in agriculture. Some of the colleges, which have stressed such courses, have very large enrolments.

It is obvious that the colleges give much greater consideration to four-year curricula than to any of the shorter courses. That this is the proper policy is not questioned by leaders in agricultural education.

The majority of the deans believe a curriculum which is ideal for the training of technicians in applied fields is equally effective for the training of farmers.

The usual practice is to offer relatively few curricula and then permit liberal choice of electives.

In the training of farmers it is incumbent upon the institutions to teach our youth not only how to make a living but how to live and how to be good citizens.

There is the greatest divergence of opinion among the colleges concerning the relative importance of the various fields of learning. The total number of credits of applied agriculture in four-year curricula range from 25 percent to 55 percent; in the physical and social sciences from 18 percent to 40 percent,

From time to time we publish an article not related directly to secondary vocational agriculture. We must believe, however, that such an article has important implications for us. Dean Watts has made an extensive study on the subject of which he writes, and our readers will appreciate his article.—Editor

and in liberal arts from 10 percent to 40 percent. There is a marked tendency to give greater emphasis to the social sciences.

College graduates who are outstanding farmers in nearly all the states were consulted, and about one hundred replied to various questions. Forty-three farmers stated that the applied courses had been more helpful to them than the



Dean R. L. Watts

fundamental courses, while 27 claimed that the fundamental courses had been more valuable.

Practically all of these college-trained farmers emphasized the importance of English, and especially public speaking. Economics occupied second place in importance, followed by history, sociology, philosophy, and commercial law.

Nearly all these college-trained farmers commented on how the curricula in agriculture should be revised so as to make for more efficiency in the training of farmers, and the following conclusions may be drawn:

First, that more attention should be given to the business aspects of farming, as represented in the entire realm

of agricultural economics.

Second, that college training should be made more practical by (a) employing teachers who have had practical experience; (b) requiring supervised work on successful farms; (c) stressing the more important applied courses; (d) correlating more closely the fundamental science courses with the applied science courses.

Third, give the students the elective privilege of choosing from a wide range of courses, especially in the humanities and in liberal arts.

Fourth, though the fundamental sciences are regarded as of great importance by nearly all of these farmers, many believe that the time devoted to them could be materially reduced.

Fifth, a large majority of this group emphasize English, especially public speaking.

In regard to the training of students in four-year curricula for the occupation of farming, the following conclusions seem to be in order.

1. It is the function of the colleges of agriculture to develop men for citizenship and for wholesome living, and in these respects its purposes are in common with all other college curricula.

2. There can be no evasion of the vocational objective and no slighting of instruction which is essential to the achievement of this major purpose of our land-grant institutions.

3. A balanced, well-proportioned curriculum is of the utmost importance, but it is evident that there is much confusion and difference of opinion as to what is the proper balance.

4. All instruction should be of college grade. The fact that it is vocational in its bearing does not preclude the possibility of maintaining a high level of academic standards.

5. Students must be taught to think and to arrive at sound conclusions. If courses are merely factual or informational in character, they should have no place in a college curriculum.

6. Finally, teachers are more important than courses and curricula or classrooms and laboratories. Students are influenced more by the character and caliber of their instructors than by the subject matter which they teach. If our colleges fail to produce good farmers and good citizens, the primary responsibility rests with our college administrators who are responsible for the appointment and service of the teaching staff. If men of character, ability, and capacity are in the classrooms and laboratories, there will be no uncertainty about our annual crop of good farmers and good citizens.



# How Teachers of Vocational Agriculture in Arkansas Use Their Time

ROY W. ROBERTS, University of Arkansas

Note: This is one of the articles reporting research studies in agricultural education, checked by Dr. C. R. Wiseman, Research Editor for the north central and western states. Dr. E. C. Magill reports such research study articles for the eastern and southern states.

THE nation-wide movement for economy demands that teachers everywhere give an account of the use of their time. Teachers of vocational agriculture must account for time spent outside as well as inside the classroom. One of the first considerations in time accounting involves an analysis of the time budgeted to the various activities of the teacher's job. While the important consideration is not how long but how well one works, tradition demands that a reasonable number of hours per day be spent on the job. The study described in this article attempts to discover the relative amount of time used by teachers of vocational agriculture in Arkansas in teaching, supervision, preparation, and community service; and also the number of hours per day and per month in the various activities related to the job.

A blank form for time accounting was devised on which the teacher could tabulate each day of the month the number of minutes spent in performing the activities relating to his job. This blank was sent to all teachers of vocational agriculture in Arkansas, with the request that they keep a daily record for one month during January, February, or March, 1933. Approximately one-third of the federally aided teachers responded to the request, and data were secured from 29 schools. Twenty-one teachers submitted data for January, and eight for February. The spread of the data was fairly representative of the state as a whole, and information was obtained from each type of farming area.

The relation between the total time reported and the time spent in each activity is indicated in Table 1. The first column indicates the name of the activity, the second column indicates the percentage of total time reported spent in each activity, and the third column shows the range in percentage of time reported.

This table shows that 34.5 percent of the time of the teachers of vocational agriculture in Arkansas was devoted to teaching all-day classes. The lowest percentage reported was 22, and the highest 46. The greater portion of the teachers' time, according to this table, is spent in activities other than teaching. The single activity outside the classroom occupying the greatest amount of time is that of personal service to farmers. One teacher reported a total of 56 hours of personal service to farmers in January. Student meetings, which are primarily Future Farmer activities, occupied 47.5 hours

Research Paper Number 313, Journal Series; University of Arkansas.

Table 1. Percentage of Time for Each Activity Engaged in by Teachers of Vocational Agriculture in Arkansas During January and February, 1933.

ACTIVITY	Percentage of Total Time	Range in Percentage
Teaching agriculture		
All-day classes	34.50	22 to 46
Day-unit classes	3.87	0 to 15
Evening classes	4.06	0 to 12
Other school work		
Teaching	1.76	0 to 6
Athletics	1.76	0 to 8
Student meetings	2.53	0 to 18
Preparation for instruction		
All-day classes	8.22	3 to 12
Day-unit classes	1.08	0 to 5
Evening classes	2.48	0 to 7
Other classes	1.31	0 to 9
Office work		
Grading papers	2.57	0 to 9
Records and reports	3.61	1 to 10
Correspondence	3.38	1 to 8
Supervision		
All-day pupils	4.55	1 to 10
Day-unit pupils	0.54	0 to 4
Evening pupils	1.59	0 to 5
Community service		
For farmers	11.81	0 to 20
For others	3.79	0 to 18
Miscellaneous	6.59	0 to 10

of the time of one teacher. Preparation for evening school instruction required two and one-half times as much of the teacher's time as preparation for a like period of all-day instruction. The teachers reporting spent no time in part-time instruction or supervision during January and February.

There was little difference between the percentage of time reported for activities in January and these same activities in February. Athletics, preparation for instruction, and supervision, required a slightly larger percentage of the teacher's time in February. The teachers were asked to include with the activity reported the time spent in travel. Four teachers, however, indicated travel time separately, and each of these four reported that approximately 10 percent of their time in January was spent in traveling.

Teachers of vocational agriculture in Arkansas averaged 29.5 eight-hour days of work in January and 25 eight-hour days in February. The range reported for January was from 20 to 37 days, and in February from 20 to 32 days. An examination of the activities of the teacher reporting the equivalent of 37 eight-hour days shows an average teaching load and a high percentage of

time devoted to personal service, supervision of the all-day pupils, and evening work. The data sheet from the teacher reporting the equivalent of 20 eight-hour days shows an unusually high all-day teaching load and below the average figures for all other activities. This single instance might lead one to believe that there is a definite relationship between teaching load and activities outside the classroom. However, no significant correlation was found between total time reported and time spent in teaching. Likewise, there was no significant relationship between the time spent in teaching and the time spent in community service, supervision, office work, or preparation for instruction. There was little variation from 9 hours per day in the number of hours reported for each week day except Saturday. The teachers reported an average of 7 hours of work for each Saturday.

Activity reports for January were received from the winners of two State Master Teaching Contests, and from two high-ranking teachers in the 1933 Master Teaching Contest. Table 2 indicates a comparison between these four master teachers and all teachers in the state. The average number of hours per teacher and the percentage of the total reported are shown. Master teachers, according to this table spent an average of 118.77 hours in January in teaching agricultural classes, as compared

Table 2. Comparison of the Activities of Master Teachers and of Other Teachers of Vocational Agriculture in Arkansas for January, 1933.

ACTIVITY	Average for Master Teachers		Average for All Teachers	
	Hrs. per month	Per-cent- age of total	Hrs. per month	Per-cent- age of total
Teaching agriculture	118.77	52.33	103.15	43.62
Other school work	14.81	6.53	11.72	4.96
Preparation	31.95	14.08	32.30	13.65
Office work	17.40	7.68	22.93	9.09
Supervision	18.75	8.26	15.19	6.43
Community service	20.91	9.22	36.89	15.61
Miscellaneous	4.31	1.90	14.28	6.04
TOTAL	226.93	100.00	236.46	100.00

to an average of 103.15 hours reported by all teachers. These averages represent for the master teachers 52.33 percent of the total, and for the other teachers 43.62 percent of the total. One master teacher reported 66 hours per month spent in teaching all-day

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classes, and another reported 100 hours per month. These data indicate that hours alone do not make master teachers. The average number of eight-hour days reported for the month by master teachers is 28.4, and for other teachers 29.5. The master teachers are spending relatively more time in teaching agriculture and supervising the practice program, and less time in office work, personal service, and other activities.

In general, teachers of vocational agriculture in Arkansas are spending one-third their time during the winter months in teaching all-day classes and two-thirds in other activities related to their job. Community service and preparation for instruction each require approximately 15 percent of the time; teaching other agricultural classes and office work 10 percent each; supervision and miscellaneous activities 6 percent each; and other school work, such as athletics, student meetings, and academic teaching, 5 percent. Apparently, there is little relationship between the number of hours spent in teaching and the total number of hours reported. Teachers on the average are working 9 hours per day each week day except Saturday, and 7 hours each Saturday. For January 1933, four master teachers of vocational agriculture in Arkansas reported an average of 28.4 eight-hour days. This is 1 day less than the average reported for all teachers. Master teachers are spending more time in teaching and supervision and less time in office work and personal service than is reported for all teachers.

## Achievements of the Depression

A. M. FIELD, University of Minnesota



A. M. Field

THE famous words of Shakespeare, "Sweet are the uses of adversity," seem appropriate to introduce a discussion of the theme "Achievements of the Depression." To many people, the depression has been a hectic period, accentuated by a series of discouraging and

harrowing experiences that have at times appeared almost unbearable. But most of us have in some way managed to survive up to this time. As we pause to look back over our course for the past few years, we see many tragic results that time alone can erase. However, if our faith, courage, and optimism have not been too far submerged in the sea of social, intellectual, and economic tragedy, we can still look about us for evidences of real values that sometimes need adversity in order to become appreciated as desirable realities in life. It is not possible for any one person to experience, or make sufficient contacts with experiences of others, to attempt to list all the values that have come from the depression. Many of the values are peculiar to individuals, some are associated with special groups, while still others may be applicable to society as a whole.

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From the standpoint of human values in general, we may suggest the following as some of the possible achievements that might cause us to regard the depression as worthwhile.

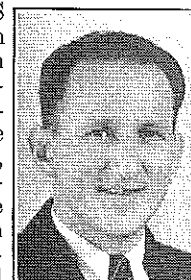
- The depression has:
- Had an influence in leveling social strata and has caused us all to be more tolerant and sympathetic toward our fellow beings, especially those less fortunate.
- Compelled us to analyze constructively our social and economic set-up.
- Brought about a better spirit of cooperation among individuals, special groups and organizations.
- Established a new point of view with regard to the function of government.
- Caused a number of legislatures to enact laws to revise antiquated tax systems.
- Awakened the public to a realization of the need for a reorganization of the financial policy of the government, of individuals, and of corporations, to the end that there will be a more equitable distribution of wealth.
- Helped to make people put less stress on material wealth and more emphasis on human values.
- Brought about a tendency for people to provide their own wholesome entertainment and recreational activities.
- Caused many people to provide more adequately for their own subsistence, as illustrated by the subsistence homestead idea.
- Induced more attention to useful enterprises, such as gardening, instead of devoting all the time to bridge and other more or less useless time-consuming activities.
- Created a new and vital interest in the welfare of the American farmer.
- Brought about a shift in occupational activities, which has increased the need for vocational education.
- Focused attention of the people upon the program of the public school system, to the end that it be made to serve the needs of its students to the fullest extent and provide equality of educational opportunities for all.
- Forcefully brought people to an appreciation of the value of employment and the better use of leisure time.
- Given the people the idea that any social and economic situation can be changed when the need for it becomes urgent.
- Brought the downfall of many outworn social and economic traditions, and substituted new ideals and appreciations more consistent with the spirit of modern times.
- Inspired a return to the fundamental values of life and less faith in the speculative or gambling attitude.
- Caused a demand for a return of higher standards of honesty in public affairs.
- Given new emphasis to the necessity for adult education.
- Spurred the return of public in-

- Instituted in the minds of the people a new faith in the federal government.
- Caused the people in general to substitute systems of planning and saving, for reckless and extravagant spending.
- Induced individuals to make a fair self-analysis of themselves.
- Given new emphasis to the fact that occupations, or jobs, come and go as civilization progresses, and that adjustment education is essential.
- Brought renewed emphasis to the fact that America is an agricultural nation and unless agriculture prospers the rest cannot be prosperous.

These items do not represent a complete list of the many values that have come from the crisis through which America and its people are passing. They are sufficient, however, to indicate that a new America is in the making. If those who are now in charge do their work well, future generations will be forever grateful. Out of the social and economic chaos of the past, a new leadership must emerge which is founded on the philosophy of unselfish service to all. The leaders of tomorrow are in training today. It is an important function, therefore, of the teachers to provide the youth with the kind of preparation and the sound philosophy of life that will make a new and better tomorrow possible.

## Louisiana Master Teacher

LOUISIANA'S representative in the all-southern competition for master teacher of vocational agriculture is C. C. Couvillion, teacher of vocational agriculture in the Terrebonne High school, who has recently been named winner of the title, "Master Teacher of Vocational Agriculture in Louisiana for 1933."



C. C. Couvillion

Mr. Couvillion's victory in the state competition automatically entered him in the all-southern contest, and the brief of his year's work submitted in the state test has been sent to Washington for entry in the southern group. The winner in the all-southern competition is expected to be announced at the meeting of southern agricultural education workers, to be held probably early in April.

Mr. Couvillion was graduated from the Louisiana State University College of Agriculture in 1929 and taught for two years in the Mansura High school before going to Terrebonne.

High commendation was recently paid Mr. Couvillion's work by Robert D. Maltby of Washington, D. C., southern regional agent for vocational agriculture, who stated that in his opinion the work being done at the Terrebonne High school is on par with the best in the United States.

The basis of the annual award is the agriculture program carried out.



# Supervised Practice

## Project Ideals and Difficulties

F. E. HEALD—Teacher Trainer,  
Massachusetts

WHEN difficulties arise to hinder the practical attainment of our accepted ideals, we should not abandon the ideals, neither should we refuse to consider a compromise which will enable us to approach our objectives by a substitute route. In such a case, however, our ideals should be kept more clearly before us lest we forget them.

In recent discussions we have restated the objective of the project in agriculture, which is virtually the same as that set up for teaching vocational agriculture:—"To start the boy farming, on the road to success in farming." The boy's start in farming is the primary objective, and our courses in school are subordinate to the attainment of such a goal.

The project is not required or advised for the purpose of illustrating or furnishing an application of the principles taught in the course, but the reverse is true. The successful development of the project and its improvement in all possible ways involves problems which can be solved only in terms of principles and facts which may be properly organized into courses.

An ownership project fits this ideal best, since the pupil is really starting in the business. The few projects possible in the four years require supplementary activities to be planned for exactly the same purpose, increased experience in farm situations. The smaller the enterprises possible as projects, the greater the variety of supplementary activities needed.

Such pupils as have no opportunity for real projects must have other experience aimed at exactly the same goal. If there are many such pupils in our school, we must use many devices to give every pupil this necessary experience. Since the experience and the study must be carefully synchronized, standard courses would be very undesirable with the variation in different localities and in different years.

The county school farm is established for the purpose mentioned, not as "illustrative" material. "Case farms" serve other schools in a similar way. Field trips for farm work and other similar practicums will add opportunities for doing and learning. The school laboratories and shops should serve the purpose of moving from experience to more learning and, when necessary, staged situations will enable the pupil to get the skill and visualization out of season to prepare for anticipated responsibilities.

From the occupational side, getting the experience (to a fair degree of skill) and getting a financial "toehold" is the true objective of the project and the learning. The teacher also recognizes that to encounter motivating situations in as natural a way as possible is good educational method. Observation

does not fairly replace doing for any purpose and serves only as an introduction to practice.

There are some who say that "Training is not the same as education," but we are committed to the objective of training for farming as distinguished from learning about farming. Furthermore, some phases of the industry were fairly well developed before anyone knew much regarding the "principles" involved. The need of understanding principles has been appreciated because of experiences. Without being too wasteful of the boy's time, we should bring him to recognize the need of these principles due to actual contact with the job. This is particularly true of the boy with limited background and with deferred project opportunities. To build up an academic mastery of poultry keeping with the expectation that it will function out on the job later is a delusion. An ingenuity should lead the boy to increase the number of equivalents if actual project opportunities are limited.

Our subconscious attitudes regarding the objectives strive to function when we deal with new situations. If you have previously committed yourself to getting practice at any cost, this decision functions as an inclination when you face a difficulty. You feel that you must arrange the practice as a sine-quonon of teaching. The reverse attitude may be just as effective, is much easier to develop, but is fatal to good vocational teaching.

## Placing of Responsibility in Project Work

IT IS commonly agreed among teachers of vocational agriculture that an individual or class project should involve the managerial and financial responsibility of the boy, or group of boys. This means in a livestock project that the selection of stock, ration to be fed, method of housing and managing, time and method of marketing, etc. are to be determined very largely by the boys in the light of systematic study of these various phases of the enterprise. The vocational teacher, for the most part, serves to guide and direct the study and thinking of the boy or boys.

The boy, not a specialist or a teacher, selects his stock with economic production rather than the show ring in mind. His feeding ration is determined from the same viewpoint. The general plan of feeding and management usually conform to the practices of the most successful farmers and feeders. In case of a crops project the boy in the light of study and observation selects varieties, determines methods of seedbed preparation, time of planting, methods of controlling insects and diseases, method of cultivation, time and method of harvesting and marketing, etc.

Probably little can be said in defense

of a policy which advocates or even permits anyone other than the boy himself, in the light of systematic study and practice and perhaps with the guidance but not the dictation of his teacher, to select his project and his project stock or seed.

The managerial responsibility of the boy is probably no more than that of the hired man if someone dictates the ration to be fed rather than permit the boy in the light of systematic study and knowledge of animal nutrition to determine the ration that will, in his judgment, under existing circumstances, result in the most profitable gain regardless of whether it is the best ration to fit the animal for the show ring.

Of very questionable soundness, both from an educational as well as an economic standpoint, is the policy of selling project products on a controlled or artificially stimulated market on a date pre-determined weeks in advance merely to "insure the boys a profit." When boys hold over, for a period of several weeks, for the stock show and auction sale livestock which has long since reached the most profitable market finish, they are in substance betting the cost of several weeks' feed that their stock will win enough in the show ring and through the artificially inflated sale price to pay for the additional feed and the other expenses incidental to exhibiting. This is a practice in which few successful farmers and feeders can afford to indulge.

Not the least important managerial responsibility of the successful feeder is that of determining when and how to market. When this matter is arbitrarily pre-determined weeks in advance, it is difficult to see wherein the boy can be made to feel the responsibility and necessity of a study of markets and market influences with a view to determining when and how his project products shall be marketed.—Kansas News Letter.

## A Student Writes

MY father works by the day on a farm, and during the summer months I likewise work on the farm when I can get the work.

When I started to high school, I enrolled in vocational agriculture because I was interested in farming. I was advised by my teacher to buy a purebred gilt when I was a freshman. I did not have the money to buy a gilt, so I borrowed \$50 at the bank and bought a registered Duroc gilt from which I cleared enough money the first year to pay all my expenses, including books and clothes, to go to school.

During my four years in high school I have paid off the \$50 note with interest, all expenses while in high school, and in addition, I have a sow with six purebred pigs and some money in the bank.

Stewart Hunt  
Knightstown, Indiana

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## A Stimulus to Project Record Keeping

R. T. WRIGHT, Assistant Supervisor of  
Agricultural Education, Missouri



R. T. Wright

MUCH has been said about the difficulty of securing accurate records in the supervised practice work of vocational agriculture students. My contacts with boys over a period of years have led me to believe that record keeping is distasteful to the average student. And

yet, I believe you will agree that accurate project records are essential in a vocational agriculture program. What then may be done about this situation?

Three suggestions might be helpful to the teacher:

1. Make your record requirements simple enough so that the average student may master them and keep them up to date without a great amount of assistance.
2. Use every available device which, in your opinion, might make the job of record keeping more interesting.
3. Make greater use of records after they are completed.

The accompanying forms are used rather widely in Missouri and are examples of such devices as mentioned in suggestion 2 above. The "Approved Practice Record" is simply a standard method of setting up a valid project goal, listing the practices necessary for attaining this goal, keeping a check on the practices actually used, and visualizing the progress. Such a supplementary form may be added to any project record book.

The "Efficiency Factor Analysis" is shown herewith as a possible stimulating device to accompany the project record study or the analysis after the completion of the project. Most project record books make provision for a statement of various efficiency factors, but many students never make these calculations. This really should be the climax to the project. The forms included herewith give the student the opportunity to visualize his attainment on the various factors, and, more important, to compare with the average of his class. If desired, the school average on the various factors may be shown on the student's individual chart by placing another line in a different color across each column. (In this illustration the horizontal line other than at the top of the shaded column represents the school average.) This gives the individual student a standard by which to judge his results. The mere determination of a figure without a standard for comparison is not satisfying to the student. Note that Fred Espey surpassed the average of his school on all factors included in the analysis. Such a form may be used for any enterprise, by changing the factors and the scales.

By making use of the two devices shown herewith, a wonderful opportunity is offered for real teaching from

project records. Vocational agriculture students in Missouri are responding to these devices. In all probability you may develop a better method, but in any case remember that you need to provide a stimulus.

Devices such as those described here by Mr. Wright should prove very helpful in stimulating interest in farm practice and in project record keeping.—Editor.

## Approved Practice Record for Vocational Agriculture Projects

Kind of project.....SOW and Litter..... Type of Project.....Continuation.....  
Project Goal.....To produce a Ten Litter at 6 months of age.....Owner.....Fred Espey.....  
List below references validating goal:  
1. Missouri Voc. Agric. Bulletin..... a. Smith's Pork Production.....  
2. Progress records of past students..... 4. Litter production contest results.....1933.....

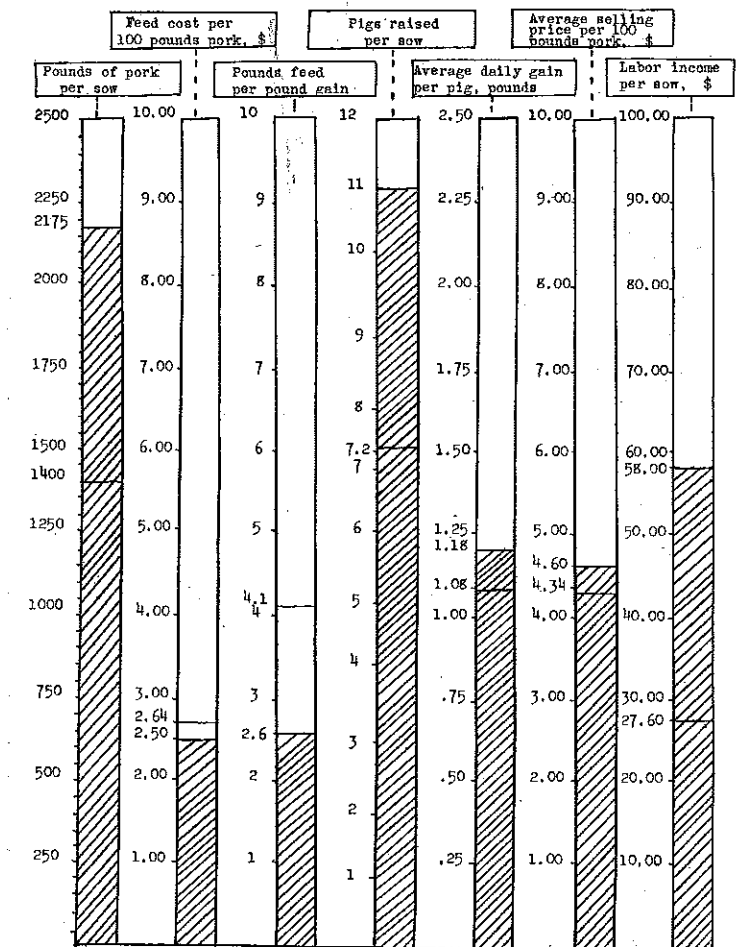
Date	Approved Practices	Date	Approved Practices (Cont'd)	Date	Approved Practices (Cont'd)	100%
5-1-1933	1. Prepare a definite project study outline	4-1-1933	11. Enter Litter Production Contest	9-1-1933	21. Self feed pigs while on pasture	
9-1-1933	2. Use purebred sow of approved type	4-5-1933	12. Mark each litter for permanent identification	9-1-1933	22. Provide shade and fresh water at all times	
11-21-1933	3. Breed to purebred boar March litter	4-1-1933	13. Change sow's ration gradually to incr. milk	9-1-1933	23. Keep hogs properly oiled at all times	
9-9-1933	4. Keep accurate records of expense and feed	4-27-1933	14. Vaccinate to prevent hog cholera	9-17-1933	24. Market all except breeders at 6 mos. of age	
3-15-1933	5. Feed balanced ration to bred sows	5-1-1933	15. Castrate boar pigs not saved for breeding	9-17-1933	25. Market hogs through Farmers' Cooperative	
3-15-1933	6. Keep bred sows separate from fattening hogs	9-1-1933	16. Creep feed pigs as specified in plan	12-1-1933	26. Summarize all records properly	
3-15-1933	7. Exercise sows properly according to needs	9-1-1933	17. Feed pigs balanced ration after weaning			
3-17-1933	8. House sows in portable and farrowing houses	9-1-1933	18. Reduce sow's ration at weaning time			
3-17-1933	9. Provide guard rails in farrowing houses	9-1-1933	19. Provide rape and oats for pasture			
4-1-1933	10. Follow McLean County System of Sanitation	9-1-1933	20. Breed sows for fall litters to purebred boar			

DIRECTIONS: List above the approved practices you expect to use in carrying on the project. Divide the narrow column on the extreme right into as many equal spaces as there are practices listed.  
As each practice is used, place the date of performance in the column to the left of the practice and shade in one of the spaces in the column on the extreme right. This will show the percent of practices which have been used up to date.

## VOCATIONAL AGRICULTURE - EFFICIENCY FACTOR ANALYSIS FOR SWINE PROJECT

Owner Fred Espey School Maryville No. litters 2 Date 12/1/33

### EFFICIENCY FACTOR ATTAINMENT







# Methods



## Let Us Sing

W. P. BEARD, State Supervisor of Agricultural Education, Pierre, South Dakota

NOT until a teacher has a child of his own in school, does he fully appreciate the parent's viewpoint of our educational system. When the young son comes home with tales of school, as those boys must have done whom the parent has taught, he is inclined to wonder how he kept his job.

There is the case of the young boy who likes to sing. He is in a class in music appreciation. He and his pals call it "music depreciation." So do we. It reminds us of the way we were frequently taught English and American literature in high school. We were supposed to learn when an author was born, the nature of his chief sin, and, of course, the date he died. We were expected to memorize a long list of each author's works, many of which we have not heard of since. Likewise, the boy in the music class finds day after day a strong emphasis on the memorizing of eighth notes, sixteenth notes, rests, et cetera, without much experience in real music.

Perhaps the mistakes of a music teacher can be laid to "artistic temperament." But the teacher of agriculture can not very well point to his "agricultural temperament" as the reason for his poor methods. There is a factor of similarity in the teaching of these two subjects. Both should be taught by doing, even music appreciation. It is apparent that ability to do and ability to appreciate are interdependent, as only a person who can execute is in a position to really understand.

JUST as the music teacher in the case is neglecting his opportunity to teach appreciation through performance, so agriculture teachers often fail to make the greatest possible use of the opportunities to have students express in a practical way the results of their learning activities. Vocational agriculture is supposed to be taught on the "doing" level. If so taught, the best possible job of teaching appreciation of farm life will also be accomplished.

There is nothing magical about agricultural subject matter that will allow a teacher to neglect carrying his work to a point where the boys can "do their stuff." No doubt, the reason for neglecting to carry agricultural instruction to this point is that we have been assuming that if a boy has the information, he can and will carry it out in practice.

THERE are just two things wrong in this assumption. The first is that there is a negative correlation between information and ability to execute; the other is human inertia. Regarding the first, Dr. Lyman Jackson of the University of Ohio, found a negative correlation of .785 between recall ability in

poultry culling and the actual ability to cull. This means that even though a boy is able to pass a test with a good grade, he may get zero in actual culling. Stated in a still different way, this merely proves that the span between theory and practice is seldom made by a student without assistance.

Our teaching is too often concerned with memorizing, rather than with teaching boys to think or to do. It is easier to check that than to find out if pupils are thinking. The latter involves thinking on the part of the teacher.

IF we would honestly analyze the average classroom teaching, including agriculture, we would find a high percentage of memory work rather than an attempt at teaching to think. In agriculture we have less excuse for so doing than in some of the older subjects that have been taught on a memory basis for years. No one expects anything else from them. Not so in agriculture. We must deliver on a doing level, and that means teaching to think and then a step farther—spanning of the gap between theory and practice. Fortunately, in agriculture we have the best device for achieving this objective. That is our supervised practice work. Other subjects lack such an effective means of teaching to think and to do.

Lest some one believes we in agriculture do little memorizing, let us list a few non-functional "memory gems" in our field: atomic weights of a list of elements, the names of digestive juices, names of soil types, (Dunkirk, Carrington, etc.) parts of a wheat head, tables on soil composition, rations, and pedigrees.

WHEN these things are learned on a functional basis, it is a different matter. The point is, to go back to our music, there is little value in knowing about quarter notes if one does not sing or use them except to pass an examination. Likewise, what good is it to learn some of the above agricultural facts apart from a usable situation. It is quite common (I have been guilty) to start the study of feeds and feeding with a memorization of digestive juices and their specific functions. Another favorite starting place is the calculation of the nutritive ratio. This has the added disadvantage of involving mathematics that most of the students have not mastered up to this time. Worst of all is the usual failure to point out any use for calculating this ratio.

This might be summarized by pointing out that we are likely to overestimate greatly the natural interest of our students in agricultural subject matter. We neglect to capitalize to the fullest extent on our great advantage of having access to methods of teaching, equal if not superior, to that of other fields.

Let us sing.

## Home Economics and Agriculture Exchange Classes

V. G. MOSER, Instructor in Vocational Agriculture, Selma, Indiana

THE vocational agriculture and vocational home economics departments of the Selma, Indiana, High School exchanged classes near the end of the past school year in a novel and somewhat experimental attempt to widen their training of farm boys and girls.

Seeking to knock off some of the rough spots in the boys' manners and to make the girls a little less helpless about mechanical jobs in the kitchen, a program was worked out whereby the respective classes might receive a little instruction along these lines. It was decided to limit the exchange of classes to one week. The following program was worked out and presented to the principal, Roy C. Keever, for his recommendation and any suggestions he might have. All classes, both in the home economics department and in the agriculture department, were supplemented with demonstrations and actual practice at every point possible. The boys were allowed to actually cook and serve a meal under supervision of Miss Sylvia Arbogast. The girls were allowed to bring the knives and other sharp-edged tools from the home economics room and sharpen them. The girls learned to sharpen knives, and the home economics classes had sharper knives to work with.

Both classes took to this exchange with a great deal of enthusiasm, and on the whole, I think, derived a great deal of benefit from it. The program, as it was worked out and executed, follows.

- Home Economics for Boys
- Five days work
- First three days
1. Selection of meals
    - a In public places
    - b At home
  2. Demonstration on preparation of breakfast
    - a Bacon, eggs, coffee, fruit, and cereal
  3. Discussion of other suitable foods
  4. Similarity to camp cooking
    - a Type of menu
    - b Type of fire
    - c Camp site
  5. Setting a table
  6. Table manners
    - a Holding silver
    - b Posture
    - c Foods eaten with fingers
    - d Boy's duty as guest
    - e Boy's duty as host
  7. Candy making and corn popping
- Fourth day. Care of clothes
1. Sewing on buttons
  2. Removing spots
  3. Pressing suits
  4. Putting clothes away
- Fifth day. Care of house
1. Standards of housekeeping
  2. How to maintain them
    - a Putting things away
    - b Sweeping

- c Dusting
  - d Scrubbing
  3. Their own room
    - a Hobbies
    - b Arrangement of room in units (den)
      1. Dressing
      2. Sleeping
      3. Pleasure
- Agriculture for Girls
- Five days work
- First day. Improving the home grounds
1. Planting and care of shrubbery
    - a Selection, arrangement, and planting
    - b Pruning and cultivation
  2. Perennials
    - a Selection
    - b Arrangement
    - c Bedding
    - d Winter care
  3. Annuals
    - a Arrangement
    - b Planting
    - c Cultivation
    - d Watering
    - e Collecting seed
  4. Lawns
    - a Making new lawns
      1. Seed bed
      2. Selection of seed, seeding
      3. Care during summer
      4. Care during winter
    - b Old lawns
      1. Re-seeding
      2. Watering
      3. Mowing
      4. Winter top dressing
- Second day. Mechanical Tricks
1. Sharpening edge tools
  2. Mending pots and pans
  3. Electrical
    - a Oiling motors
    - b Mending electrical connections, plugs, switches
    - c Theory of electrical circuits, fuses
  4. Hangers for pots, pans, and other kitchen utensils
  5. Soldering
- Third day. Painting
1. Removing old paint and varnish
  2. Sanding and preparing the surface
  3. Mixing paint, thinning
  4. Painting

5. Stenciling borders
  6. Cleaning brushes
  7. Care of brushes between painting times
- Fourth day. Woodworking
1. Making window refrigerator box
  2. Making kitchen stool
  3. Making shoe rack
  4. Making clothes hanger
  5. Making flower boxes
  6. Making lattice work and flower standards
- Fifth day. General repair work
1. Repairing leaky faucets
  2. Re-gluing chairs and furniture
  3. Repairing drawer slides
  4. Checking radio connections
  5. Repairing loose knife handles

## Teaching Dairying Through A Junior Dairy Herd Improvement Association

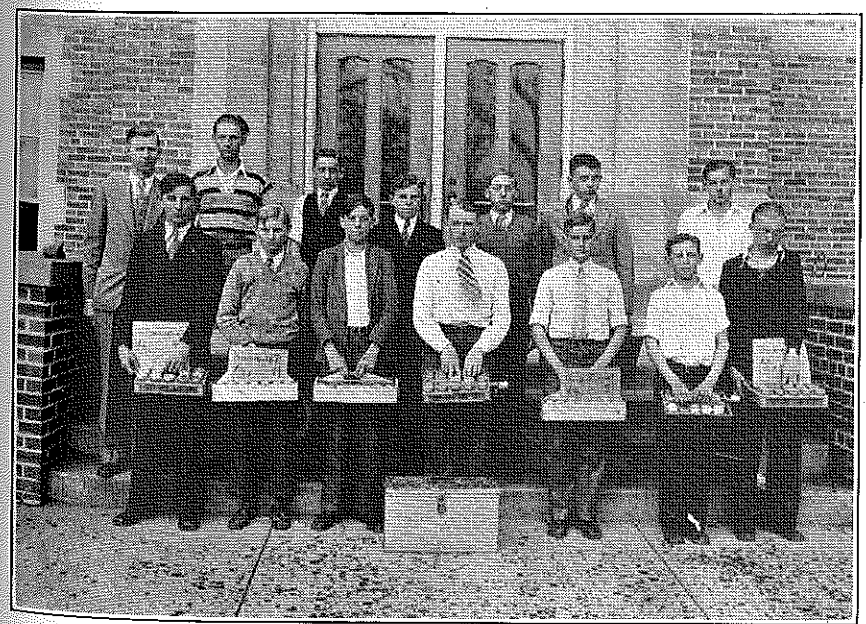
LOUIS M. SASMAN, State Agricultural Supervisor, Madison, Wisconsin

TESTING their home herds as part of their work in vocational agriculture, 13 boys in the department of vocational agriculture at Fort Atkinson, Wisconsin, are testing 212 cows through their Junior Dairy Herd Improvement Association. This is the fourth year that this organization has been operating under the direction of N. O. Eckley, instructor in agriculture at Fort Atkinson.

The boys, with sample kits taken home from school, take samples night and morning, test the milk the next day at school, and then figure out the average production of the herd. During the summer, all tests are made in three days each month, the secretary sends a card to each boy telling him just when he is to test. The boy also weighs the feed for each cow and determines whether or not the cow is producing enough to pay for her feed.

The constitution under which this association operates is as follows:

- Article I. Name
- Section 1. This association shall be called the Fort Atkinson High School Dairy Herd Improvement Association.



Fort Atkinson High School Dairy Herd Improvement Association  
May, 1934 Agricultural Education

- Article II. Purpose
- Section 1. The purpose of said association shall be to improve the home herd by eliminating the poor producers.
- Section 2. To improve the production of the home herd by feeding better rations and adopting better feeding methods.
- Article III. Membership
- Section 1. Any boy who is taking or has graduated from vocational agriculture may become a member.
- Section 2. Anyone not included in Section 1, such as a proposed honorary member, may become a member by a two-thirds vote of the board of directors.
- Article IV. Membership Dues
- Section 1. Fifty cents shall be assessed each member at the time his herd is tested.
- Article V. Board of Directors
- Section 1. There shall be eight on the board of directors, to consist of president, vice president, and secretary-treasurer, a representative from each class, and one representative from the graduates.
- Section 2. Officers are to be elected from members of the association.
- Article VI. Election of Officers
- Section 1. The annual meeting for election of officers of the Fort Atkinson High School Dairy Herd Improvement Association shall be held on the third Thursday of September.
- Article VII. Duties of Officers
- Section 1. The president shall preside over meetings, may call necessary special meetings, and shall appoint committees.
- Section 2. The vice president shall take the place of the president in case the latter is absent. He shall also be responsible for the order and cleanliness of the testing room.
- Section 3. The secretary-treasurer shall keep a record of the proceedings of the meetings and shall make a report of each meeting. He shall take care of all funds and shall pay all expenses incurred by the association. He shall draw up a schedule of testing dates.
- Article VIII. Quorum
- Section 1. A quorum shall consist of two-thirds of the active members.
- Article IX.
- Section 1. This constitution may be amended by a two-thirds vote of the members present at any meeting, provided a quorum is present.

- BY-LAWS
- Article I.
- The officers of the organization shall be elected by a majority vote of the members present at the annual meeting. There must be a quorum present.
- Article II.
- The meetings are to be held the third Thursday of each month at 12:30 p. m. The secretary shall inform members at least three days in advance.
- Article III.
- The meetings shall be conducted according to regular parliamentary rules as determined by Roberts' Rules of Order.
- Article IV.
- The president and instructor in agriculture
- (Continued on page 176)



# Part-Time Schools

## Educational, Social, and Co-operative Activities Interest Young Farmers at Castalia, Ohio

A. M. BURDGE, Instructor in Vocational Agriculture, Castalia, Ohio

**P**ART-TIME work has been carried on in the Margaretta community at Castalia, Ohio, for two years, beginning in the fall of 1931. At that time, through a survey I secured names of 35 young men eligible for this type of instruction. By personal visits to their homes and by publicity through the local paper, I managed to secure 15 young men to enroll in a course in "Feeds and Feeding."

This being a dairy section of the state, considerable time was spent on the feeding of dairy cattle. After eleven meetings were held, the group took a trip to the Union Stock Yards at Cleveland, where we were the guests of the Producers' Cooperative Company and the Swift Packing Company for the day.

In December, 1932 a meeting was called for all young men who had attended the previous year and for others. Twenty-five turned out for this first meeting. As a beginning, we discussed subject matter to be taken up during the year. A farm management course, including farm accounts, dairy cattle, poultry management, fertilizers and potato management, was selected by the group. After the subject of the course was decided upon, I discussed with the group the advantages of forming a young farmers' organization. I stressed such points as the possibility of buying certified seed and marketing cooperatively, marketing products in standard packs, assisting with the annual community fair, encouraging the breeding of purebred livestock, and taking educational trips during the summer months. Before adjourning that evening, an organization was formed, and officers elected. In a few weeks by-laws were drawn up and accepted, and the organization was duly named the Young Cooperative Farmers. Since that meeting in December, 1932 to the present time this group has met at least once every two weeks.

The class discussions ended in April, but, as the boys enjoyed the social contacts and had a program to accomplish, they continued to meet every two weeks. The average attendance up to the April meeting was 21. Since that time this has been increased to 23, and on the roll at present are 36 members, with the average attendance increasing continuously.

During the winter the boys played basketball with other part-time course teams in the county which created much interest. Those who did not play basketball participated in dart ball. A ten-game basketball schedule has been set up again this year, and a tournament will be played with other part-time teams at the end of this schedule. We

prevent the over-emphasis of athletics by planning our activities to schedule and by setting up definite eligibility rules which the individual must meet before he participates in any activities of the group.

Last spring the organization sold 260 bushels of certified seed potatoes in the community, introducing White Rurals, a new variety in this area.

The group decided last spring to purchase a potato grader and cleaner and place it in the community during the fall of 1933, providing they could get the assistance of other potato growers in this vicinity. One evening during the summer, after all data were collected on this project, the potato growers were invited to a meeting at the school building. At this meeting one of our members explained the project in detail, including such items as the reason for securing such a machine, cost to the farmer, value to the farmer, and how it was to be operated. The manager of our local potato chip factory was present and gave a short talk on grades of potatoes. All farmers who were interested were asked to sign a pledge stating the number of acres of potatoes they would have to run through the machine. About 90 per cent of the farmers present signed the pledge. The boys felt this was very encouraging and proceeded to order a potato grader and cleaner for the 1933 fall crop. If any reader is interested in how this project is being conducted, just drop me a card and I will be glad to send information.

Thirteen members of the Young Cooperative Farmers took a trip as a group to the World's Fair, spending a week in Chicago. The group sponsored a team-pulling contest and a live-pigeon shoot at the community fair this fall, as well as participating in a contest for the best one-act play.

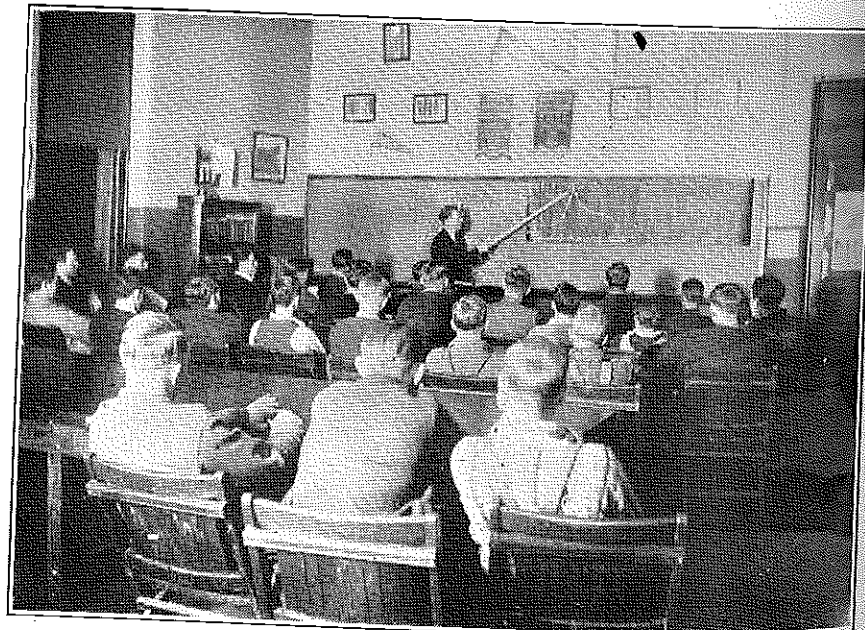
The boys have decided upon soil management as the subject for their part-time class work this year and are now meeting regularly once a week to discuss problems in this field. I sincerely believe the success of our part-time course lies in an organized group with worthwhile objectives and a program of work throughout the year.

## A Long-Time Program of Part-time Schools

C. S. HUTCHISON, District Supervisor, State Department of Education, Columbus, Ohio

**S**HORT courses were first taught by the vocational agriculture instructor in the West Liberty community in the winter of 1923-24. Twelve courses have been offered for the part-time and evening groups during the ten years in which vocational agriculture has been taught.

Three tractor, 2 farm shop, 2 poultry, 2 dairy, 1 feeds and feeding, 1 swine-shop, and 1 farm management course have been held in units of from 10 to 20 meetings for each course. A total of 179 sessions of 90 minutes or more have been held during the ten years at which some phase of improved practices or planning of the farm business has been discussed. Such practices as tractor overhauling; lubrication; grinding valves; overhauling gas engines; repairing of farm equipment; tool fitting; rope splicing; belt repairing; soldering milk cans, buckets, etc.; repairing, washing, and oiling harness; gumming and fitting saws; fitting handles in hatchets, axes, hammers, shovels, etc.; sharpening knives and scissors; reorganizing the home work shop; culling poultry; housing of the poultry flock; securing and installing poultry equipment; control of diseases and parasites, and sanitation of the poultry



A Part-Time Class at West Liberty, Ohio

flock; marketing eggs and poultry products; securing and brooding baby chicks; swine feeding, sanitation, and hog-house construction; balancing rations for dairy cows; milk testing; keeping farm accounts; and hundreds of other improved practices have been discussed and introduced in the community.

Mr. Beougher, the teacher of vocational agriculture, has an outstanding group of young men in his Young Men's Farming Club. The Club has been meeting one evening each week this winter and discussing livestock breeding and its relation to the present agricultural adjustment program.

The picture shows 27 of the young men enrolled in the part-time group, with Mr. Beougher discussing the causes for the low price of pork. The meetings are held in the agriculture room.

## Part-Time Work at Morgan City, Mississippi

R. H. FISACKERLY, Instructor in Agriculture, Morgan City, Mississippi

**I**N a survey of this community there were found 15 boys who should have been in school and were not. In the winter of 1929 an attempt was made to organize these boys into a part-time class. They were very indifferent and were not interested in school life. The success of this class was small, but a beginning had been made.

In the summer of 1930 these boys were invited to go camping with the regular vocational boys. This was for the purpose of getting them interested in the work. Ten of the boys responded, and the part-time work was begun in earnest by the boys. After the camp was over, these boys were followed up and organized in the agriculture classes. The part-time boys were given the opportunity of coming to class with the regular agriculture students or separately in an afternoon class. They preferred to come with the high school boys. They were given the same work that the all-day vocational boys received. The attendance was good during the winter months, but home work prevented their attending more than the months of December, January, and February, with the exception of a few days each month when they were asked to come to a special class.

The success of this class is shown by the fact that at this time four of these boys are regularly enrolled in school and in the agriculture class. One boy, twenty years old, has enrolled in school and is now in the seventh grade which he dropped out of five years ago. The project work of the part-time boys was on a par or superior to that of the all-day boys. As for interest in the work, the part-time boys were ahead of the others.

There has been no attempt to teach these boys any subject except agriculture. They need English and arithmetic in every case, but no provision has yet been made to teach them these subjects. One of the most encouraging things to these boys is the fact that they can keep up with the all-day boys in the agriculture class. They do not like to be made to feel that they are different from the other boys.

## Part-Time Work in South Carolina

VERD PETERSON  
State Director of Vocational Education

**F**OR the year 1931-32 there were enrolled in part-time classes in agriculture in South Carolina 597 pupils. These were taught by approximately fifty teachers. In addition to this teaching in farming, most of the groups were instructed in problems in citizenship and other forms of education directly related to farming.

An effort was made by most of the teachers of agriculture to prepare with the boys long-time programs on their home farms which would lead directly into the business of farming. Some of the boys enrolled in these classes have been in part-time classes for several years, and are already quite well established in farming.

In the summer of 1932 a special teacher training program of two weeks was carried on with a group of 11 white agriculture teachers in Chesterfield and Kershaw Counties. Each teacher selected a group of pupils he could bring with him in his car each day to the central school. One half of the day was spent by the teachers teaching these part-time boys in groups. The other half of the day was spent by the teachers and teacher-trainers in discussing plans and making set-ups for teaching these part-time classes. Professor W. G. Crandall was in charge of this work. A total of 51 part-time pupils were enrolled in these classes. Emphasis was placed upon teaching farm organization as a basis for a set-up of supervised practice with each of these pupils over a period of years that would make it possible for them to establish themselves in farming.

The instruction received in this school by the part-time pupils will be followed up by each teacher in his own community. An effort will be made to continue the instruction with each pupil in a local part-time class thru several years.

Several of the pupils had already graduated from high school. Most of the others had reached the tenth or eleventh grades. No effort was made to give related instruction in this special school, leaving this for a later time when a need is discovered for it.

A special program was put on in part-time teaching in connection with the training of Negro teachers at the State College in Orangeburg. Professor J. P. Burgess, in charge of Negro itinerant teacher training, organized a class of 12 part-time boys in the practice school. He did much of the teaching of this class himself, using it largely as an observation school for the teachers being trained. In this school much attention was given to related subject matter as well as to agriculture.

## My First Part-Time School

GUY McDONALD, Instructor in Agriculture, Gettysburg, South Dakota

**D**URING the past year the first part-time class was held in the Gettysburg High School. The necessity of such a school was determined at a rural community meeting, 18 miles north of Get-

tsburg. In summarizing some of the work of the department, the possibility of a part-time school in farm-mechanics was mentioned, and a feasible course outlined. A number of questions followed, and within a few minutes 10 of the group had expressed their desire to attend. The following week an article was put in the local newspaper, personal calls were made to farms close to town, and others were reached through correspondence and telephone.

The first meeting was held at the agriculture building, Saturday, January 16 at 2:30 p. m., at which time a short questionnaire was filled out.

Upon analyzing this brief survey, it was found that out of the 13 present 8 listed rafter-cutting first in importance; 10 listed soldering second in importance, and the following jobs were ranked in the order named: ropework, forge practice, sharpening and care of tools, glazing, concrete, general farm motors, and generator repair. In planning the course to be followed, these various units were taught in the order of this ranking, with most of the time spent on those listed first.

In addition, the questionnaire showed that the average travel distance would be 11 miles, the average age 18 years, one part-owner of a farm, six share renters, six helpers, three had been enrolled in 4-H clubs, three had studied vocational agriculture, and five had dropped school at the eighth grade.

The first meetings were scheduled for Friday evenings: 4:00 to 6:00, but later, due to adverse conditions, the time was changed to Saturday afternoons, 2:30 to 5:00.

In surveying the results of this part-time school, it was found that an estimated value of \$174.10 was returned to those attending, through some new or improved farm practice carried out. Examples of new jobs that these fellows did on their home farms following the school are as follows—seven overhauled tractors, two constructed forges, two built individual hog houses, three planned and constructed a farm shop, two constructed a side walk, and others did miscellaneous jobs in rope work, soldering, and glazing.

Through the experience gained last year, several improvements will be made in this year's part-time school. First, a long-time program will be worked out wherein a specific type of instruction will be given each year, and after the various units have been covered, the boy will be graduated in a way similar to that of the all-day student. Second, the group will be given greater freedom in selecting their own type of class work and jobs to be taught. Third, attempts to make contacts with more distantly located boys will be made, both personally and by more varied publicity methods, thereby increasing the enrollment. Fourth, greater caution will be made in outlining supervised practice, and more time will be spent with the part-time group during the summer months, and fifth, more social gatherings and athletic contests will be carried on with this group and the evening school group, thereby promoting greater interest and increasing cooperation between the older evening school group and the part-time group.





# Future Farmers of America



## Ohio F. F. A. Leadership Conference

L. E. JACKSON, Department of Agricultural Education, Ohio State University

TWO hundred and fifty Ohio Future Farmers from 75 chapters gathered at the Ohio State University for two days during Farmers' Week to attend the Seventh Annual Leadership Conference. The conference was sponsored by the Townshend Agricultural Education Society, an organization of students in the Ohio State College of Agriculture who intend to become teachers of vocational agriculture. The Division of Vocational Agriculture of the State Department of Education and the teacher training division from the College of Agriculture cooperated with the student organization in preparing the program.

The chief objective of the leadership conference programs during the past years has been to furnish suggestions which may be used by local chapters in planning their programs of work. The delegates from the various chapters are expected to make a report of the programs to their local chapters. A manual of suggestions has usually been prepared for the use of the chapters in planning their programs of work.

THIS year the theme of the conference was "Personality Development and Leadership." Certain phases of the program were prepared to develop this theme in particular. The manual prepared for the use of local chapters was entitled "Personality Development and Leadership." The first topic in the manual referred to "Health in Relationship to Personality." A number of suggestions were given which could be used by F. F. A. chapters in planning programs having to do with health. To illustrate this possibility, a doctor was asked to speak on the program.

He discussed "Illustrated Progressive Thoughts in Preventive Medicine."

Another subject presented in the manual dealt with "A Working Knowledge of Customs, Manners, and Courtesies." On the leadership conference program, demonstrations were given dealing with introductions and good manners in dining.

The manual also presented suggestions as to the value of developing an acquaintance with the arts as a means of developing personality. To illustrate the value of the arts, a part of the program was devoted to a study of music. In the music periods the delegates had an opportunity to participate in singing and also an opportunity to listen to certain types of music which brought out the chief characteristics of music as it influences human beings.

Another period of the leadership conference program was devoted to the development of an understanding of art found in pictures. A portion of the period was devoted to the topic of what one needs to do to become appreciative of works of art. This was followed by a discussion of how certain types of pictures are made. Oil paintings, water colors, and various types of etchings were used for illustrative purposes. A moving picture of how a portrait is painted completed this phase of the program.

IN addition to these topics dealt with in the manual and illustrated on the leadership conference program, the following topics were considered in the manual: "The Value of a Command of the English Language as Related to Personality Development"; "The Value of a Wide Knowledge of Man and Nature as Related to the Developing Individual." In connection with this latter topic a list of books was suggested for use by F. F. A. members in achieving some of the goals suggested.

It is possible that the general theme of this year's conference will be extended for the next year or two, and that different phases of the problem of personality development will be dealt with in future programs.

In addition to the items on the leadership conference program dealing with a particular theme, other valuable numbers were included. For the past two years the conference program has contained a number of periods designated as F. F. A. discussion hours. Mr. Ralph Howard, Assistant State Supervisor of Vocational Agriculture and Executive Secretary of the Ohio Association of the F. F. A., has been in charge of these periods. The following are topics which have been discussed:

"The Responsibility of F. F. A. Officers"

"How to Write News Stories"

"Thrift Programs"

"F. F. A. Recreational and Educational Activities"

"F. F. A. Promotion and Publicity"

"F. F. A. School and Community Relationships"

One of the objectives of these discussion hours has been to give the delegates an opportunity to participate in the program.

It is also customary to have selected speakers present topics of an inspirational nature to the assembled delegates. This year the speakers included Dr. Ray Fife, State Supervisor of Vocational Agriculture in Ohio; Dean John F. Cunningham of the Ohio State College of Agriculture; Professor R. W. Gregory, Purdue University, Lafayette, Indiana;

and Dr. B. O. Skinner, Director of the State Department of Education in Ohio.

In addition to the day programs a banquet has always been held. A speaker is usually selected for the banquet to carry out the general theme of the conference. The rest of the banquet program is made up of short speeches and entertainment features. This year one of the outstanding numbers on the program was a talk by Bobby Jones of Ohio, president of the national association of Future Farmers of America.

A student from the Townshend Agricultural Education Society is placed in charge of each of the programs. Such a plan makes possible the development of the young men who expect to become teachers of vocational agriculture.

As mentioned previously in the article, this was the seventh annual leadership conference. Each year the interest in the conference seems to grow, and it is felt that the leadership conference fulfills a distinct purpose in carrying on the state program of the Future Farmers in Ohio.

## Indiana Association Holds Fifth Annual State Convention

W. A. SMITH, State Adviser

THE Fifth Annual State Convention of the Indiana Association of Future Farmers of America was held at Purdue University, Lafayette, Indiana, during the latter part of the State Agricultural Conference, or Farmers' Week. Important items on the convention program were the awarding of "Hoosier Farmer" degrees to ten outstanding Future Farmers, the chartering of eight new chapters, the selection of the winning chapter in the first Indiana Association Chapter Contest, and the final competition in the State Public Speaking Contest. The chapter Contest was won by the Middlebury Chapter, one of the first chapters in the Indiana Association. Three contestants competed in the Public Speaking Contest, which was won by Willard Lambert of the Millersburg Chapter. Awards to the individual contestants and the plaque to the chapter represented by the winner of the contest were furnished by the Indiana Farm Bureau Association. The awards were presented by Mr. H. B. Swanson, newly appointed Executive Secretary of Future Farmers of America, who was a guest at the annual banquet meeting of the convention and the Public Speaking Contest.

The State Association program of work for 1934 as decided upon in the convention contains the following items:

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- I. Conservation Program
  1. Beautification of public grounds
  2. Farm homestead improvement
  3. Prevention of erosion
  4. Windbreak plantings
  5. Preservation of timber land
  6. Reforestation plantings
- II. Co-operative Activities
  1. At least one co-operative activity in each chapter program of work
- III. Chapter Contest
  1. To conduct a State Chapter Contest with at least 50 per cent of the chapters competing
- IV. Leadership Activities
  1. One or more junior leaders of 4-H Clubs in every chapter
  2. Every state and local chapter officer active
- V. Thrift Activities
  1. The Thrift Account and Financial Record book used in every chapter
- VI. Public Speaking Contest
  1. Competition in each district
  2. A state contest for district winners
- VII. A Father and Son banquet in each chapter
- VIII. Publication of a monthly magazine
- IX. Growth of the Indiana Association
  1. Membership of seventy-five chapters by 1935
  2. At least 90 per cent of the vocational enrolment active members of the chapters
- X. District Organization
  1. At least one district meeting in each district

Kenneth Meyers of the Angola Chapter is the new president of the Indiana Association. Kenneth was made an American Farmer at Kansas City last November. He is the fourth Indiana boy to receive this honor.

## Maryland F. F. A. Project Contest

THE contest which has attracted considerable interest in Maryland during the past few years is the F. F. A. Project Contest, carried on co-operatively by the Maryland Farm Bureau Federation and the Maryland State Department of Education. The supervision of all projects entered in the contest is done by a representative of the State Department of Education. The winners are selected at a conference between the State Director of Vocational Education and a committee of teachers representing the Maryland Agricultural Teachers Association. The names of the winners in the respective contests are in turn submitted to the Secretary of the Maryland Farm Bureau Federation. A medal for each winner is purchased by the Maryland Farm Bureau Federation and presented at its annual state meeting. Three medals, gold, silver, and bronze, are awarded in each of the following project contests:

Dairy calf for Philadelphia, Baltimore, and Washington Milk Sheds (3 medals for each milk shed); baby beef, poultry, sheep, swine, corn, potato, tobacco, and tomato.

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## Vocational Congress at Kansas City

THE dates for the Vocational Congress at Kansas City have been changed from November to October 20-26. In addition to the regular activities of the Congress, including the convention of F. F. A., there will be added to the program this year the American Vocational Dairy and Poultry Convention which was held for seven years in conjunction with the National Dairy Exposition. Only three breeds of dairy cattle will be used in the judging contest—Guernsey, Holstein, and Jersey.

## An Evaluation of Accomplishments in the Future Farmers of America

C. M. HIRST, Former State Superintendent of Schools, Arkansas

IT IS not easy to determine the exact value of general interest and the feeling of responsibility of the membership of a national educational movement like the Future Farmers of America. The organization functions as an achievement organization in the vocational agricultural education, and like great adult honorary societies, challenges the natural abilities of students and satisfies their pride in worthy achievement.

That this is true is shown by the enormous growth of the movement as indicated by their sixth National Convention of Future Farmers of America, which met in Kansas City last November during the American Royal Livestock Show. Over 2,800 students of vocational agriculture from 41 states and the territory of Hawaii registered at the convention. The winners from the various states exhibited their prize livestock. State teams judged livestock and the quality of meat, after having gone through long steps of elimination that inspired thousands of boys to do their best in judging. Delegates from the various states set up a national program of work for their own membership. Public speakers selected from among the thousands of boys discussed important agricultural problems. Local and state chapters vied with each other to capture the high achievement honors. The best all-round farmers among the boys of many states had their records scored and judged, to determine the "Star American Farmer." In short, these choice young men who have been selected for state and national offices and responsibility are being taught that their unusual capacities and abilities are not given to them or being developed for their own selfish interests alone, but in order that they may render greater service to American agriculture. They are being taught how to take greater responsibility in cooperative efforts toward being their "brother's keeper," hence to lay another great stone in the foundation of democratic progress.

So great has been the recognition of their accomplishments that a recent Secretary of Agriculture said: "If the F. F. A. movement had been started twenty-five years ago, American agriculture would not be in the condition it is today."

It is the well-organized economic groups that are holding their own throughout the depression; and if American agriculture is really basic and essential to a high average living standard, then it is undoubtedly the challenge of vocational agricultural education to train the farmers how to place American agriculture on a parity with other industries. The ground work is now being laid for the Future Farmers of America.

## alumni F. F. A. Association

JOE W. J. Agri Instructor in Vocational Amity, Oregon

THERE is a doubt in the minds of Oregon educators but that Future Farmer work has been successful. With such good work, it seems to many that it is being cut short by the Future Farmer boys' finishing their work when they complete high school.

Many thousands of boys have completed high school training in agriculture under the Smith-Hughes Act, and little provision has been made to keep these students in contact with each other after they finish school. Students all over the United States have gained recognition in Future Farmer work, and still after a few years they are forgotten among the younger students coming to school.

The problem of keeping these agriculture graduates interested in the work and more closely connected with each other is growing greater. Since each year thousands of these leaders finish school, some method should be used to keep these boys together. With this in mind the alumni F. F. A. association of Amity was organized in December, 1933.

Meetings are held twice each month at which the boys discuss timely topics, both present and future conditions for farming, hear outside speakers, have musical entertainment, invite their dads, order new bulletins, take up work of educational value given by the local instructor, do some shop work; and, nearly always, eats are served after the meeting. The educational work is conducted on the order of a part-time school, by exchanging ideas. The McMinnville department has also started meetings of the alumni, and a part-time school is being held with the group. On February 1, Corvallis held its first meeting and elected officers.

The purposes of the organization are: To cooperate directly in the work of the local F. F. A. chapter, to aid in co-operative movements, to be beneficial in the community, to continue the development of rural leadership, to provide a farm organization for ex-Future Farmers, to help the farmer obtain equal privileges with other industries and representation in law-making bodies, to develop a better and broader agriculture; and to develop social, mental, physical, and moral qualities.

The Amity group is endeavoring to aid in organizing the other possible chapters in Yamhill County, in order that eventually a county organization may be developed and later a state organization. It is expected that other alumni members over the state will fall in line and make this the strongest farm organization in the state.



# Statement of Bobby Jones, President of The Future Farmers of America

Before the Committee on Education, House of Representatives, February 20

THE CHAIRMAN. You are Bobby Jones the golf player Mr. JONES. No, sir. I am the president of the national organization of the Future Farmers of America elected by the delegates at the annual meeting of last November, 1928.

Leadership among the 264,000 who are members of the organization. I am one of the 264,000 who are members of the organization. I am one of the 264,000 who are members of the organization. I am one of the 264,000 who are members of the organization.

We have in the rural public school system of the United States classes especially adapted to train farm boys interested in gaining a livelihood by farming. These classes are known as vocational agriculture. They are financed cooperatively by national, state, and local funds. This work has grown and gained favor from its organization in 1917 up to the present to such an extent that it is recognized as a necessary part of an adequate rural high school program. Farm boys, preparing for farming and studying vocational agriculture in most of the rural high schools offering this work, have organized into groups and call their organization the Future Farmers of America. Local F. F. A. chapters have formed state associations of Future Farmers whose purpose is to increase the interest, progress, and efficiency of farmer training. By 1928, enough state associations were formed to create a national organization. Our F. F. A. organization is interested in developing an intelligent rural citizenship, and in providing leadership training for farm boys everywhere. There are 4,781 centers where farm boys are able to secure this training out of about 12,000 rural high schools. We want this training in all rural high schools. Agriculture in the past has been the poorest organized industry. The F. F. A. is doing much to develop rural leadership that is sorely needed.

THE F. F. A. was organized in 1928, at about the time the George-Reed Act was passed. In 1928, we had only 105 chapters, with a total membership of 1,200. At the close of 1933, there were 3,141 chapters of Future Farmers with a total of 68,866 members. The organization has grown rapidly in the short period of its existence. Its great purpose is to develop competent, aggressive, rural, agricultural leadership and to advance the cause of vocational education in agriculture in the rural high schools of the United States. We have 156,325 farm boys in vocational agricultural classes. This does not include the large number of farm boys of the out-of-school group and adult farmers who receive valuable training and help through the vocational program in agriculture. We realize now more than ever before that the farmer's job is becoming

Read this statement by Bobby Jones before the Committee on Education, not only to see how Bobby accredited himself, but for slants on the viewpoints of congressional leaders.—Editor

ing more complex. The day is gone when all that a man needed to farm was a strong back. In this age of competition and demand for efficiency, the farmer must have exact knowledge regarding many things, in addition to actual doing ability. Our vocational program provides this training. It is the sincere hope of every intelligent individual that the best education possible be given farm boys in preparation for life's work.

OUR organization of Future Farmers of America is not just an organization in name. It is an organization built on a solid foundation. We have provided degrees or levels of achievement to stimulate every farm boy enrolled in vocational agriculture to do his best. This work has tended to keep many farm boys in school. There are four levels of achievement, the Green Hand, the Future Farmer, the State Farmer, and the American Farmer. At the third level, that is, the State Farmer level, it is required that there be:

First, satisfactory completion of at least 2 years of systematic instruction in vocational agriculture and membership in the F. F. A. with an outstanding supervised farming program in operation; second, earn and deposit in a bank or productively invest at least \$200; third, be familiar with parliamentary procedure by having held office in a local chapter; fourth, be able to lead a group discussion for 40 minutes; fifth, make a school judging team, debating team, or some other team representing the school; sixth, show marked attainment in scholarship in all school subjects; seventh, possess qualities of leadership as shown by having held responsible positions in connection with student and chapter activities.

This gives an idea of the standard of achievement set up for the third level.

The Federal Government is helping the farmer. It has a number of agencies trying to remedy the acute agricultural situation. In the national Future Farmer of America program of work, one of our important objectives is that of cooperation with the Agricultural Adjustment Administration. We have set the goal at 100 percent, that is, all chapters cooperating in this objective. The teachers of vocational agriculture are doing as much to promote the success of the agricultural-adjustment program as is humanly possible. If the appropriation for vocational agriculture is not renewed, much of this valuable help to the recovery program will be lost.

At this season of the year we are particularly interested in the two great leaders of our nation. Both Lincoln and

Washington were born and raised on a farm and were proud of it. All great men have been proud of their association with the soil. Farming is the basic industry of mankind. The rural youth of today must be trained for vocational efficiency, work with others, and for rural leadership. The rural communities will benefit from the renewal of the provisions of the George-Reed Act. Rural people now are paying the maximum amount possible for education. They cannot take on the additional burden of financing the vocational program in its entirety. This vocational program trains for rural leadership of a high order. It is a most effective agency in the development of rural life. The Future Farmers of America are very much interested in the renewal of the provisions of the George-Reed Act now under consideration.

The CHAIRMAN. I congratulate you on your very eloquent and intelligent address. You may not be a golfer, but you are a good speaker.

Mr. FLETCHER. How many of those boys are there in the state?

Mr. JONES. 3,310 in Future Farm work in Ohio.

Mr. FLETCHER. Is there any organization similar to that for the young women?

Mr. JONES. We have home economics clubs in Ohio similarly organized.

The CHAIRMAN. From your experience with your organization and the workings of this vocational system, do you find that the movement is back to the farm, or away from it back to the cities?

Mr. JONES. The movement is back to the farm.

The CHAIRMAN. Is that a marked movement at the present time? You would know about that, wouldn't you, you would know the feelings of the boys of your age, as you found them through experience in your organization. Is the movement today back to the farm or away from it to the city?

Mr. JONES. It is back to the farm.

The CHAIRMAN. In any great degree?

Mr. JONES. Yes, it is. The farmer is realizing, I think through vocational agriculture and through his leadership in future farm work that the basic industry is agriculture.

The CHAIRMAN. I have no doubt that you would regard it as pleasing if the movement was to be continued back to the farm, would you not?

Mr. JONES. Yes.

Mr. ELLZEY. Would you mind telling this committee some of the few practical lessons you are taught in your classroom?

Mr. JONES. Well, the instructor gives valuable information as to livestock, for example, how to feed them correctly a balanced ration, as to marketing crops, and in using the best fertilizer and scientific methods possible.

Mr. ELLZEY. Do you study crop rotation?

Mr. JONES. Yes.

Mr. ELLZEY. And seed selection?

Mr. JONES. Yes.

Mr. ELLZEY. And how to make farm utensils?

Mr. JONES. Yes.

Mr. ELLZEY. And in the dairy business, proper breeding of cattle?

Mr. JONES. Yes.

Mr. ELLZEY. And sanitation and so forth?

Mr. JONES. Yes.

Mr. ELLZEY. In other words, this training equips a boy to go back to the farm and apply information which his father was not taught.

Mr. JONES. Yes, it is practical.

Mr. CARTER. Do you live in town or on a farm?

Mr. JONES. I live on a farm.

Mr. CARTER. How far from town do you live?

Mr. JONES. It is about 2 miles from town.

Mr. CARTER. What is the size of the farm on which you live?

Mr. JONES. Why, the farm I live on is 90 acres, but we have 600 acres.

Mr. CARTER. You said before a boy could get the third degree, or to the third level, he would have to select a project and realize a certain amount of money on it, \$200.

Mr. JONES. Yes.

Mr. CARTER. What did you choose for your project?

Mr. JONES. The first project I chose was a swine project, and then later I did a potato project, and a corn project, and a sheep project.

Mr. CARTER. In those projects did you keep a complete account of them?

Mr. JONES. Yes sir.

Mr. CARTER. Of every item spent and the cost of production?

Mr. JONES. In a detailed account.

Mr. CARTER. Showing the profit or loss, as the case might be?

Mr. JONES. Yes.

Mr. CARTER. It teaches you practical bookkeeping knowledge?

Mr. JONES. Yes.

Mr. CARTER. The other farmers have not been trained that way—do not keep such books ordinarily?

Mr. JONES. Not ordinarily, but there are a few that are.

Mr. CARTER. That applies to your organization, the participants in the advantages of vocational education are required to have a definite project?

Mr. JONES. Yes.

Mr. CARTER. And keep a complete set of books of the cost and expenses and profits, and even the marketing; is that not true?

Mr. JONES. That is true.

Mr. FLETCHER. Do any of the farmers living near Radnor object to this program?

Mr. JONES. No, they are very much in favor of agriculture and the Future Farmer program.

Mr. BAILEY. When did you start your first project?

Mr. JONES. I started my first project in the fall of 1929.

Mr. DEEN. How have your results run as far as profits and losses are concerned from 1929?

Mr. JONES. The results have been favorable.

Mr. DEEN. Have your profits decreased or increased?

Mr. JONES. They have increased.

Mr. DEEN. They have increased?

Mr. JONES. Yes.

Mr. CARTER. You went to the high school in town that is about 2 miles from your home, I suppose?

Mr. JONES. Yes.

Mr. CARTER. I was wondering whether any of the boys that lived directly in the town become interested in this work?

Mr. JONES. Yes, they do.

Mr. CARTER. And establish projects, perhaps?

Mr. JONES. In our local chapter this year at present the boys who live in town have become so interested in it they have gotten a plot of ground to raise potatoes and also to get in the livestock part of it. All the boys live in town and carry on their project and are very much interested in the organization.

The CHAIRMAN. Do you regard the running of a farm as a difficult proposition?

Mr. JONES. Well, it is a difficult proposition if you are not trained for it.

The CHAIRMAN. What is there in the running of a farm that a practical farmer, for instance, that his father and older brother or anyone who would be unable to teach you that you would be able to learn in a vocational training school?

Mr. JONES. I think the main issue is that you learn cooperation and organization. In my mind, those are the three big things of today—education, cooperation, and organization.

The CHAIRMAN. What education would you get in the improved raising of hogs, for example? Is there any great difference between the method of raising hogs today from that which was followed, say, 100 years ago or 50 years ago?

Mr. JONES. Yes, indeed. There have been experiments carried on through experiment stations that found out the balanced rations for livestock, and the best methods of raising stock and crops that the older farmer would have had no knowledge of at all.

Mr. CARTER. How about diseases among hogs, has that been one of the features of your training?

Mr. JONES. That has been one of the features, and one of the things that they have progressed in.

Mr. FLETCHER. Do you think the farmer today has much chance of surviving economically without training?

Mr. JONES. No; I frankly do not.

Mr. ELLZEY. In combating these diseases, such as cholera, would the vocational teacher take the class out to the farm and administer vaccine to the hogs and cattle?

Mr. JONES. They do, but our local chapter never did.

The CHAIRMAN. Do you have in these vocational schools much practical work of the farmer as a part of the school work?

Mr. JONES. Yes.

The CHAIRMAN. What is that? What is the work that you will be called

upon to do as part of your vocational training?

Mr. JONES. You must carry on your own project. That is definitely stated in the National Constitution of our organization, with this provision: The program is supervised by the vocational teacher, but you carry on the practical work and all of the labor is connected with your project.

The CHAIRMAN. In other words, as a vocational program just as in the practical work?

Mr. JONES. Yes, that is the organization.

Mr. ELLZEY. Means have you carried on this project at home or at school?

Mr. BAILEY. No; I mean did you do that by reason of the vocational scheme, or the Future Farmers of America?

Mr. JONES. Through vocational education.

Mr. BAILEY. I was interested when you said that the three important things were education, cooperation, and organization. What does organization do?

Mr. JONES. Well, organization works toward closer relationship among the farmers. The farmer has never been well-knit, closely together, and that is what we are working toward through our organization.

Mr. BAILEY. What good does that do him with respect to the conduct of his farming operations?

Mr. JONES. It gives him more confidence in carrying on his work.

Mr. BAILEY. More confidence?

Mr. JONES. Through organization.

Mr. BAILEY. In what way?

Mr. JONES. Well, he is satisfied by living on the farm, through contacts he makes through organization.

Mr. FLETCHER. Is there great need in schools such as you attend, for Latin, higher algebra, and geometry, that you may seldom use in real life?

Mr. JONES. Well, it is a little hard to answer that question, but I feel that it is coming more and more to the place where the farmer today must have something that he can put into practice, and it seems to me that that would be the correct angle from which to approach that.

Mr. FLETCHER. Do any of the boys in the classes on agriculture take courses in Latin, algebra, and geometry with any enthusiasm, or do they take them because they have to in order to get a diploma?

Mr. JONES. The last few years they have been getting away a little bit from compulsory language. I know that some of the universities do not require languages.

Mr. FLETCHER. At the same time, isn't your school at the present time organized more for the purpose of preparing a student to go to college more than for entering life after graduation from high school?

Mr. JONES. For the boys who want to learn more about farming, their vocational training I think is a great help, but you also can go to the agricultural colleges and receive additional help that would be of a higher nature.



Mr. JONES. Yes, I am.  
 Mr. BAILEY. Where?  
 Mr. JONES. I plan to enter the State University.  
 Mr. BAILEY. In the agricultural department?  
 Mr. JONES. Yes, in the agricultural department.  
 Mr. FLETCHER. Are you going to devote your life to agriculture?  
 Mr. JONES. Yes.  
 The CHAIRMAN. For what purpose?  
 Mr. JONES. Several purposes.  
 Mr. ELLZEY. Do you think it is in this program?  
 Mr. JONES. Yes, it is a part of the program of the State University.  
 Mr. FLETCHER. Is there any attempt at interference with the important program for developing character of the student? In other words, does the vocational training program interfere in any way with the efforts of parents to train their children in character building?

Mr. JONES. No.  
 Mr. ELLZEY. Do any of the boys in your community have acres of corn as projects? In other words, do they plant and grow an acre of corn as a project?  
 Mr. JONES. Why, I do not know.  
 Mr. ELLZEY. They may not in that section. They do in mine.  
 Mr. JONES. I do not believe they do in Ohio.  
 Mr. ELLZEY. Does your course of study and course of farming show the relation of the farm to the urban population?  
 Mr. JONES. They teach that relationship, that it plays an important part in relation to the urban community.  
 Mr. ELLZEY. They teach you to understand that the success of the worker in industry is closely related to your success as farmers?  
 Mr. JONES. Yes.  
 Mr. FLETCHER. This gives you rather a national view regarding agriculture rather than a local view.  
 Mr. DEEN. Do you think the work for the boys is more beneficial than the home economics to the girls in the school, or perhaps about equal?  
 Mr. JONES. I would say equal, maybe, but of course, I would be inclined to take the boy's idea. However, I would say they both play a very important part.

The CHAIRMAN. You have just stated that one of the purposes of your organization was to encourage the farmers in cooperation. If you were a Member of Congress from the East you would be well aware of the fact that the farmers here are well organized, or are in Congress, at least.  
 Mr. FLETCHER. Mr. Jones comes from an exclusively rural district that adjoins mine. He is a neighbor of mine, and I am very proud of him.  
 The CHAIRMAN. Yes; he is a very bright boy.

### New Publication

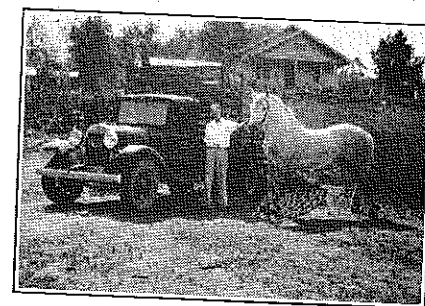
A NEW Future Farmer play is just published by the Interstate Printing Company of Danville, Illinois. It is Paul Chapman's "Green Hand," dramatized by Doctor A. W. Nolan. The play is of sufficient length and character to make up an evening's entertainment.

I have always considered that a chapter should earn the means of its support, rather than collect dues from its individual members, which are usually paid by "Dad." It is easily possible to do so, as many Iowa chapters have demonstrated. When this is done, all boys may belong, no matter how poor their parents. The earning of the means of support provides additional opportunities for practice in cooperation and leadership, the real purpose for which a Future Farmer chapter exists. An organization has more self-respect when it is self supporting than when it has to draw its support from some other source. I think it is most unfortunate when an organization of young people, able to meet its own financial needs, holds out its hands, beggar-like, to other people for funds to finance its projects or to reward with prizes the individual efforts of its members. An organization, as well as an individual, may be a parasite upon the community. Its first obligation, similar to the first obligation of an individual person, is to get itself off other people's backs.—H. M. Hamlin, The Iowa Future Farmer.

### The Mountain to Mahomet

R. W. GREGORY, Purdue University, Lafayette, Indiana.

TEN years ago Lawrence Wilson, Paragon, Indiana, graduated from high school, from a four-year course in vocational agriculture. He has been farming ever since and now operates 260 acres owned by him and his father, also rents 75 acres. He keeps 10 sows, and 14 milk cows. Last year he had over 100 acres in corn. He owns two trucks, operates on a whole milk route, lives in or close to a feed deficit area, and has had success in importing 2,000 bushels of oats, 20,000 bushels of corn, and 110 bushels of soy beans during 1933. He owned a stallion, found business dull when farmers failed to breed mares, advertised to bring the stallion to the mare—hailed by truck. Business grew—forty—fifty-mile trips. A second stallion was bought. Last spring a jack was added. A case of moving the "Mountain to Mahomet"—if "Mahomet will not go to the Mountain"—and a vocationally trained boy did it.



There is a stallion in the truck too.

### Former F. F. A's. Know Their Fruit

THE Eastern Intercollegiate Fruit Judging League held a judging contest at Amherst, Massachusetts, recently, and the winners were agricultural college students from Rutgers Uni-

versity, New Jersey. These boys are former vocational agriculture students from New Jersey high schools, all are F. F. A's., one is an American Farmer and the others are State Farmers. The boys had been on high school fruit judging teams, and thus their experience in vocational school contests was of value in college judging.

The second team score was won by Massachusetts, third by West Virginia and fourth by Ohio.

These contests require rather thorough knowledge of apples, since specimens of 25 varieties must be identified as well as placed. Twenty classes of three plates each must be placed in order of their merit, but plates with substitutes must be discovered and taken out of the final placing. Fruits are often substituted where they will closely resemble the other apples on the plate for the express purpose of misleading the contestant. Boys training for these contests learn to know a number of apple varieties.

### Book Review

THE Young Man in Farming, A. K. Getman and Paul W. Chapman, 222 pp., illustrated, John Wiley & Sons, New York, 1933, \$1.75. An interesting approach to the problems confronting those who contemplate farming as a life work. A storehouse of useful information presented in a pleasing and convincing manner. The book will appeal to and help the boy who has ambitions to become a skilled worker, a sound thinker, a good manager, and a worthy citizen. Guidance teachers, teachers of agriculture, and other workers in the field of rural education will find this volume informative, inspirational, and helpful. The authorship is sufficient insurance of good judgment and good writing.—A.P.D.

### Home Economics and Agriculture Exchange Classes

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culture shall be members of all committees.

#### Article V.

Each member shall test at least once a month. He shall take samples and test samples in a manner recognized by the association. This shall be done in the same manner as in Wisconsin Dairy Herd Improvement Associations. After the fifteenth of each month following the month tested, the record must be completed unless a satisfactory excuse is rendered to the secretary.

#### Article VI.

A member who is found using unfair methods of testing or not keeping his records up to date shall be expelled from the association, and his records shall not be recognized.

#### Article VII.

Each member of the organization shall test his herd on the first, second, or third of June, July, and August.

#### Article VIII.

If any member wishes to resign honorably from this organization, he may do so by handing in a signed resignation.