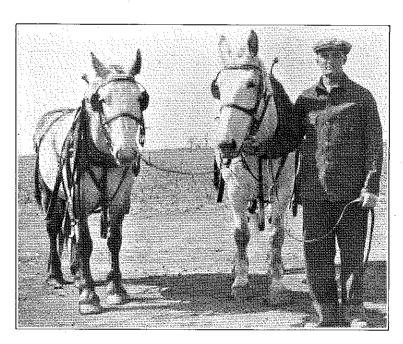
# Agricultural Education



Alvin Reimer, Early American Farmer from Nebraska

(See Editorial Comment)

"A democracy without an efficient universal vocational education is an iridescent dream."

— Walter Robinson Smith.

# EDITORIAL COMMENT

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

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F. E. Moore, Des Moines, Iowa. W. F. Stewart, Columbus, Ohio	Aggoriate Tolle
W. F. Stewart, Columbus, Ohio.	Committee Editor
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#### IS VOCATIONAL EDUCATION A FRILL? .

THE effect of the depression on education has been to reduce expenses along almost every line. To do this various and oftentimes strange policies have been adopted. In this connection frequent reference has been made to the "frills" of education. "Cut out the frills and save the taxpayer" has become almost a slogan.

On the general proposition that the "frills" would be the logical point at which to begin reducing costs of education, there is little argument. While the proposition in general is good, the efforts at specific application of this proposition have been the height of inconsistency and paradoxy. In advocating this policy, there has been some agitation to cut out vocational education and get back to the fundamentals, more or less the three r's. Instances of advocating cutting out agriculture and home economics and retaining Latin and other foreign languages are recalled. Yes, cut out the frills,

Webster defines frill: "—a non-utilitarian accomplishment; useless adornment; fringe of hair or feathers about the neck or other parts of an animal—." In view of this authoritative definition it is somewhat difficult to comprehend the type of mind that would choose to cut out vocational courses before Latin in a process of eliminating frills. In what respects is agriculture more non-utilitarian than the strictly academic subjects? Or, maybe, it is because agriculture in some respects deals with hair and feathers that the idea of vocational education being a frill has gained some headway.

Vocational education does not seek advantage at the expense of other phases of education. The point of view of those in vocational education is for "well-rounded" education. It is not the policy of this group to exclude or eliminate the liberal phases of education in order to make room for vocational education, but rather to make vocational education a part of the complete and well-rounded education of every individual. That there are frills in some school curricula can hardly be questioned. That expense should be saved by eliminating some of these is readily accepted. But in doing this, let us not confuse the frills with the fruits of education.—V. G. M.

#### OUR COVER

WHAT becomes of the boys who study vocational agriculture in high school? This is a question which we have been asking for a number of years. We are all particularly interested in knowing something about the success of those boys who have been chosen American Farmers.

We present as this month's cover picture Alvin Reimer,

American Farmer from Nebraska. Alvin is 25 years of age, and is the manager of his mother's farm near Beatrice, Nebraska. With the aid of his younger brother, just out of high school, he is farming 400 acres of land. We asked to what Alvin is doing. Dr. Bradford writes that, "It took considerable persuasion to get a picture but, finally, some snapshots eame accompanied by a letter in Alvin's handwriting." We shall let Alvin tell his own story:

"I am not so very anxious for publicity but upon your request I shall try to tell you a few things about myself. "My parents were born and raised in the community where we now live. I was born in 1911 on the farm where we still live. I studied agriculture my last three years in high school. I took an active part in Future Farmer work, serving as president of our local chapter and acting as president when our state association was organized. In the fall of 1928 two other boys and myself were elected to go to Kansas City as delegates to the first national convention of Future Farmers of America. At Kansas City I had the honor of being elected First Vice-President of F. F. A. The next year I went to Kansas City again, where I received the American Farmer degree.

"After graduating from high school, I went home to help my father on the farm. We soon suffered a great loss and sorrow though, as my father became ill and passed away in April, 1932. As I was the oldest one in the family, the responsibility of operating the farm fell on me. Up to the present time I have been doing this to the best of my ability. I am living with my mother and my brother. I have no sisters.

"Our farm consists of 400 acres, 240 acres of which we own and 160 acres of which we rent. There are about 80 acres of pasture land. We are producing the general crops of our community, such as: wheat, corn, alfalfa, hogs, and beef. From my agricultural education I learned of better methods of producing livestock. I also learned the value of keeping records. We are trying to put all these things into practice on our farm. My favorite enterprises on the farm are cattle feeding and dairying.

#### ARE WE WORTHY?

A S this issue of the magazine goes to press, word comes of the passage of the George-Ellsey Bill, without opposition either in the House or Senate. Surely vocational ducation has rendered a service, to warrant such confidence. Surely every teacher of vocational agriculture will work just a little harder this summer because of this act of Congress, If we are worthy, we will render the largest service possible this summer. The opportunity is ours. If we are worthy, we will continue to prepare ourselves, professionally and technically. The future will be what we make it.

#### AN INDEX TO AGRICULTURAL EDUCATION MAGAZINE

A second section of an index of this magazine has been prepared to include the issues of the two years of January 1932 through December 1933. Copies of the first section of an index, including the issues of the two years January 1930 through December 1931, are also available. Subjects are listed by titles and authors under sixteen common headings and are crossed indexed appropriately. The index is not annotated.

These indexes should prove especially helpful to readers who have files of the magazine which they use extensively. Copies of each section or the index may be secured from the Business Manager, Dr. W. F. Stewart, Ohio State University, Columbus, Ohio, at 20 cents per copy, to cover mimeographing and postage.

Agricultural Education June, 1934

## Professional



## A Community Program for Vocational Agriculture

ARETAS W. NOLAN, University of Illinois

OUR programs under the National Vocational Education Act have been given a vote of confidence from the national "powers that be"down to the school officials and patrons in thousands of communities thruout the country. Enjoying this confidence for the present, we are also



Aretas W. Nolan

aware of the menace of the unfriendly, and cannot dare rest upon our oars and let the boat glide under its old momentum. We must continue to study our professional and scientific problems, and to carry on an aggressive program of service to our communities.

My theme limits me to the community work of a department of vocational agriculture and frees me from a consideration of the problems of the classroom or of supervised farm practice. Although it must be evident to all that a master teacher in the classroom and a high grade supervised farm practice program have their community out-reaches and do much to buttress a successful community program.

Teachers of vocational agriculture should assume their share of community activities, as any other good citizen should do, but these activities, I take it, are not what we consider when planning a community program for vocafional agriculture. Such a program is in the nature of extension educational service from the school. Colleges and universities carry on various types of extension service, but they do not have a monopoly on such service. The high schools, especially through their departments of vocational agriculture, are breaking down their cloistered, academic walls, and bringing the good things of education to all the people of the com-

There are some principles which, stated, may become criteria for the evaluation of these extension activities in agricultural education:

1. Extension of educational service is a legitimate activity, under the Vocational Education Act, of the public schools. It provides a continuation of education, desirable for every citizen in a democracy.

2. Extension of educational service vitalizes the regular work of the school, articulating it more closely with the home and farm.

3. Educational extension carries the benefits of the school to those deprived of its direct influences.
4. Cooperation with existing educational agencies is a proper function of extension educational service.

5. Opportunities for the institution of new educational efforts are provided.6. Self-activity and participation in the movement by the people serve to

promote permanent progress.
Every worth while community program in vocational agriculture conforms to one or more of these fundamental principles of educational extension serv-

It goes without saying, that the teacher of agriculture, the administrative officer of the school, the agricultural advisory committee, and the Future Farmer chapter should carefully plan their program of community activities. Of course, the teacher of agriculture is the logical leader in both the planning and carrying forward of the program.

But in all this, leadership must be developed among the boys and farmers, else one of the fundamentals of agricultural education will be missed, and the lasting value of the teacher's work lost. I can not, in this discussion, hope to lay out a program of community activities for all departments of vocational agriculture. I shall merely attempt to offer some suggestions, none of which are new, from which teachers may make up the details of practical educational extension service in community programs.

#### I.F.F.A.

Community service should include the active cooperation of the Future Farmers of America. This organization should include in its program,—like such service clubs as Rotary, Exchange, Kiwanis, etc.—many forms of needed agricultural and rural life service. The beautifying of home grounds, pruning and spraying of fruit trees, testing seed the introduction of better seeds and breeds of livestock, demonstration of better farm practices through farm projects-these and many other forms of services enable the F. F. A. boys to be lieutenants of the teacher of agriculture, multiplying his services a hundred fold. And by the way, why cannot Future Farmers of America be junior service clubs for rural communities?

#### II. PUBLICITY

Not only for the good of our cause locally, but state and nation-wide, there should be a more vigorous program of publicity,—not cheap propaganda of the "bally-hoo" sort, but the spreading of the truth about good works, and a salesmanship for vocational agriculture of a high order. Our 4-H Club friends have us "beaten a mile" when it comes

to publicity for their work. Not that I decry all they get,—they are entitled to it, but so are we of vocational agriculture. You would think Pepsodent Tooth Paste, or Lucky Strike Cigarettes were far more important than vocational agriculture and the Future Farmers of America, by the amount and extent of their publicity. Of course, you may say, with all the money back of these commercial concerns they can buy plenty of publicity. True, but vocational agriculture has the machinery, the personnel, and the good will for a more effective program of publicity than we have heretofore used. Why should there be more enthusiasm in the promotion of the facial cream or cigarette business than in the promotion of vocational agriculture and the interests of Future Farmers of America? Every teacher of vocational agriculture, every supervisor and teacher trainer, and every future farmer and his dad, should be an enthusiastic booster of vocational agriculture and give it honest publicity. Methods of publicity are well known. The press, the radio, the service clubs, the banks, the farmers' organizations, the schools, and hosts of friends are ready to give publicity to our work when intelligently directed Publicity of vocational agriculture and its good work should be a part of a community program.

#### III. ADULT EDUCATION

A community program would be incomplete that did not take into account its responsibilities for adult education. The most rapidly expanding phase of adult education in rural communities is the evening school in agriculture. Last year there were about 3,000 of these schools, enrolling about 90,000 farmers. It is a matter for each community to determine as to its needs and possibilities. A survey to ascertain the number of men interested, and the nature and content of the courses to be offered, should be made. Methods and procedures in conducting evening schools have been worked out by Schmidt and Ross and by the Federal Board. Any teacher of agriculture can get all the suggestions and help he needs, if he wishes to undertake this splendid service. Some teachers feel that their all-day programs and farm practice supervision so completely take up their time that they cannot do iustice to evening and part-time classes. The truth remains that the evening and part-time classes are part of our obligations under the national Vocational Education Act, and no teacher has measured up to his full opportunity for service to his community until he has tried, at least, to have evening and parttime classes for adults. The permanency

adult educational extension service as upon our teaching of all-day classes.

#### IV. DEPRESSION PROBLEMS

Extension educational service these days should take into account timely agricultural needs. The following list of economic jobs is appropriate for emphasis during the period of depression.

Feeding home-grown and home-mixed feeds to different classes of livestock:

1. Suggestions for all classes of live-

#### Group II.

Developing certain skills in cutting, handling, culling, and butchering farm

- Home butchering and meat cutting
- Curing and canning meats 3. Dressing and packing poultry
- 4. Culling poultry
- 5. Culling dairy cows 6. Judging livestock
- 7. Grading and packing quality eggs Group III.

Developing skills in certain simpler veterinary jobs: 1. Vaccinating—hogs, calves, poul-

- 2. Castrating—pigs, lambs, calves 3. Dehorning
- Docking and tagging
- 5. Treating cows for milk fever and bloat
- 6. Sanitation 7. Drenching
- 8. Parasite control, dipping
- 9. Branding and marking

#### 10. Ringing pigs Group IV.

Lessening cost of feed by home growing, proper storage, and treatment:

- Seed selection
- Testing seed for germination Treating seed and seed bed
- 4. Growing improved variety seed
- 5. Seed cleaning and equipment to clean seed for boys and dads
- 6. Produce certified seed 7. Emphasize value of quality

Group V.

Growing, storing, and preserving home-grown food supplies:

- 1. Encourage home gardens, truck crops, and small fruits, to reduce costs of living by supplying sufficient food throughout the year
- 2. Cooperative arrangement with home economics group in canning and preserving fruits, vegetables, and meats
- 3. Home storage of fruits and vege-
- 4. Revival of flour and meal barrel 6. Drying fruits
- 7. Pickling-kraut, cucumbers, etc. 8. Meats, cured, canned, etc.
- 9. Sorghums, maple sugar, corn stalk syrup 10. Ciders, vinegars, grape juice
- 11. Soaps
- 12. Keeping bees 13. Gathering and storing nuts Group VI.

Home and farm construction and re-

- 1. Farm plumbing and light wiring 2. Farm machinery repairs
- 3. Repairing and sharpening small farm equipment and tools

- rrood work construction and farm carpentry Concrete work

  - 6. Soldering
  - Harness repair 8. Rope work
  - 9. Glazing
  - 10. Home tanning Shoe repairing
  - 12. Fence building and repairs Painting
- 14. Building farm shop and equipment Group VII.

Supplementing the farm income by individual and group buying, selling, trading, exhibiting, fair contest, etc.:

- . Curb or roadside markets 2. Purchasing cooperatively feeds, fertilizers, fuel, etc.
- 3. Cooperative selling
- 4. Feeding cattle and sheep on shares 5. Partners in F. F. A. or with teacher in growing stock
- 6. Making hay on 50 percent basis with men who have surplus 7. Pruning and spraying coopera-
- 8. Eggs and dressed poultry routes
- 9. Cooperative class project 10. Showing and entering stock in fairs
- 11. Enlist cooperation of service clubs Group VIII.

Farm management activities and

Explain procedure in cooperation with government plans in farm

Refinancing mortgages

- 3. Interpretation of yearly outlook 4. Emphasize diversified farming
- 5. Terracing and contouring Farm accounting
- 7. Price levels and trends—reduce cost of production, and hit normal peak prices
- Watch government dealing with board of trade and stock market 9. Stress fertility programs—use
- natural methods 10. Produce quality products
- 11. Keep equipment cost low—shelter, paint, oil

#### Group IX.

Programs for evening schools: 1. Survey community to determine

- present local needs 2. Present government policies re-
- lating to agriculture 3. Tractor, auto, and machinery re-
- 4. Producing and marketing the major crops
- 5. Producing and marketing livestock
- 6. Agriculture outlook Live-at-home program
- 8. Soil improvement 9. Livestock improvement
- 10. Profitable milk production
- 11. Egg production 12. Feeding programs
- 13. Canning and preserving surplus feeds 14. Sanitation problems
- 15. Managing the farm business, ac-
- counting 16. Insect and disease control 17. Farm and community organiza-
- 18. Various aspects of the A. A. A.

#### V. LONG-TIME PROGRAMS

One of the most undeniable goals of community service for a department of vocational agriculture is the achieve ment of a long-time program, worked out for the permanent improvement of farm practice and better rural life conditions in the community. I can best illustrate this ideal by citing a case in About twelve years ago a young man

was elected teacher of vocational agriculture in this southern Illinois community. As soon as he could survey the situation, he set up a long-time program of agricultural improvement and enlisted the cooperation of the leading citizens of the community. The soil was a grey silt loam over tight clay. It was worn out and sour. He began his program by a campaign for the wide use of limestone. A quarry was opened up in are area; stone by the hundreds of tons was ground and spread upon the farms Sweet clover was introduced, and thousands of acres of this soil saviour were grown. A seed exchange at the school was organized, sweet clover harvesters were built and rented out to the farmers. When the soil was improved and legume crops began to be grown widely this teacher began to introduce good dairy calves as projects among his students. In a few years the dairy pay checks began to come to the farmer's home. Next, purebred gilts were brought in as projects, and very soon the Future Farmers were raising and farming out all over the community a better grade of swine. And now with permanent soil improvements, purebred dairy cattle, and good swine general throughout the district, rural life has been tlessed by the leadership of this man who had the vision of a long-time program and the courage, character, and industry to work it through, I have heard farmers in this community repeatedly say, that Mr. N. is worth more to his community than any other ten men that could be named.

#### Vocational Guidance and Vocational Education

▼ CATIONAL education of any sort without vocational guidance before, during, and after the period of training is little short of futile. If vocational education is one of the devices for aiding people in adjusting themselves to their economic environment, it should be obvious that this function cannot be performed effectively without taking cognizance of all the factors involved in the process.—F. G. Nickols, Occupations, February, 1934.

THE inadequacy of an educational I program that is confined wholly to children must also be frankly recognized. Any program designed for the coming generation, if it is to be successful, must march hand in hand and be closely coordinated with a program of adult and parent education. Particularly is it necessary to reach the young men and women of the nation.—From "A call to the Teachers of the Nation," by Committee of Progressive Education Association on Social and Economic Prob-

Agricultural Education June, 1934

### The Vocational Agriculture Department as Viewed by the Superintendent

G. F. EKSTROM, Supervisor of Agricultural Education, Iowa

Note: This article is one of a sories summarizing researches in agricultural education. Contributions to this series should be sent to the Research Editors: Dr. C. R. Wiseman, Brookings. South Dakota, for the North Central and Pacific Regions; Dr. E. C. Magill, Hacksburg, Virgina, for the North Atlantic and Southern Regions.

THE small percentage of Iowa public Lschools maintaining vocational agriculture departments and the number of other schools which have discontinued such departments prompted the writer to make a study of the practices being followed in administering the vocational agriculture program in the state. During 1931-32, base year for the study, only 113 of the 885 Iowa high schools approved by the state department of public instruction for tuition purposes received federal aid for the teaching of vocational agriculture.

The study considered several phases or aspects of the vocational agriculture program of the state, such as status, service rendered, persistency of departments, adaptation of departments to local school systems, and comparisons with other states and foreign countries. Since in a brief report all phases of the study cannot be presented, this paper is restricted to one important phase: a summarization of the reactions of superintendents as reported in the questionnaires. The superintendent sees vocational agriculture as one center or sector in the whole local educational program. The local agriculture instrucfor and state authorities must consider the superintendent's reactions. The questionnaire aimed to get the superinfendent's response to the adaptation of the vocational agriculture program to the curricula of the schools, and suggestions were solicited as to how the work might be adjusted to better advantage. Of the 106 schools maintaining vocational agriculture departments when the study was made in 1932-33, the requested data were supplied by 103 superintendents indicating interest in the problems and giving opportunity for a summary of almost 100 per cent

#### Teacher's Load

The median number of all-day students desired by the superintendents for vocational agriculture departments was 30, whereas the actual median number found in the departments during the base year was 27.2. As to the size of classes, 10 was designated as the median number desired for the shop course, and 15 for other subjects. By comparison, the size of the different kinds of classes taught in 1931-32 was favorable to that demanded, with the exception of farm management which is ordinarily taught in the upper grades with a resulting smaller enrolment.

The average enrolment for the nonvocational classes in the same schools was 22.2, as compared with the aver-<sup>age</sup> of 15 students for the vocational agriculture courses, for the second semester in 1931-32.

The Iowa superintendents prefer to have the non-vocational work of the agriculture teacher devoted to natural sciences, as shown in the accompanying table. Physics, general science, general agriculture, and biology are the subjects most frequently taught in this group. The non-vocational subjects assigned to the men vary in about the same proportion as the distribution of the interests of the superintendents.

Superintendents' Preferences for Non-Vocational Assignments to Vocational Agriculture Teachers Compared with Subjects Taught by the Instructors 1931-32

Type of Non-Vocational Subject	Number of Superin- tendents Preferring Assign- mont	Subjects Taught in 1981-32
None (agriculture only)		21
Social sciences (history, economics, sociology, civics, etc.)	24	13
Natural sciences (biology, general science, physics, etc.	103	45
Mathematics	21	12
Manual training	6	11 (

#### Organization and Reimbursement

A majority of the superintendents were of the opinion that as many as eight semester credits of agriculture are justified for farm boys in high school. The number of semesters of agricultural work is slightly less than the number of credits given since some schools offer additional credits for the satisfactory completion of home practice work. More than half of the superintendents

were of the opinion that 45- or 60-minute periods are sufficient for the classroom work in vocational agriculture subjects other than farm shop, while they prefer 80- to 90-minute periods for the shop work. In the case of schools operating upon the supervised study plan, 29 preferred to alternate single periods with double periods two or three days per week, while 32 preferred to split the second period each day in order to meet the time requirement for the classes. Twenty of the superintendents would

refer to teach shop work as a part of other courses rather than as a separate course. Except for high schools with enrolments of less than 100 pupils, a majority of the superintendents oppose the principal-agriculture teacher combination. All but five superintendents of consolidated schools and 11 superintendents of independent school districts think evening classes are justifiable, with 48 and 34 superintendents

Preference of Superintendents as to Length of Periods for All-Day Classes in Vocational Agriculture

		Number of Superintendents Preferring For:			
Length of Periods		Courses other than farm shop	Farm Shop		
45 n	ninutes	25	2		
50	);	3	ō		
55	"	1	ň		
60	"	32	15		
65	"	02	1		
70	"	l o	. 1		
75	"	1	1		
80	"	$2\overset{1}{2}$	100		
90	"	$\frac{22}{21}$	28 52		

of the two types of schools favorable to part-time work.

Fifty-nine superintendents were of the opinion that teachers should not have more than two weeks' summer vaeation without reduction in pay. Nearly one-half of the superintendents thought that the teachers should be permitted to attend six weeks of summer school without aid penalty to the district, with the remainder of the opinion that the instructors should be granted this privilege once every three or four years. There was an equal division regarding the advisability of giving extra credit for home project work.

Of the 35 superintendents with high schools of less than 100 pupils, 25 indicated it would be practical for two schools located within 10 miles of each other to employ an instructor jointly.

Sixty-five superintendents were of the opinion that the agriculture instructor should be permitted to supervise study halls or assemblies without affecting the maximum amount of aid to which their districts would otherwise be entitled, and 49 thought that extra-curricular activities should be permitted. Nine superintendents would have the instructor serve as the coach, and five as physical training instructor, without aid pen-

#### Teacher Weaknesses

The major teacher weaknesses listed by the superintendents and the frequencies with which the weaknesses were checked include: Summer program 54, discipline 25, appearance of classroom 23, organization of work 18, cooperation with superintendent and other teachers 18, inability to approach farmers 15, teaching procedure 13, and knowledge of subject matter 5.

#### Values in Having an Agriculture Department

In order to determine what effect the federally aided vocational agriculture program has upon the schools, space was provided in the questionnaire for the superintendents to list the advantages and disadvantages of the work from their point of view. The items volun-(Continued on page 192)



### Methods



# The Program in Vocational Agriculture for the High Schools in Louisiana

J. C. FLOYD, Louisiana State University



J. C. Floyd

THE four years work in vocational agriculture in high school, if properly organized, is not four courses but a continuation of the same course over a period of four years.

The responsibility for building the program or course of study in vocational agriculture

rests with the teacher. What goes into it and what comes out of it lie in his hands. He may gain suggestions from others, from outlines, ctc., but the teacher himself must finally prepare the course, in order that it may fit his own aptitude and abilities and meet the needs of a particular group of pupils in a particular community at a particular time.

With the above thought in mind I wish to suggest the following principles governing the formation of a program in vocational agriculture in the high school:

1. The work must not be academic in character, but must be in accordance with our primary aim: To train present and prospective farmers for proficiency in farming.

2. The program must be economically sound; it should meet the approval of farm economists and farm management specialists. It should be so arranged that the course will fit readily into a normal high school schedule.

3. The vocational agriculture program should be in common with those of other major agricultural educational organizations, insofar as the vocational activities permit.

4. Vocational agricultural programs must be an integral part of the training program for rural boys.

5. Supervised practice must be the hub or central core of the training program. This work should recognize tested practices which are found to be improved practices by experiment stations and research departments.

6. The program in vocational agriculture must be carefully adapted to the needs, interests, and capacities of the students. It must recognize the farm as a method of living as well as a means of living.

7. The program should include only the amount of subject matter which can be taught thoroughly.

8. The program should include only farm jobs that are found on the boy's home farm and that some boy is

going to do something about.
9. The program of study in agriculture should be so organized as to be pro-

gressive in interest and difficulty.

10. The work in vocational agriculture should be such as to provide training opportunity for all farm boys who need it, who want it, and who are able to profit by it. The program is not a course in agriculture, propaganda, or a college preparatory course, but a course in preparation for solving the problems on the farm.

11. The program in vocational agriculture should recognize the possibilities of evening and part-time work and their interrelation with the high school program.

12. The program should recognize the needs and values of Future Farmer work in the development of rural leadership.

Recent Trends in Organization for Teaching Vocational Agriculture in High Schools

In the early development of vocational agriculture in high schools the following set-up, known as the box system, is a representative type of organization followed:

First year......Farm crops
Second year...Animal production
Third year....Horticulture
Fourth year...Farm engineering,
farm management
and farm ceonomics

Naturally there were many variations of this type of organization. In Louisiana we combined the eighth and ninth grades, and the tenth and eleventh grades, and alternated subjects.

The box system of organization probably had its origin in the departmental organizations in colleges. Very little was known about special organization in courses of study in agriculture in secondary schools for guidance in this work when the Vocational Education Act (Smith-Hughes Act) was passed in 1917.

Many new ideas have been presented from time to time regarding this organization, and, in many ways, much progress has been made. Progress in the organization for the teaching of vocational agriculture during the past ten years is marked by the fact that the majority of states now adapt courses to local conditions instead of requiring rather formal and basically uniform courses for a whole state. It is the belief that the instructor who adheres closely to a fixed course of study lessens the effectiveness of his work.

Several reasons are advanced for believing that the box system does not entirely meet the needs of students in vocational agriculture. Perhaps from the standpoint of economy of study it will appear logical to include all work in plant production in one year, since the factors of soil, moisture, fertilization, cultivation, and the like are more or less similar for all crops. On the other hand, we should remember that repetitive training is one of the fundamental principles of vocational education, and that a certain amount of repetition from year to year is advisable, provided each year's work becomes progressively more difficult.

Some of the weaknesses of the box system of grouping enterprises into the course of study are:

1. Placing crop enterprises in one year and the animal enterprises in another is not consistent with the way a farmer farms.

2. The box system assumes that the students have the mental ability. the interests, and the experiences necessary to master all the needed information about each enterprise in each year without regard for the range of difficulty of the content for each enterprise. There is much content in each enterprise too difficult for the first-year boy. Good organization in teaching puts the emphasis on appropriate material that the boy can learn and not what the teacher can teach. The cross-section plan permits distribution and development of jobs throughout the four-year course and arrangement of jobs in accord with range of difficulty within each enterprise.

3. The box system tends to place emphasis on learning subject matter instead of learning how to farm.

4. The box system does not encourage the boy to study the home farm as a type of farming unit. Students should study the enterprises in their relationship to the proper management of the farm.

5. The box system is weak because students who take only one year of agriculture do not get a very good idea of how to farm.

 The box system does not give proper emphasis to farm management early in the years of study.

m the years of study.

7. The box system places a premium on a superficial study of many enterprises instead of teaching well fewer of the enterprises most appropriate to the farm home. The futility of trying to cover the whole field of agriculture with a view of giving the pupil a broad general knowledge which will function in farming has long been apparent.

Instead, attention is now directed toward those farming enterprises which are important in the local community and on the basis of these concrete studies and experiences which bring the specific instruction to greater results. Cross-section plan permits selection, distribution, development of enterprises throughout the four-year training program.

8. The box system tends to narrow the scope and variety of the super-

vised farm practice program. The cross-section plan permits and en-courages the development of a supervised program on the type-offarming basis. The best measure of the value of instruction is what the student does with what he has learned. If he uses it, he has usually profited by it. If he does not use it there may be some cold-storage values, but these will be questionable. The cold-storage values created are largely a type of informational values not worth much to start with and constantly deteriorating through lack of use. On the other hand, if we accept as our major aim the establishment in farming of such boys as want to be farmers, then the instruction should obviously deal with the activities of an actual farmer-training program in which the boy can participate immediately. The idea which should be kept constantly in mind is that the instruction of each boy in the class should be based on the activities in which he can engage in the type of farming for which he is receiving training. The training program of each student takes on a new meaning because it becomes the core of his course instead of a project tacked on.

9. The box system does not put together in learning those things that go together in practice.

I believe many teachers will have to revise their opinions about the efficiency of the box system. Farmers do not farm growing only crops in relation to each other, except possibly in a very highly specialized system, nor do they raise animals only in relation to other animals. The average system of farming involves both plant and animal life, and because of this, some system of organization of courses should be used that will consider the requirements of the learner as a prospective farmer, rather than the subject matter from the standpoint of "ease of teaching." I do not believe that the box system really helps teachers to teach, because I am trying to hold in mind that the Smith-Hughes Act specifically states the objectives of the course in vocational agriculture as "to fit for useful employment in agricultural pursuits." If the individual boy can best learn farming by learning together those things that go together, it would appear that the box system is weak. Vocational education will be effective in proportion as it trains the individual directly and specifically in the thinking and manipulative habits required in the occupations itself. The work in vocational agriculture is a continuous course. The number of enterprises decreases as the students progress to a more intensive study of the home farm problems. The problems for study become more advanced and more complex as the students gain experience and maturity. Each student is supposed to emerge at the end of the four years with a rather complete plan of improved organizations and procedure for the home farm. The program of instruction and study progresses each year to the more involved problems of the management of the home farm. The plan in no way limits the students' opportunities for as wide a study as their mental abilities and interests permit.

S UPERVISED farm practice is an integral part of each year's instruction in vocational agriculture. At the beginning of his work in agriculture, each student in Louisiana is asked to prepare tentative plans for a comprehensive farming program, embodying a cross section of the enterprises on the home farm in the type of farming he is preparing for. If the student undertakes such a program with a whole-hearted attitude. with a motive looking toward economic gain and with an honest purpose of solving his own farm problems as they arise, we may be assured that he is learning to farm in accordance with the best methods of teaching.

The course in vocational agriculture should embrace a series of operations and managerial activities in crop and animal production, managing a farm business, and making decisions regarding such economic problems as buying and selling, evaluating price fluctuations, and changing the business organization and practices to meet changing economic conditions. Generalizing about such activities by the teacher of vocational agriculture is ineffective in vocational training. Students will acquire the necessary abilities only as the opportunities are provided for them to engage actively in these activities in farming. Accordingly, the approach to the teaching of the activities included should be through the needs of the student for working data in dealing effectively with operative and management problems. Such activities should start at the beginning of the student's curriculum in agriculture. Estimates of needed capital. labor, equipment, and materials, accompanied by the student's plans for carrying on a comprehensive farm practice program, should be developed early.

A<sup>S</sup> the work progresses, enterprises may be expanded, improved methods of production may be developed and revised, and new ways of meeting business problems may be carried out. Each year, therefore, should provide for each student an expanding opportunity for engaging in business and management activities. Students unable to remain for the four-year training period are provided with some opportunity to receive sound training in farm organization and management activities. Students able to remain for the four-year period should find in the fourth year of instruction enlarged opportunities for unifying their business activities and should be guided in formulating sound principles of farm organization and manage-

In Louisiana we have set up the following as important factors in determining what enterprises to include in the farm business. First, we consider farming a business which involves the production of crops for income (cash crops), and crops for improvement and maintenance of the livestock necessary to produce crops for income. Second, we consider that a big part of the cost of maintenance of the farm family is living, and recommend the growing of as much of the food and feed as possible. Third, we recommend that more than one cash crop be chosen. Fourth, we recommend that farms must have grain and forage crops to feed the livestock and maintain the fertility of the soil. Feeds grown at home reduce the cost of maintenance of the farm and farm family, which cuts down expenses for that food or feed. Fifth, we recommend that livestock is absolutely essential to profitable farming in Louisiana. Sixth, and last, we urge efficient marketing.

If the above is sound, we should raise the question as to how such a program may best be taught in order that he high school students may see the farm business as a whole. Personally I am rather convinced that we have very little adequate teaching leading to such a knowledge of farm practice through the so-called "box system" of grouping enterprises. Our personal opinion is also that we are tending toward the crosssection plan, and I should much prefer the teaching of a course in agriculture on that basis than on the "box system" basis. I should like to suggest that we attempt the organization of our course of study in agriculture upon principles quoted above.

Many teachers of vocational agriculture will find themselves in need of help in systematizing their all-day instruction. This is due, no doubt, to the reorganization of their program of vocational education in agriculture. Efforts are being made, and rightly so, to keep the way open so that each teacher can use his own ingenuity and initiative. There are no textbook requirements, nor are there any uniform course requirements. Each teacher is left free to center his instruction largely around the problems arising out of the supervision of the farm practice programs of his students. This is desirable so long as the supervised farm practice programs are typical of the individual farm programs in the type of farming for which the students are preparing.

Those of you who may be unfamiliar

Those of you who may be unfamiliar with the plan of making the course of study may find that some time and effort will be required to understand the procedure.

The following are the steps and teaching jobs that will be followed in launching the boy into the training program in vocational agriculture in the high schools of Louisiana:

Teaching Job No. 1—Acquainting the student with the facilities of the department of vocational agriculture.

Teaching Job No. 2—Surveying the home farm.
Teaching Job No. 3—Tabulating the

survey data.

Teaching Job No. 4—Visualizing the

survey data.

Teaching Job No. 5—Selecting the farming type.

Teaching Job No. 6—Setting up the (Continued on page 192)

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# Supervised Practice



#### Project Programs That Lead To Establishment in Farming

C. K. FISHER, McDonald, Kansas

THE teacher, knowing the project program he wishes to put across, will start with the boy as his material. He should know as nearly as possible the farm and home conditions of all the boys entering his department. He will then be in position to do some timely and tactful suggesting. My boys select their first project with little restriction except that it be a major enterprise locally. It is from this I try to build a boy's project program that will establish him in farming. As he progresses in the classroom, obtaining information and building interest, it seems to be the ideal time to broaden the project program. The boy has a keener interest and greater desire to take a project in the enterprise when he studies it in class than at any other time. He will usually make a more intelligent selection and proceed with it with more interest if he is learning and actually knows something about the details of the enterprise he is about to engage in. The jobs are taught as nearly seasonal as possible, creating more interest. This makes a good time to broaden and load the boy up well with projects. Most of you teachers will agree that loading a boy up with several projects will not reduce the quality of his projects but will actually improve it. If the boy has a large program or several projects, he will feel it is more of a natural farm setting, worthwhile, practical, and less of an experiment.

With the large program a boy will not become satisfied with himself too soon or feel he has reached his goal by making his grade or by handing in his project record book, but will think of his program as continuing with the ultimate result of becoming established in farming. The boy with several projects will not likely become so discouraged with the failure of a wheat crop or the losing of a litter of pigs, due to natural causes. He still has other projects to engage his interests and claim his efforts.

The continuation projects seem to me the greatest incentive for continued interest and accomplishment. They also shorten and fill in the gap between the regular systematic day instruction and close supervision, and the period at which the boy is mature enough to actually engage in farming in his own right. For the reason of filling in this gap between school and actually becoming established in farming, I insist the boy should continue to be supervised and increase his project program. Of course, there comes a time when all boys cannot be continually supervised, but as they develop and become established, supervision can be somewhat dwindled off.

The F. F. A. has been an excellent means of maintaining interest and con-

tinuing project programs for me. I use it also to build character, develop leadership training and group responsibility, and to hold the boys closer to the department, which gives me a closer tie to them. I find it an organization the older boys cherish to be affiliated with and appreciate it more as time goes on, yet giving me an opportunity to give something at each meeting.—From a Paper read at the annual conference of Kansas Teachers of Vocational Agriculture.

There are no problems too big to solve, but there are lots of people too small to solve them.—Highways of Happiness.

We shall never succeed in educating all of the children of all of the people, till we first succeed in establishing in the minds of our people the basic truth that labor is not a curse but a blessing, and that it is not the purpose of an education to free a child from the necessity of labor when lie is grown.—William Hawley Smith.

#### A Long-Time Supervised Practice Program

R. T. WRIGHT, Assistant Supervisor, Voca.

THE accompanying chart shows a summary of the supervised practice work done by Robert Mills, Jr. Boonville, Missouri, during the past six years. This is the most outstanding program seen during the summer project visitation done by the supervisors in Missouri this past year and was no doubt a major factor in winning for this sixteen-year old student the Star Farmer of Missouri Award.

Many desirable features of a long-time project program are embodied in this set-up. It will be seen that this boy started in a small way in 1927 with a Junior project in poultry. Two major enterprises, swine and beef cattle, and in addition, a sheep project which was classed as a minor enterprise, were begun in 1929. These three enterprises were continued through high school, and gradually increased in scope. In 1930 another important major enterprise including 5 acres of alfalfa was

Vocational Agriculture—Long-Time Supervised Practice Program

School Boonville High School

	TILE High Sc	Tame	of StudentRob	ert Mills, Jr.	Date A	Pproved
Enterprises	School Yea 1927-1928	School Yea 1928-1929	r School Year 1929-1930	School Year 1930-1931		School Yes
Poultry	15 hens 80 boil	15 hens ers 185 boiler:	5			1932-1933
Sheep	<del>.</del>	3 lambs	2 ewes 1 lamb	3 ewes 5 lambs	3 ewes 2 ewes 6 lembs	8 ewes
Swine Beef			2 spring litters	2 fall and 5 spring litters	7 fall and 10 spring litters	8 spring
caitle			l cow l calf	3 cows 3 calves	3 cows 2 heifers 3 calves	5 cows
Rape and oats		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	1 acre	3 acres	<del> </del>	
Rye	<b>.</b>		1 3/4 acres	3 1/2 acres	3 acres	3 1/2 acres
Alfalfa			,	5 acres	5 acres	
Certified oats					-	5 acres
Soybeans					15 acres	23 acres
Corn			,		<u> </u>	
Korean Lespedeza		<u>-</u>	-			12 acres
Red clover						25 acres
Total income	\$52.00	\$155,25	\$445.18	\$794.52	<del>-</del> \$687.53	3 1/2 acres

Income—Grand total \$3,080.82

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added. This alialfa project was used as a contribution to the three major livestock enterprises. Additional minor and supplementary enterprises were added from time to time until in the past year this boy had nine projects of one type or another.

Robert Mills has had a very unusual amount of project experience. We do not contend that any large per cent of vocational agriculture students will ever be able to achieve what Robert has, but the most desirable features of a long-time program are well demonstrated in this boy's program.

If all beginning students were urged to and assisted in planning a long-time supervised practice program on some form similar to the Form 2 used in Missouri and if this program were followed through and brought up to date from year to year, it should prove a wonderful stimulus. Even though it may be of much less scope and with fewer enterprises, our students should be encouraged to plan a long-time program which carries over from year to year and gradually expands. During the season of the year when project planning is being emphasized the long-time program plans may be displayed on the bulletin board to good advantage

#### Supervision of Projects

THE supervision of home practices should be taken seriously by the in-

should be taken seriously by the instructor, and there is no doubt it will be taken so by the pupil and his dad. The preparation of the community map, the making of a project visitation plan, the preliminary visit to find out the pupils' agricultural experiences and thus the starting point in the procedure, constitute the preparatory work.

During the visit, the instructor should try to make contacts with members of the family besides the boy and get their ideas about the project. The record book should be checked while inspecting the project, some worth while instructions on the job must be discussed with the boy, and concise notes should be written in the proper space in the book. I feel confident of the reaction brought out by a few words of praise about the pupil's work told to the parents after returning from the field to the farm house.

This highest point of wholesome emotion on the part of the pupil and narent must be used by the instructor to the best advantage, and he must make his recommendations for the future development of the project right at this moment. If the instructor proceeds in this way while supervising home practices, all he needs to have is a little common sense and a lot of interest, to be sure of his success.

#### Ideals

AS YOU think, you travel; and, as you love, you attract. You are today where your thoughts have brought you; you will be tomorrow where your thoughts take you. You cannot escape the result of your thoughts, but you can endure and learn, you can accept and be glad; you will realize the vision (not the idle wish) of your heart, be it base or beautiful or a mixture of both, for you will

### Why Some Project Records Are Poorly Kept

G. C. COOK, Assistant Supervisor, North Dakota

T SEEMS that a large number of teachers are experiencing difficulty in having their students keep complete and accurate records in supervised farm practice work. Some of the reasons for this difficulty are as follows:

- 1. The teacher does not spend enough time on this phase of the work in the classroom.
- The teacher does not have an appreciation of the importance of keeping accurate and complete records.
- 3. The teacher does not observe the books, and check the records on each supervisory visit.
- 4. The teacher does not visit the students often enough.
- 5. The students may be permitted to keep their records on any scrap piece of paper until just before time to close up the records in the fall.
- 6. The students may not write any records in their record books during the school year. The instructor may think he will wait until summer, then, as he visits the students, help them to fix up their books.
- 7. There may be lack of interest on the part of some students. (Such students need more attention by the instructor.)
- 8. There may be a lack of cooperation at home. (This largely depends on the ability of the instructor to gain cooperation.)
- The teacher may not properly encourage the students to keep accurate and complete records.
- 10. The instructor may not set high standards, and require the students to live up to them.

After all, the chief responsibility is on the instructor, as practically all of the points above are under his control.

A Method of Keeping Accurate Records

The following method has proved very satisfactory for keeping the records

accurate and up-to-date.

always gravitate toward that which you secretly most love. Into your hands will be placed the exact results of your thoughts; you will receive that which you earn—no more, no less. Whatever your present environment may be, you will fall, remain, or rise with your thoughts, your vision, your ideal. You will become as small as your controlling desire, as great as your dominant aspiration."—James Allen, Midland Schools, Iowa.

#### The Use of Adversity

THE present period of adversity will not be without its compensations if it awakens us teachers to a fuller realization of the fact that the schools are not isolated laboratories, but are a vital part of an organized society. The schools are affected by business and political conditions. This period of depression should teach us that we must be not only workers in classrooms, but also participants in the maintenance of a social order.

- 1. Carefully explain to the students the importance of the work and the necessity of accurate and complete records if they are to be of any
- 2. Visit the home farms and secure the cooperation of the parents.
- 3. Aid the boy in his selection of enterprises.
- 4. Have the students keep their record books at school during the school term, and a diary at home.

  a. Have students fill in the record

 Have students fill in the record books once a week during the class period.

b. Set aside a definite day in each week when the students are to bring to school their diaries they keep at home, and record the records in their books.

(1) After the lesson assignment is made, ask all students to record in their books any project records they may have. (Students who have no records to fill in should start working on the assignment.)

(2) The instructor to carefully supervise each student.

- c. Under this procedure the books are brought up-to-date each week. They should be accurate, as the instructor has a chance to check them each week. They should be complete, properly recorded, and neatly written.
- (1) When the school term is over, all record books are in good condition.
- d. The books may be kept in a cabinet in the classroom, readily accessible to the teacher, superintendent, or supervisor.
- 5. When the school term is over, the students should take their books home.
  - a. The books should be filled in during the summer from the diaries, under the supervision of the instructor on each of his visits.
- The instructor should visit the home farms frequently, and carefully observe the projects and all methods used.
- 7. The instructor should set high standards for the work.
- 8. When school starts in the fall, the books should be brought back to school.
- 9. The records should be closed for the year, under the supervision of the instructor.
- 10. The instructor should not do the thinking for the students, but rather train them to do their work as it should be done.

Some instructors feel that they do not have time to have the students fill in their record books during the regular class period. It, however, must be remembered that the supervised farm practice work is one of the most important phases of the vocational work, and that it well deserves some time in the classroom. The method described in this article requires very little time each week. In fact, in many instances, 5 to 10 minutes is enough. Why not give it a fair trial?



## Farm Mechanics



# Home Projects in Farm Mechanics

JAMES MERSON, Santa Rosa High School, Santa Rosa, California

THE test of what a boy learns in the high school agriculture shop is his ability to put his training into practice under actual farm conditions. It behooves the shop teacher to teach the boy the various skills and operations involved in farm mechanics under situations and conditions similar to those that the boy will find in actual life on the farm.

The tools and equipment of the high school shop should not be elaborate, but should consist of the common hand tools such as are found in the home shop of the ordinary efficient and progressive farmer.

The only power equipment necessary and desirable in putting over a course in farm mechanics is a good grinder and a portable electric drill, which can be mounted on a bench stand and used as a drill press. These two machines speed up work tremendously and take a lot of the drudgery out of shop work without in any way decreasing the educational value of jobs involving their use. There is no place in the high school farm shop, however, for such machines as engine lathes, wood turning lathes, power saws, planers, or elaborate sheet metal machinery. These are not found on the average farm, and when we recall that the main objective of the course is to train boys for better farming, we can see that our objective will be more easily reached if the boys do not have access to such equipment.

 $T_{
m shop}^{
m HE}$  tools in the high school farm shop should be an example to the boys, both as to their condition and the manner in which they are stored while not in use. Whether a teacher uses the tool-room system, a tool cabinet, or hangs his tools on open panels, he should have tools organized in such a way that all the students will feel a sense of pride in keeping them in neat order and will want to work out a similar system to take care of their tools at home.

The proper care and use of tools is probably one of the greatest lessons a teacher can put over in his farm shop classes, and probably the easiest and best nucleus around which to start a home project. Every farm and every town home has a certain amount of tools, and a more or less (mostly less) organized system of keeping them in good order. These systems range all the way from looking for a tool where it was last used—under the mower in a fence corner, down by the well in the mud, or around the chicken house somewhere —to our ideal of a tidy home shop with all the tools arranged neatly with a black shadow behind each tool and every tool in its place.

TF we should make a survey of our students' homes, we would find very few places where the system of keeping tools comes anywhere near our ideal. Where we find the tools scattered all over the place and poorly cared for, we need go no farther in looking for one of the finest home projects a boy could have in farm mechanics. Spend a few minutes with him and his dad getting acquainted and selling them the idea of rigging up a little workshop in the corner of the garage, a part of the woodshed, under the house, in the tank house, or some other suitable place. Show them how much more convenient and economical it would be to have the tools all in good order in a special place than to have them scattered all over the place and getting dull, rusty, and broken. Get the parent to let the boy take this as one of his projects and assume the responsibility himself, and in most cases dad will be glad to cooperate.

Look around with the boy and see what tools he has and where would be the best place to rig up a workshop, simple or complete as the case may demand. Suggest that he bring the dull and broken tools in to the school shop for reconditioning, also suggest that he fix a place to hang shovels, picks, rakes, hoes, and other hand tools, where they will be handy and still out of the way when not in use.

With such a visit to the boy's home, the teacher has made worth while contact with the parents and the boy's home conditions; he has stimulated the boy's interest in the shop work, if for no other reason than that of showing sufficient interest to come out and meet dad and see where he lives; he has found enough real worth while jobs to keep the boy busy in the high school shop for several weeks; and he has gotten the boy started on a home project that may develop into something very much worth

As the boy progresses with his project and does a satisfactory piece of work, bring the entire class on a field trip to see it and let him tell about it. This intensifies his interest and spurs him on to do even better work, and at the same time it stimulates desires in the rest of the class to do something similar. If the boy has not done a good piece of work, take him with the class to see projects that have been well

Usually the boy who already has a fairly good home shop is not hard to interest in a home project. He has been taught at home the value of tools properly kept, and has more than likely been encouraged to use them. He and the second-year boy, who has fixed up

his shop the previous year, should be advised how to make the home shop pay the biggest dividends and give the greatest amount of pleasure and satisfaction to its owner. This shop should now be headquarters for fixing Junior's wagon; repairing leaky faucets; build ing hog or poultry equipment; overhauling the gas engine, tractor, or automobile; and all the other repair and new construction work done on the farm. The boy and dad should be shown that every repair job done in the home shop means money saved that would otherwise have been spent taking the job to town.

 ${f A}^{
m S.}$  the boy progresses through high school and has an active program of supervised practice in agriculture, he will naturally need to increase and enlarge his equipment and facilities for the satisfactory carrying on of his agriculture project. This may involve anything from the making of a baby chick trough to the constructing of a new building or the repairing of a mowing machine. It is the teacher's job to see that the boy carries on this work according to the very best and most modern practices, and that the instruction given in the high school shop gives the boy the basic fundamentals so that he can proceed at home without having the instructor continually on hand to show him every little detail.

Farm shop students should keep a daily record of all the mechanical work they do at home, listing the type of work done, the number of hours spent, the materials used, and the value of the work done figured in terms of what it would have cost to have a mechanic do the same work. Over a period of a year, from such a record, the instructor will see that the boy has really been carrying on a home-improvement program: Laying a walk to the garage, piping the garden for water, fixing up the farm shop, repairing the front porch, painting the tank house, shingling the garage, repairing the pump motor, and numerous other jobs. When we have gotten the boy to the place where he is carrying on such a program as this at home, we can truly say that the teaching we do in the shop is worth while and that we are actually training better farmers.

THERE is no progress in the world without hard work, and as a rule work is the best measure of a people's progress. Leisure is always hazardous to civilization. When any people get to the point that the necessity is no longer upon them to engage in regular work, they are apt to fall back and gradually

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#### Sharpening Disk Harrows Helped Save the Day

R. L. Amsberry, Superintendent and Voca-SHARPENING disk harrows in the shop class helped to keep the vocational program in the school" might make a good headline for a news story

or even a feature story.

I do not wish to infer that the sharpening of disk harrows in the shop class was the only reason that the vocational work was retained in the local school, but I do think the fact that some twenty disks were sharpened and repaired in the shop was instrumental in selling the vocational program to many people and that it gave the patrons of the school something very definite to use in the way of arguments when they made their drive for votes to retain the work this

You see, a petition was signed by the necessary number of patrons (five signatures needed), asking that the people of the district be required to vote at the regular election on the question, "Shall vocational agriculture be retained in the Oneida School?" The result was one of the hottest-contested elections in the history of the district.

Planned political drives were held by components of both sides; newspaper articles were written; the school children paraded the streets. Many patrons could be convinced that the department was valuable to the district only when they could see or were told of some definite, practical work done by the department. Here was where the sharpening and repairing of disk harrows and the other shop projects were

The result of the election showed that the people had voted better than two to one to retain the vocational depart-

Now that the "game" is over and the score announced, let us see of what value this project might be for other departments. Of course, no other department would ever need the type of assistance that our department did.

The Oneida school is purely rural We have no hardware store, lumberyard, or blacksmith shop. A great advantage, because we do not "step on anyone's toes" by doing the work by which others earn a living. A great disadvantage when materials and supplies are needed.

Many will say that for a class of 12 boys, 24 disk harrows sharpened and repaired was too many when considered from a teaching viewpoint. Perhaps so. However, I found that each implement presented a new problem for the boys to solve, and usually gave a new slant to those already mastered.

Our text presented these facts about the care and repair of disk harrows, namely: (1) The efficiency and length of service of a disk harrow depends upon the care given it and, most important, its regular and thorough oiling; (2) a sharp cutting edge on all disks is necessary to good penetration and in cutting trash; (3) during slack seasons is the proper time to go over the disk harrow, tightening bolts, replacing worn parts, sharpening disks, and getting the implement ready for the

It doesn't look as if it would take long June, 1934 Agricultural Education

to teach these facts, does it? Pre-testing would find that most of the boys knew that farm implements needed oil and grease; that dull tools do not cut as well as sharp ones. There may be some question about their being fully aware that implements needed tightened up and repaired during the slack season.

One would legitimately draw conclusions that two disks to repair, tighten up, paint, and sharpen would be sufficient, especially if one disk had been well taken care of and the other neglected Theoretically, two disks would be plenty; practically, when two were completed, there remained a lot for the boys to learn about disks. The boys were still learning when they finished the twenty-fourth disk.

Some of the lessons the boys learned are as follows: (No attempt has been made to rank lessons according to importance.)

1. Machinery can be repaired, usually more economically than it can be replaced. During present times, the boys learned that the farmer could not replace broken machinery with

2. Valuable time can be saved by tightening bolts, sharpening the disks, and discovering and ordering repair parts during the slack season.

Implements when well oiled were in better condition and needed less repair than those insufficiently oiled and greased.

4. That those machines equipped with alemite oilers were invariably in less need of boxing repair than the 'grease cup'' type.

5. That the implement can be repaired on the home farm, and need not be discarded.

6. That painting the machine not only

causes it to look better and to last longer, but that it adds to the dignity of the machine enough that the owner will put it into the machine shed, where before he would leave it outside.

7. How to paint, to take care of the paint brush, and to know what kind

of paint to use.

8. How to make new tongues from a piece of native lumber, necessitatng the use of woodworking tools.

9. Whether to make or purchase the wooden bearings. The boys tried making them; the farmer tried making them. The bearings were

purchased.

What angle to sharpen the disk blades. At first all were sharpened at the same angle. Experience showed that for the rocky soils the angle must be more blunt, while in the other soil types, the blade could be cut back quite a ways. The hard blades could be less blunt than the soft ones.

- So many different types of machines are used in this community that the utmost care must be utilized in marking the parts before the machine was dismantled. The boys soon learned that haste made waste when they did not consult the mark-
- And perhaps most important, they learned that a machine put together 75 per cent correctly would not work and was not a "passing grade."

Paying for Consumable Material in the Farm Shop

G. C. COOK, Assistant State Supervisor, Vo-cational Agriculture, Fargo, North Dakota

DROBABLY the most common provision made for extra shop supplies is to have the school board furnish a supply of lumber, bolts, nails, hinges, screws, paint, etc. As the instructor sells the supplies to the students, he turns the money over to the superintendent who in turn reimburses the school board. While this is a very common method, it has met with considerable disapproval. School boards have complained that little money is ever turned in. Some believe that the school board should furnish a revolving fund for maintenance—as is necessary for chemistry or physics. A great deal of red tape is eliminated

and greater satisfaction is felt on the part of the school board and superintendent when a different method is followed. It is suggested that the instructor require each one to furnish his own material and to either bring it or have it sent to the shop. The instructor should keep a few of each of the common pieces of lumber, iron, and steel, a few of the more common kinds of nails, bolts, hinges, screws, paints, etc., so that if anyone runs out of material the instructor can furnish it, thus preventing any one from asking to go to the hardware or lumber yard for extra supplies. The small quantity of materials which the instructor keeps on hand should be bought and paid for by him. When money is collected, the instructor reimburses himself. When he needs more supplies, he buys them. In order to prevent any loss, he may charge a slight excess over the actual cost. Sometimes supplies are sold with a 10 per cent margin to allow for waste.

When this method is followed, the school board need not buy supplies for the department except when work is to be done for the school. It is understood, of course, that the school should fur-

nish soap and paper towels. At first thought, the instructor might think he would have to invest too much money, but he needs only a small supply of each article; very little money need be invested at any one time. If he prefers, he may not invest anything, but have a charge account and pay as he receives the money for the supplies. This should be no greater responsibility for the instructor than when he turns the money into the office, and it eliminates involving the superintendent and the school board.

#### The Teacher's Opportunity

TO WORK directly for and with peo-I ple for their mental and spiritual advantage is probably the most fascinating task in all the world; and even if its material rewards were small, its privileges would remain inestimable. ... The teacher is compelled to associate with human springtime. He lives in a country of April tears and laughter. In other walks of life, a man grows old with his associates, or with his patients, or with his customers. In teaching, the pathway is always lined with perennials in full bloom. A teacher has no business growing old.—Archibald Rutledge.



## Part-Time Schools



#### A Part-Time School Graduates Thirty-Six

L. H. THURWACHTER, Instructor in Agriculture, Appleton, Minnesota

A PPLETON high schools, Minnesota, held their sixth annual graduation exercises one evening recently for 36 part-time students, the largest class in the history of the schools. Certificates of proficiency were awarded the graduates, and a program suited to the occasion was given.

Nearly fifty boys and girls enrolled at the opening date, November 13, and remained for the entire term of 13 weeks. This enrolment included 10 girls and 38 boys, nearly all of whom were from farm homes within a radius of 18 miles of the school. Some came by bus, others drove their cars and picked up pupils enroute to Appleton, and a few remained in town.

In securing this enrolment, a survey was made by former part-time and all-day pupils. Members of evening schools, too, were of service in encouraging attendance at the part-time school. Circular letters were sent out, with such information as the nature of the school, the time and place of meeting, the length of the course, and requirements for entrance. The local press was used, and personal calls were made by the principal of the school and the teacher of agriculture.

The pupils of this year's school were made up of first, second, and third-year classes. However, by far the greatest number were in the first year, and only a small number in the third year. As Appleton part-time school is offering a three-year course of three months each year, this classification has been developed, and works out well where ample room and sufficient help is sup-

The teaching force was composed of the local teacher of agriculture, two part-time inexperienced teachers, one experienced teacher, and the local shop teacher. This combination worked out well, for with several experienced men, who were able to adapt their teaching to the individual needs of the pupils, it was not so much of a problem to work in the inexperienced teachers. As part-time pupils are more difficult to supervise and instruct, it is important that experienced teachers be used so far as possible.

The program this year consisted of the following subjects:

#### First Year

- 1. Dairy production
- 2. Farm shop
- 3. English
- 4. Physical education
- 5. Junior business training
- 6. Farm arithmetic

Second and Third Years

- 1. English 2. General science
- 3: Shop
- 4. Farm management

5. Swine and poultry production

. Physical education

7. Typewriting

The girls followed the same program except that they substituted home economics for agriculture.

Some farm practice work has been carried on during the term, and nearly all students have plans for working on definite projects on the home farms. Some will grow double-crossed corn, others will try super-phosphates and keep farm accounts on one or more crop

All classes were conducted on the hour basis, to fit in with the high school

A more or less socialized class procodure was used. However, as differences between individuals are greater in a part-time group than in all day groups, much time was needed in supervising and helping the individual rather than conducting the class as a unit.

A home room unit was organized in keeping with the general program of the all-day school. This unit met one hour each week, conducted its own business meetings, and presented its own programs. Classes dismissed for special assembly periods, and in general the group was made to feel that it was an integral part of the high school

Part-time schools should be organized in every community, for they aid in making the program of agricultural education more nearly balanced, in that they offer the out-of-school boy and girl more training in a chosen vocation and an opportunity for self-development in general. Teachers of agriculture have met the challenge for development in evening schools. Can they meet the challenge for more and better parttime schools?

This matter of seeing that the boy has this opportunity is an obligation falling most heavily on the parents, but also on the community in which he lives.

#### A Part-Time School for Farm Boys of Audubon, Iowa

G. F. EKSTROM, State Supervisor

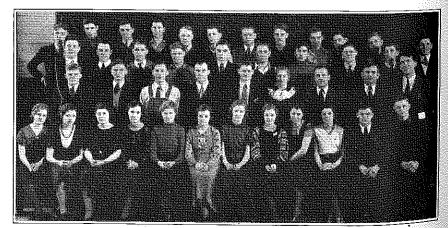
ONE of the most successful parttime classes thus far taught in Iowa was organized at Audubon. The course which dealt with farm mechanics and related problems, was attended by 21 young men ranging from 17 to 26 years of age. The previous educational experience of the group varied from seventh grade to a year of college work The group met two afternoons each week for ten weeks, beginning the middle of December. Of the 20 half-day sessions a total of only 15 absences were recorded, attesting to the interest which the class took in the course.

At the beginning of each meeting, a 45-minute period was devoted to related arithmetical problems such as computing the volume of bins, cribs, and havmows or stacks, and the figuring of lumber bills and transmission of power. The remainder of the afternoon was spent in the shop, which is equipped with four power forges and a rather complete set of hand tools.

Some uniform projects were assigned to the entire group, such as sharpen ing saws and edge tools, drawing out and upsetting metal, and the making of cold chisels. All members of the group were taught to splice rope and to tie a series of common knots. Beyond these exercises the work was quite varied and of an individual nature.

Much of the time was given over to farm machines, e. g., two mowers were overhauled, including the alignment of the cutting bar, checking register of knife, and so on Repairs and adjustments were made on two gas engines, gang and sulky plows, and a feed grinder. Two sets of cultivator shovels and a number of plow shares were sharpened A tractor hitch and several log chains were repaired. A few members of the class did some sheet metal work, such as repairing gasoline tanks and constructing hog waterers.

A practical carpenter, assigned to the



A part-time school has a real graduating class

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school as an emergency worker, helped the instructor with the woodworking phase of the course. This work consisted of rafter cutting and the construction of a sheep grain and hay feeder, a portable hog house, a wagon box, and two harness stitching horses.

Mr. C. H. Van Vlack, the regular instructor, is a very practical shop instructor having been trained as an agrigultural engineer at Iowa State College. For a number of years he operated a farm of his own in one of the better counties in the state. Before beginning his work at Audubon in 1930, he spent a year in graduate work at Iowa State College, majoring in vocational educa-

Readers of Agricultural Education would be interested to know that the first part-time work conducted at Audubon was organized by R. H. Palmer who is now teacher-trainer in agricultural edugation at Montana State College.

The Audubon situation is rather significant in another way in that a section of the community from which several of the students come is largely made up of people of Danish descent who cater to the folk school plan. In fact such a school existed in an adjoining community for several years.

#### Part-Time Class in Powhatan Agricultural High School, Virginia

JESSE C. GREEN, Instructor in Agriculture, Powbatan, Virginia

FOR the past two years part-time classes have been conducted in Powhatan Agricultural High School. The first year only seven boys enrolled; last year ten boys enrolled. Practically all who attended the first year came back the second. The membership consisted of former students of vocational agriculture. Of course, others are not excluded, but all of the boys who enrolled had taken agriculture in high school and are now farming.

A personal visit was made by the instructor to these boys for the purpose of inviting them to the part-time class. Members of the F. F. A. organization also made a special effort to get boys to enrol. By unanimous consent of the group it was decided to hold the meeting on Monday evening throughout the winter and spring months. The boys could spare the time from the farm work better at this time than during the

Problems which confront the individual were discussed in the group. Then information composed largely of experimental data was dug out on the mdividual basis. After the information had been secured, there was another general discussion period to reach defi-

nite decisions. Special emphasis was placed on courses embracing farm readjustment. Leaks in the farming program were looked for. One of the major enterprises turned out to be "lespedeza as a soil improver." It was found that much of the pasture and waste lands had not been properly handled. By growing les-Pedeza on land that previously had produced practically nothing, the soil could be improved, and pasture provided for

The agricultural office and the department facilities are open to the parttime students at all times. If one desires information on a certain subject, it is not necessary for him to secure aid from the instructor every time. After a little help the first time, he may be able to secure his own information.

The very fact that there is an increasing desire on the part of former students to attend the part-time class is evidence enough of its value. When we graduate boys from high school they are far from the finished product. They frequently encounter problems that require outside advice before decisions can be made. The part-time class furnishes a most excellent opening for the discussion of these problems.

#### A Part-Time School for Farm Boys in Mississippi

BARRETT, Instructor in Agriculture, Hickory Flat, Mississippi JOCATIONAL agriculture was es-

tablished in the Hickory Flat High School, Mississippi in 1930. During the first year and with a new teacher, evening classes, day unit, and all-day classes were taught. Many of the people asked the question "What is Smith-Hughes work, and what do you teach?" All groups had an opportunity to find out for themselves except the group that should come in the part-time class, and some few of these attended the evening classes. In visiting the homes of this group and in meeting them on the streets, the needs of the boys were discussed, and after contacting the entire group, we began a part-time class in January 1932. About twelve boys enrolled, and at the first meeting we discussed the problems of the group, the schooling and past experience and needs. We met once or twice weekly at night for about two hours at a time, each time discussing some job or jobs under the major enterprises. We used the conference method, referring to bulletins largely. We continued this until a time when farm work in the day time left the group too tired to attend at night. All boys carried a project and kept a record and were supervised in the same manner as the all-day boys.

In the early spring of 1933 we began the work in much the same way with this same group and some others, making a total of 20 boys. We had some boys who had not finished more than the eighth grade, and others who had finished high school and business college, worked in the city, and were forced back to the farm on account of unemployment. This group was more interested, having faced the problems of life and yet being young enough to believe that there was some way to improve on what Dad had done. They became interested in the farm shop problems and wanted to repair their harness. We spent three afternoons in the school shop, learning the repair of harness and saw filing, there being more interest in these two jobs than other farm shop jobs. We took up at night different jobs under the major enterprises, and this time the boys were forced to look for the answers to their questions to a greater extent than the year before. They became more familiar with the

use of the experimental data obtained from the bulletins. They began to question the value of certain information, discard the useless, and distinguish between advice and information based on experiments. None of this group had been in vocational agriculture.

A number of the boys began to get work, particularly those with training and experience, and as they returned to the city, the class was reduced to 11 boys who are now carrying projects, keeping records, and getting the same supervision that the all-day boy gets. These boys are able to interpret these records, and were they to drop out of the class another year, I feel that some would ask for the record card or devise some record form that they might keep.

The number of meetings in each year's work was around fifteen. Many of the boys lived as far as 3 miles, and two as far as 5 miles. Attendance was good. The time of meeting was set one week ahead, or from one meeting to the next.

For the next year we expect to use very much the same procedure, taking in some budget making, and recreation.

#### Administering Farm Shop

C. L. SPULLER, Vocational Agriculture Instructor, Hagerstown, Indiana

NE of the big problems in teaching farm shop is to keep the tools well arranged and the shop in a tidy condition. If most shops are like ours, they do not have janitor service to sweep the dirt from the benches and floor, to clean the scraps from the corners, and to put away or arrange the unfinished projects daily. The shop is the boys' responsibility, thus it should be their duty to take care of the shop, but it has always been a problem to get them to assume this responsibility.

We have overcome this difficulty by organizing the daily clean up work into a number of individual jobs. There are 17 members in the class, and we have 15 jobs to be done daily. Such jobs as tool-room keeper, putting away the harness tools, grinder-bench cleaner, woodworking-bench cleaner, arrange lumber on rack, window locker, blacksmith-tool man, two boys as floor sweepers, start fire in stove, washbowl cleaner, and foreman.

The duty of the foreman is to see that each man does his daily duty, or, if anyone is absent, he appoints someone else to do the job for that day. The foreman then reports daily to the instructor any carelessness or neglect on the part of any member. The individual jobs are assigned weekly, and an individual grade is given at the end of the week for the week's work. The jobs are rotated each week so that each boy has the chance of doing all the jobs some time during the semester.

We find that the boys have taken a much greater interest in keeping the shop clean and tidy. It relieves the teacher from the responsibility except in an advisory capacity to the foreman. It teaches the boys to be careful during their shop period, since it is their responsibilty to keep the shop clean, and it teaches them responsibility. The boys learn that each thing in the shop has its place. And lastly, the boys learn cooperation by working together.



## Future Farmers of America



# Georgia Boys Landscape Cabin Grounds

FRANK HENDRIX, Student in Vocational Agriculture, Gore, Georgia

AST year the Future Farmers of Gore Chapter, Georgia, completed a log cabin to be used for holding its meetings, both social and business.

The cabin, 14 x 16 feet, was built by the boys, each boy furnishing his share of the material. A few farmers gave a small amount of logs which were hauled by the boys to the sawmill to be cut and used for ceiling and flooring.

The cabin is located on the school campus about 100 yards from the school building and about 40 yards from the highway. It is in the edge of the woods near the drive leading to the school building.

This particular site was chosen and the cabin was built of logs so that it might be landscaped informally.

The cabin being located on a small rise or bank, it was necessary that dirt be filled in the front for about 7 feet. Around this was built a slanted rock wall to hold the dirt. This level space was then made into a lawn by sodding it with Bermuda.

About 3 feet from the cabin on both sides of the flagstone walk leading from the drive to the building, golden arbor vitaes are used for the globe plantings, while barberry plants are used for the protection of the globe. Barberry, a plant that droops to the ground, serves to unite the lawn with the other shrubs.

To the front side of the cabin such

background, while barberry and spiraea are used for the connecting plants These plants, all being different in growth and color, fit in very nicely to give the desired effect during the different seasons.

At the corners of the building pyramid - shaped junipers are used for frame plantings. To the ends of the building some larger plants are used, such as evergreens, vaupon holly, and leather leaf holly fitted in with such plants as spiraea vanhoutte and

English dogwood.

To the back side of the cabin, roses, both bush and running, are planted, along with such other plants as wild vines, dogwood, mountain laurel, woods fern, and many other such plants found growing wild. These merge the natural beauty afforded by the high hill covered with many wild flowers, shrubs, and trees. This breaks the monotony of the sky-line which can be seen at a distance, and gives the desired effect of rugged framework.

The stone walk from the drive to the door is not straight, but is curved to avoid rough places and plants. At one of the curves the walk branches off, leading to a garden made by combining the plans for a rock and sunken garden. The rugged rock outline takes away most of the formal parts of the landscape and blends it with the natural surroundings.

A hexagon-shaped seat, made of poles and located in the center of the garden, is covered with white and blue wisteria vines. The garden has an irregular border, made by placing between the stones such plants as ligustrum lucidum in the background and such other plants as leather leaf holly, Japanese red leaf barberry, Italian trailing juniper, and nandina to connect the lawn with the taller shrubbery and trees. Among the stones are found growing such plants basic plantings as abelia are used for as box vine, thrift, sedum, and daffodils,

which add color and cover undesirable

The cabin and garden are inclosed with a rustic pole fence covered with American honeysuckle, which serves as a frame for the picture that is being de veloped. This fence divides the cabin grounds from the rest of the campus The wild vines which cover the fence and the irregular border of wild shrubs make a direct connection between the formal parts of the landscape. The screaking of the old-fashioned, swinging pole gate, along with the songs of the birds, adds music and life to the atmosphere.

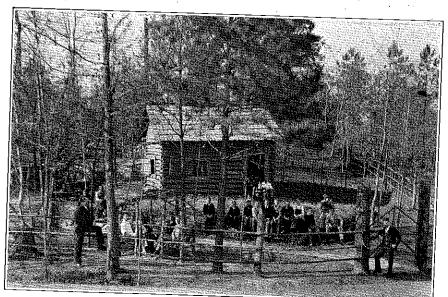
This whole plan was carried out with the idea of rendering a service to the school and community, which is the main purpose of the organization. The F. F. A. boys are not selfish with the result of their work, but instead they invite all who are interested to drive by and inspect it.

The chapter is trying to develop the appreciation of people for home beautification. This is not a new study but a long-neglected one. If one only had the desired appreciation for the beauties of nature, many times he might be able to drive the "blues" away and bring a new inspiration to life by listening to one song of a bird or looking at one beautiful scene of nature.

Some spend years in the study of the sciences, and in the study of plants and

animals of foreign countries and never stop to look at or consider what they have at their very door. The study of any science is important, but one should also learn enough about his own surroundings that they might bring more enjoyment to him.

Landscaping is not so expensive, nor is it such a hard task to perform. The work around this cabin cost about \$10. This amount if properly disbursed would cover the expense of beautifying the average



Grounds graded and ready for the shrubs

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farm home. Of course, this would not pay for the labor and all plants that should be used, but it would buy the frame or base plantings, which is the first step of the work.

After this the cuttings of many beautiful plants that neighbors will be glad to give may be used to fill in. For most homes the ordinary type of shrubbery like that seen growing at grandfather's home is more suitable and also less ex-

pensive.

This is the way the Gore F. F. A. cabin grounds were worked out. The hoys do not claim this to be a model. one of the main motives in the landscaping of these grounds was that by beaufifying their own grounds the boys might encourage others to do likewise.

#### A Local F. F. A. Camp in Vermont

J. ARTHUR PETERS, Adviser SUMMER F. F. A. camp without A summer r. r. r. and any established state camp is a problem that our chapter solved last summer by establishing a camp of its own. Perhaps some of the details and results of our experience may be of interest to other chapters facing the same problem.

Our camp was conducted on a cooperative basis between F. F. A. members and the adviser. The land, owned by the adviser, consisted of an undeveloped 10-acre tract of 20-year-old white pine, located along a mountain stream in an isolated but accessible region of the Green Mountains. Our location, while not ideal, is well adapted to F. F. A. activities. The pine stand offers unlimited practice in all phases of farm wood-lot management, while general camp improvements challenge the ability and ambition of everyone.

A charge of \$4 for each member for a 10-day period was made. One-half of this expense could be paid in project products such as eggs, meat, maple syrup, and potatoes. This plan was used to stimulate interest in project work and to make the camp available to members who might have difficulty in meeting expenses. This fee included all necessary expenses, including the 200-mile trip to camp. Money necessary for building construction was furnished by the adviser in return for thinning and pruning work done by F. F. A. mem-

Our general program was a half day of work devoted to some phase of camp ing construction, etc. The remainder of the day was devoted to organized activities—swimming, fishing, baseball, barnyard golf, boxing, target shooting, and the like. Equipment for these activities, together with blankets, dishes, and tools, was brought by the boys.

A small building consisting of living room and kitchen was already there. During the camp period, a 10 x 12 foot open-front sleeping shelter was built, and a  $10 \times 10$  foot storehouse completed. These buildings, with the exception of roof and floor boards, were made entirely of small logs removed by the thinning. A simplified method of logcabin construction was worked out, which helped to speed up construction. Four corner posts were set, and the

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walls built up by cutting the logs to fit between the posts. The logs were peeled and creosoted on the inside, to guard against wood borers. Four boys, using this method of construction, completed the sleeping shelter in three days. Total cost was \$6.90 for spikes, nails, roof boards, creosote, and roofing. The camp at present will accommodate ten boys. We plan to build another sleeping shelter next year and add a porch on the front side of the original building to serve as a dining room.

A dam in the nearby stream was built, and a water wheel constructed. A 5-foot overshot wheel, 20 inches wide, with sixteen buckets, was built around the rim of one wheel of a Model T rear end. We plan to belt from the other wheel. The rear end is supported by three cement piers. The total cost of this layout was approximately five dollars. We plan to use the power to run a

We feel that while our solution of the camp problem has not been ideal or complete, it has given our chapter members a chance to enjoy real camp life at a cost within the reach of all. Next season, in view of the fact that there is no state camp, we plan to offer the limited facilities of our camp to any Vermont chapter for a 10-day period under the same rules and regulations that apply to our own chapter.

#### Subjects for Public Speaking Contests

R ULES for the 1934 National F. F. A. Public Speaking Contest state

"Contestants may choose their own subjects for their speeches. Any current subject of an agricultural character, which is of general interest to the public, will be accept-

However, many calls have been received lately for suggested lists of subiects. With this in mind, a compilation from the regional and state contests of the past two years has been made. The subjects appearing in this list are representative of those which have been used by F. F. A. contestants throughout the land. No doubt they will prove helpful to those now participating in local and sectional contests. There are hundreds of other good subjects. Following are some suggestions:

Equalization of Taxes as a Farm Relief Measure.

2. Cooperation and the American Farmer.

3. The Challenge of Adversity and the American Farmer. Taxation and its Meaning to Ameri-

can Agriculture. 5. The First American Farmer and the F. F. A.

6. The Farm Credit Situation.

7. Taxation; Its Relation to the Rural Community. 8. The Future Farmers of America.

9. The Equalization of Taxes as a Source of Farm Relief.

10. The Advantages of Being a Farm-11. Cooperative Marketing for the

American Farmer. 12. Diversified Farming and Its Effect on American Agriculture.

13. The Present and Future of Ameri-

can Farming.
14. Ways and Means of Reducing Farm Taxes; Their Implications as a Farm Relief Measure.

15. The Future of the American Farmer.

16. A Live-at-Home Program as a Farm Relief Measure. . The Future Farmers of America in

Relation to American Agriculture. What Vocational Agriculture and the F. F. A. Mean to Me and Other Farm Boys.

19. The Agricultural Depression; Its Challenge and Its Opportunities for Future Farmers of America.

20. Does Controlled Land Utilization Hold the Key to Present Farm Problems.

21. The Restoration of Agricultural Stability.

22. Why I Choose to Become a Farmer. The Machine Age and Its Effect on American Agriculture.

Farm Machinery and the Agricultural Revolution.

25. Farm Management and Cooperative Marketing as a Solution to Farm  $\operatorname{Problems}$ .

The Agricultural Situation.

27. Education's Contribution to a Balanced Rural Living.

. What should the American Farmer do Toward Reducing and Controlling Agricultural Surplus. 29. The Master Farmer.

30. The Unorganized Farmer in an Or-

ganized World. 31. The Farmers' Own Farm Relief.

32. The Opportunities for and the Limitations of Corporation Farming.

33. Tariffs and Their Relation to the American Farmer.

34. The Relation of the Farm Credit Administration to the American

35. Rural Electrification and its Effect on Agriculture.

The Back-to-the-Land Movement. 37. Subsistence Farm Homesteads and Their Relation to American Agri-

culture. 38. Education as Permanent Farm Re-

39. The A. A. A. and the Individual Farmer

New Deal Organizations and Their Relation to the American Farmer.

How a Commodity Adjustment Program Affects the Individual Farmer.

42. A Coordinated Program of Agricultural Financing.

43. The Utilization of Economic Information in Farming.

44. Cooperative Activities of the F. F. A. and National Agricultural Cooperation.

The Economic Status of Farmers in Relation to National Prosperity.

#### Reply from a Reader of "Enriched Teaching"

TRINITY High School (Washington, Pennsylvania) has secured very definite results through the use of metheds similar to those given by Professor W. F. Stewart in his article "Enriched Teaching." Donald B. Gantz was one of the first boys from our F. F. A. chapter to receive his Keystone Farmer Degree, and was the first to receive his

American Farmer Degree. His work was set up as a standard; the project books used by Donald were brought into the classroom and studied by the younger boys; his work in the local

chapter was discussed.

The fact that a boy from our community was able to gain local, state, and national recognition was the best proof to the other members of the chapter that they, too, could gain honors. That the method has merit is shown by the fact that 21 boys have been advanced to the degree of Keystone Farmer, 3 boys have received the degree of American Farmer, and the chapter won fourth place in the National Chapter Contest for 1931.

Many chapters have boys capable of carning the third or fourth degree, but who fail because they do not receive encouragement at the proper time. We, as advisers, must make a greater effort to enrich our teaching.—Thomas C. Y. Ford, Washington, Pa.

#### The Vocational Agriculture Department as Viewed by the Superintendent

(Continued from page 181) teered and the frequencies with which they were mentioned follow:

Major Advantages of Vocational Agriculture as Reported by School Superintendents

Superintendents	,
ltems	Fre- quency Checked
Establishes better relationship	25
between school and rural pa- trons (largely because of evening school program)	
Increases high school enrol- ment	21
Improves agricultural program because of federal aid	21
Emphasizes science in agricul- ture	18
Keeps boys in high school Motivates high school instruc- tion	12 - 7
Makes for direct contact be- tween school and home	7
Offers more attractive schedule for farm boys	6
Develops appreciation of farm life	5
Provides opportunity for agri- cultural instruction in secon- dary schools	5
Gives students and parents a feeling that high school work is practical	4 .
Makes better relationship between farmers and town	4
Develops occupational con-	4
creates desire for information about farming	4
s adapted to interests and abilities of students	2

The superintendents also reported major disadvantages in organizing and administering vocational agriculture in their local school systems. High perpupil-cost was reported most frequently, 14 so reporting. Period requirement too long and standards difficult to apply, were checked ten times each.

#### Leadership Obligations

BARTON MORGAN, Iowa State College AM acquainted with a highly educated man who has a big income, and is sound of mind and body. He has two boys who, like their companions, belong to a scout troop, attend school, and engage in the usual activities of coys of their age.

This man has fair judgment and is inclined to criticize rather severely most of the organizations and activities of his community. He says that they ought to discipline the scouts better and bring out the spiritual elements in the program. He threatens to take his boys out of the troop if they do not manage it better. He complains that they do not teach real religion in Sunday school; that they do not run the P. T. A. properly; that they do not provide enough play and recreational activities for boys during the summer; and that they should elect better men on the school board and on the city council.

When this man is asked to help with a scout troop, he says he does not have the patience and enough knowledge of scouting; when he is asked to teach a Sunday school class, he says that he does not care to work with boys and that he does not know the Bible; when he is asked to serve on a committee of the P. T. A., he says that he does not have the time; and when he is asked to vote, he says that he is just too busy to go, and that his vote wouldn't make any difference anyway.

The trouble with this man is that he has never stopped his daily grind long enough to realize that in every community there are a lot of things that must be done by volunteer leaders; and that if he did not help, he was a slacker. He does not realize that he is one of the "they" who should do a lot of things in an acceptable manner if his community is to be a good place in which to live and to bring up his boys.

This man represents the type who could lead if he would, but he won't. There is another type just as bad—the type that would like to lead but can't. These latter folks bring discredit to many good organizations and activities by their blundering, and they often stand in the way of abler folks who could lead if given a chance. They are the ones who sometimes kick like jackasses and wreck their organizations when an attempt is made to replace them with more capable men.

Thus it would seem to be the duty of every gifted high school pupil to find out along which lines of community service his greatest aptitude lies, and then prepare himself to serve his community.—'The Iowa Future Farmer.

#### F. F. A. Leadership Training Conference in Maine

HERBERT S. HILL, State Adviser PLANS are complete for the Third Annual F. F. A. Leadership Training Conference to be held June 23 to June 30, in conjunction with the state Y. M. C. A. Leadership Training Conference, at Lake Cobbesecontee, Winthrop, Maine.

Two or more delegates are expected to attend from each of the 25 chapters. Approximately one-half of the time will

be devoted to special problems of F. A. chapters. For the remainder of the time, delegates will have an opportunity to enrol in various types of activities

that offer the greatest personal appear.

The state Y. M. C. A. Leadership Training Conference began 13 Year ago with 15 delegates, and the number has increased yearly. In 1933, there were from 40 to 45 instructors alone and such prominent out-of-state least ers as Dr. Frank Scerley, Dean of Spring field College; Glenn Jackson, Rochester New York, Associate General Secretary L. A. Emerson, New York, Educational Director West Side Branch Y. M. C. A.; Archie Stearns, New York, Physical Work Director, State of New York

#### Program for the High Schools in Louisiana

(Continued from page 183) ideal farmer-training program.

Teaching Job No. 7—Setting up the

practical farming program.

Teaching Job No. 8—Enterprise budgeting and estimating.

Teaching Job No. 9—Financing the supervised farm practice program. (Making the business arrangements)

Teaching Job No. 10-Making the final selection of enterprises and supplementary jobs to be included in the program.

Problem No. 1—What farm enters prises should be included? Problem No. 2—What shall be the scope of each enterprise?

Problem No. 3—What supplementary farm jobs should be included? Teaching Job No. 11—Analyzing enterprises and evaluating jobs.

Teaching Job No. 12—Preparing a study calendar of jobs.

Teaching Job No. 13—Setting up cnterprise standards.

Teaching Job No. 14—Planning farm iobs

The teaching will be continued by taking the next farm job the boy is faced with in his training program, and planning a teaching unit from it. This will continue for the remaining part of his training period.

The following additional teaching jobs are offered for the entire group of all-day students, and should be used as a summation of training program each year.

Teaching Job No. 15—Summarizing supervised farm practice records.

Teaching Job No. 16—Analyzing supervised farm practice records. Literature cited:

1. Dickinson, Sherman—Missouri Service Letter No. 33—June 1, 1933.

2. Field, A. M.—Proceedings of the 45th Convention of the Assn. of Land-Grant Colleges and Universities, Chicago, Illinois, 1931.

3. Federal Board for Vocational Educa tion Bulletin No. 163—Supervised Farm Practice Planning.

4. The Agricultural Advance—Department of Vocational Education, University of Kentucky, 1932.

Mississippi Vocational News-Mississippi State Board for Vocational Education, Jackson, Mississippi.

6. Virginia Polytechnic Institute—Department of Agricultural Education Mimeo, No. 22, Supervised Farm Practice Planning, July, 1932.