

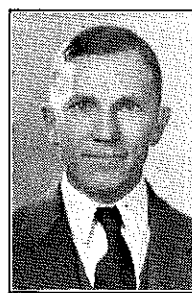
Agricultural Education



Dr. H. M. Hamlin



Dr. Sherman Dickinson



Dr. Carsie Hammonds

OUR FORMER EDITORS

(See page 146)

"A good way to relieve the monotony of any job is to think up ways of improving it." Readers Digest, February, 1935.

EDITORIAL COMMENT

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THE TRIUMVERATE

IT IS very fitting that recognition be paid the three preceding editors of The Agricultural Education Magazine. We are glad to devote the cover page of this issue to that purpose. Each has served for the following periods; Dr. Hamlin, January 1929 (the first issue) to March 1930; Dr. Dickinson, 1930-32; and Dr. Hammonds, 1932-1935. These men, in building up our magazine to its present high status, have had many trials and tribulations of which the new editor is becoming aware. But with the faith and interest for their job which all the workers in the field of education in agriculture have shown in the past, I have the hope and confidence in looking forward to even better days for our magazine. The retiring editor, Dr. Carsie Hammonds, is leaving the magazine in fine shape and we are happy to have his continued service and advice in the capacity of associate editor. He has served well.

THE SPECIAL EDITORS

TO THE group of men whose names are listed under this heading at the top of the page, we owe a special debt of gratitude for the respective services which each is rendering and they play a large part in the success of our magazine. These special editors will no doubt make continued requests of you for materials suitable for publication in the magazine. We trust that each of you will do your part in supplying articles, so as to relieve the special editors of constant solicitation.

THE BUSINESS END

THIS side of our magazine furnishes one very good example of co-operation. From the very beginning the policy has been to accept no advertising and we can all point with pride to the fact that the magazine is "out of the red." This has been made possible by your subscriptions and the efforts which our fellow workers on the business staff have given to the financial problems. Credit for what the Meredith Publishing Company has contributed can best be expressed by quoting from a letter received from one outside our field of work. "I have looked over the copies of recent issues which you sent, and frankly I am unable to think of very many constructive suggestions for improving it. The Association is very fortunate in having this magazine published by the Meredith Publishing Company, and that accounts largely, I am sure, for the fact that it is so well gotten up."

OUR DUTY

WITH this issue of the magazine your humble servant, the new editor, has this first call of duty to perform. Contributions. Make yourself a part of the magazine not only in continuing to contribute your subscription each year, which is essential, but even more important are the contributions you make in writing of the activities in which you are engaged to promote and carry the cause of education through agriculture to higher and better levels for the farm youth and rural people of the United States.

CONTRIBUTIONS

AMONG our own workers we ask especially for contributions from teachers of agriculture, state supervisors, and teacher trainers. Occasionally students in teacher training and agricultural pupils may give us points of view. Freedom of thought and expression will be tolerated by the editor, who will always keep the following saying in mind—"The other man, whose opinion differs from ours may be right."

Set for yourself the following goal or objective—at least one article for Agricultural Education this year. This is a bare minimum and not a maximum.

MAGAZINE POLICY

NO RADICAL changes are being made in the basic policy of Agricultural Education which was set up in the first issue, "a teachers' magazine." It shall be the editor's policy to use contributions which will be of interest and help to the teachers of agriculture "on the firing line," who are rendering a unique service in the field of education.

RE-PLANNING STATE PROGRAM

IOWA is replanning its vocational agriculture program. The project will require at least two years and involves extensive co-operation among the teachers, the State Board for Vocational Education, and the Iowa State College.

An advisory committee is directing the project. It consists of L. B. Hoopes, Muscatine; Paul Auringer, Charles City; and L. E. Johnson, Winterset; representing the teachers; Director F. E. Moore, Supervisor G. F. Ekstrom, and Assistant Supervisor H. T. Hall, representing the State Board; and George Godfrey, Assistant to the President in Agriculture; W. H. Lancelot, Head of the Department of Vocational Education; and W. G. Murray, Associate Professor of Agricultural Economics, representing Iowa State College.

Two general publications, dealing with the objectives of the program and with the general plan of organizing the curriculum in agriculture, will be issued by the State Board. A series of 30 or more units will be outlined for teachers at the State College, Professors H. M. Byram, H. M. Hamlin, T. E. Sexauer, and M. A. Sharp co-operating with the subject matter specialists of the college and with the teachers of the state in their preparation. Readings for the pupils will also be prepared in case suitable publications are now unavailable.

New materials will be tried out through an organization of about 20 teachers in central Iowa who are holding monthly meetings at the college.

It is expected that the materials being prepared will be available in large enough quantities to be supplied to teachers in other states. The first publications will appear during the summer of 1935.—H. M. H.

VOCATIONAL EDUCATION AND CHANGING CONDITIONS

THE economic and social trends which appear to be of significance for vocational education have been identified, listed and classified as they bear on different types of vocational training and develop in these several fields corresponding needs for such training. The section on difficulties and needs of workers engaged in farming is stimulating. The bulletin is worth reading. Bulletin No. 174, Office of Education, Washington, D. C., 1934.

Professional

The Place of Vocational Education in the Social and Economic Planning Program

D. M. CLEMENTS, State Supervisor of Vocational Agriculture, Tennessee



D. M. Clements

WE MAY not like it, but we must admit that the people of this nation waked up to the fact, late in 1929, that our country was on the verge of ruin in the midst of plenty. The breaking down of our financial institutions ruined credit and destroyed confidence. Day after

day one bank after another went to the wall, factories closed down, people were thrown out of work, people hoarded their money, no collateral was good enough to secure a loan, people resorted to life insurance companies, until their life savings were wiped out, and so goes the crumbling to ruin of what we believed indestructible institutions and the most courageous people on earth.

At first, this thing we must call disaster was felt by the workers in the industrial centers of our nation. Gradually it spread to smaller factories in smaller towns. The inability of these people to buy caused the smaller merchant and manufacturer to fail and the employee to resort to charity or go back to the small town or farm from which he came. Like an unquenchable fire it swept on until it reached the farms. The farmer could find no market for the things he had to sell; he could not get money for the things he needed to buy, and so the process of gradual decay set in on all farm property and the loss of spirit and confidence set in on the farmer. The farmer was unable to meet the interest on his mortgage as well as the taxes on his property and the time soon came when he was called upon to relinquish his right to his domain and he, like the industrialist, became a wanderer on the face of the earth.

While this great economic war was wreaking havoc and destruction on the material side of our nation, the same cause of war was causing human wreckage that can never be repaired. All during these years our children were growing into manhood and womanhood with blasted hopes of childhood dreams. They saw that under such circumstances there was no place for them in the social and civic life and they were at a loss to know where to turn in times like these. The situation not only affected the laborer and the farmer but it injected its poison into the homes of those who were blighted by its attack. Homes were broken up, families were divided, ideals for home

life had to go. Food of any kind was more important than the right preparation of food. Sanitary conditions had to give way to any place to live. Social gatherings for the sake of wholesome association together had to give way for a struggle for existence.

Where did we find ourselves when this had done its worst? We found all our banks closed, our credit gone, our homes lost, our farms sold, our crops destroyed by drought and flood, and twelve million people out of work—none of them had any buying power, therefore, our markets were destroyed.

But you say, if there was a vocational program then and this happened, is there a place for vocational education in the reconstruction program of our country?

Vocational education has made an indelible mark on all phases of its activities wherever it has been found in this country and had this program been so far reaching as to touch most of our people and had it been established over a greater period of years, no such disaster could have happened in America.

The men in the shops and factories who had the advantages of perfecting their skills and analyzing their jobs thru courses in industrial education were the men who were the last to be thrown out of work or are still on the job today. The man on the farm who took advantage of the night classes for the farmer is the man who still owns his farm and was able to adjust his operations to the conditions that had to be met.

The woman in the home who had advantages of the home making courses in vocational home economics was able to readjust the budget for the home so that the foods served were just as nutritious tho not so expensive and the attics gave up the discarded clothes to be remodeled to meet the economic crisis that had to be met.

There are cases on record in this country where vocational education had a place in the life of the school and the community, and in these communities the banks did not fail and the people did not lose faith in their fellow man.

What is the place of vocational education in the new plan for a new nation and a new people? There is a new social and economic plan proposed and sponsored by our government. Whether it is right or wrong is not the question. The question is where do the vocational forces of this country come in. We know we have almost exhausted the combinations of the alphabet. It is not so much N.R.A.—but what does it stand for and

what are we to do about it. The Blue Eagle believes that in order to have national recovery there must be fair competition. The products of the manufacturers under this emblem carry out the conditions of the codes. We have a big job in the field of industrial education in giving the people concerned the things they need to know about the codes in order that those who are a part of these codes may help all live up to them.

This N.R.A. has made it impossible to work persons under sixteen years of age. There is a big problem of apprentice training under the provisions of the codes in order that this great host of young people may not be turned loose on society without anything to do. The vocational people of this country must prevent the recurrence of the thing that hastened this disaster. When people in industrial pursuits feel that they can exist without the farmer and take every dollar he has because of the high price of manufactured products and at the same time pay the farmer so little for the raw products that the farmer and the farmer only, can provide, then the industrialist is destroying the greatest source of his market. This must not happen again. What a responsibility the vocational forces in agriculture have!

The farmer has never before had to deal with so many governmental agencies for his own welfare. He has always been an individualist but now in order to survive and succeed he must be a co-operator. He must work with his fellow farmer. He needs instruction more than any man in America today and the only agency in existence that is in a position to give him the things he needs and must have is the vocational agricultural agency. All other existing agencies are performing regulatory duties and are far removed from the direct contact of the farmer, whereas, the teacher of vocational agriculture lives with him in the same community and knows him and knows his need.

The Agricultural Adjustment Administration covers a multitude of things. The crop and animal control programs are vital to the very existence of the farmer. He must know all about the Bankhead Act if he grows cotton. He must be in a position to meet the provisions of the Smith-Kerr Bill if he grows tobacco. He must follow developments in the formulation of plans for potatoes, if a potato grower. He is limited on the hogs he may sell and the wheat he grows. If he is in debt and needs help he must know about the Farm Credit Administration. He must know how to contact Federal Land

Banks. He must know the requirements for forming a National Farm Loan Association. He must know whether he needs a loan from the F.C.A. or a commissioner's loan. He may need a Production Credit Loan or he may need to borrow from the Intermediate Credit Bank. He may be down and out and a subject for Rural Rehabilitation. In any event he needs instructional service and vocational forces can and will give it.

The most perfect partnership that we have is the home and the farm. There are in the neighborhood of six million such partnerships in this nation and here is the fountain head for the citizenship of America. The women of these farm homes as well as other homes in America can profit from the instructional service rendered by home economics teachers. There are about five thousand teachers of agriculture and more teachers of home economics in this country. What they are able to do to bring about better social and economic conditions under this new program is beyond the conception of any one mind. There are too few of them to reach all who wish to be served and all who need to be served but they can do much to make people pledge in their hearts—this shall not be again.

ALL vocational forces have an enormous responsibility in guiding the millions of young men and young women who are about to take their places as citizens of our nation. There are about twenty-nine million of them in all; six million of them live in small villages; seven million of them live on our farms in rural sections; and the remainder, about sixteen million, live in our industrial centers. Ten million of the farm and small village young men and women are not in any school of any kind anywhere. In a very few years all of these will be forming our most important social unit, the family. What do they know about family responsibilities or citizenship? What chance have they had to learn? What did their parents before them know? How can we hope to have good citizens of a community, state and nation when there has been no training for worthy home membership? Are the vocational forces of this country and other educational forces as well going to stand by and let the present generation be a repetition of the one that came before? There are such problems as health and sanitation, civic responsibilities, use of leisure time, economic problems, educational responsibilities, ideals for citizenship, character building responsibilities, that must be instilled into these young people now or their children in the next few years will be like they are now and like their parents before them.

Like a bolt out of the sky has come to the adult population of our nation the consciousness of the need for more information. Call it education if you will, but older people everywhere are riding the crest of this wave of adult education. They really desire to learn. They know now what they missed. It is the popular thing to do. They are no longer ashamed to go to school. While the fever is high all vocational forces and others need to bend every effort to render this service. This is a typical true story of conditions all over this nation. In a mountain county of Tennessee a farmer, much past middle age, stopped

A Comparative Study of the Performance of Agricultural and Academic Pupils

LESLIE M. HESS, Moorestown, New Jersey.

IN ORDER to secure definite information as to the ability, performance, and interests of students of vocational agriculture, a study was made of two groups of students in the Moorestown High School, New Jersey. In Group I was placed the agriculture students; in Group II, the non-vocational students. The study includes all students enrolled from July, 1924 to July, 1932. A brief summary of the findings of each of the aspects of the study is here given.

Comparison as to Intelligence

Certain intelligence tests were administered throughout this period, with the results shown in this table.

	Group I	Group II	Difference
Q1.	94	98.04	4.04
Median.	101.79	104.88	3.09
Q3.	108.13	111.50	3.37
Arithmetic Mean	101.63	105.82	4.19

Group II (students not in vocational agriculture) possessed a somewhat higher intelligence quotient. A larger percentage were distributed in the top quartiles and mean, and the median averages were both higher by four and three points. This difference is not highly significant but may be indicative.

the county agent on the street of a small town this fall and this conversation took place—

The farmer: "Did you know we have a new kind of school in our community?"

The agent: "No, what kind have you?"

The farmer: "A school for old folks like me."

The agent: "Do you intend to go?"

The farmer: "To tell you the truth, I did not plan to go, but when I dug my potatoes the other day and sacked them up I did not know how many I made, so I quit work and went to town, bought me a pencil and tablet and went over to that evening school and learned how to figure how many potatoes I had made."

Men and women have been given a new lease on life by this functioning program of education. The history of this recent movement is rich with glorious stories of discouraged men and women being made over. They once knew how to do something but that something is no more. They go to these schools and are readjusted and rehabilitated.

So you can see that there is a real and vital place for vocational education in this social and economic planning program of ours. The vocational educational forces are on the ground in personal contact with the people who need the adjustment, help, and service. We cannot afford to pass up the opportunities we have to play a vital part in this great national rehabilitation program for a better nation and our nation cannot afford to overlook the services possible through vocational education.

Subjects studied and Success Therein

A larger percentage of Group I (students in agriculture) studied general science, biology, manual training, commercial arithmetic, bookkeeping, and spelling than was true with Group II. On the other hand, a larger percentage of Group II elected music, stenography, physics, history, Latin, and trigonometry. There was little difference in the selection of other high school subjects.

In grades Group I had a median of 17 points lower in Latin, and between 4 and 5 points lower in physics and biology. Grades in the other subjects were approximately equal for the two groups. In general average, that is average grades in all courses, Group I had a median of two points higher.

Length of Stay in School

Students in Group I remained in high school .31 of a year longer than Group II, on the average. Agriculture apparently holds boys in school longer. Eaton in New York found a gain of about 30 percent in this respect. (*Rural School Survey of New York State, p. 75*)

Interest in Extra-Curricular Activities

Members of both groups participated in the following activities: athletics, music, dramatics, publications, oratory, contests, art, competing for various state and national awards. Any activity that brought credit and recognition to the school was considered in this study. On the basis of participation in these extra-curricular activities, Group I exceeded Group II, the difference being over 19 percent and therefore significant.

In this study the number of leaders in each group was also determined. It was found that Group I had 20 percent more leaders than Group II.

Discipline

The offenses against right conduct for Group I were slightly more numerous but not of so serious a nature as in Group II. For instance, Group I showed 1 suspension, while Group II showed 10 suspensions. On the whole, it appeared that students enrolled in agriculture displayed better conduct than students not enrolled in agriculture.

Attendance and Success in College

From Group II approximately 2.5 percent more students attended college, and approximately 2 percent more attended business and trade schools than from Group I.

Only the college grades for the past year, 1931-32, were available for this study. The numbers were too small for valid conclusions, but the results were interesting. The evidence appeared to repeat the same old story. The groups and individuals performed scholastically in college just as they performed in high school. The ex-agricultural students performed a little better than the others.

Conclusion

The foregoing resume has omitted most of the statistical tables and all of the graphs, with the result that the following conclusions may seem rather arbitrary. Nevertheless, the study in its entirety seems to indicate that allowing for variation in mental ability the students in agriculture did slightly better scholastic work and stayed in school approximately one-third year longer than did non-agriculture students.

The students in agriculture showed a better attitude towards right conduct and displayed a greater interest in the welfare of the school.

High School Fairs and Their Values

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



G. P. Deyoe

IN WISCONSIN, as well as in other states, high school fairs have been increasing in popularity. It appears desirable to discuss the nature of these projects and to consider their actual and potential values to the various communities.

Two Early School Fairs

As nearly as can be determined, one of the earliest high school fairs in Wisconsin, and perhaps in the United States, was held in the year of 1911 at Mishicot, Wisconsin. Rural school exhibits were featured at this event. One of the evening programs consisted of music and speeches, and a community dance was staged the second night. Among the benefits from this event were the increased friendliness in the community and a greater interest in the school.

Another early fair, which was in many ways more elaborate than the one previously mentioned, was held in 1912 in the village of Livingston in southwestern Wisconsin. In this school the idea for a fair was first suggested as a means for obtaining money to finance certain school activities, but this money-making objective was relegated to the background as plans developed. The principal of the school and other leaders in the community sensed the potential value of a community project of this type for improving community friendliness, as some ill feeling had arisen between the town's people and nearby farmers over the establishment of the Union High School. The exhibits at this fair consisted of livestock and other farm products as well as products from the home. Prizes were donated by the local merchants. Music, athletic events, speeches and the judging of the exhibits were the principal features of the program. This fair has been continued as an annual event and its value for the development of a cooperative spirit in the community has been apparent from the start. As with the Mishicot fair, commercialism was absent and professional exhibits were not encouraged.

Recent Developments

In recent years many schools in Wisconsin and other states have adopted the school fair idea. In many cases these fairs are held under the direction of departments of vocational agriculture and frequently as projects of the Future Farmers of America. In Wisconsin at least one-fifth of the schools having departments of vocational agriculture have sponsored such events during the past year. In addition, there were instances in which departments of vocational agriculture have assisted the sectional fairs already in existence in certain communities.

Values of School Fairs

The educational values of these school

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fairs are being realized in many ways, not the least of which is the experience which high school pupils receive in participating in group enterprises. Exhibits of livestock and other local farm products have been among the special features which have considerable educational value. Colt shows, colt-breaking demonstrations, and horse pulling contests have been included in many cases. Materials from projects in vocational agriculture and 4-H clubs have frequently been displayed. Rural school exhibits with farm products and school materials arranged in accordance with some theme of educational significance have become important features in many school fairs. Hobby displays, community plays and dramatic productions of various sorts have been included in a few fairs of recent date. In practically all cases the fall-festival idea has been prominent, together with wholesome entertainment and recreation.

In some instances, valuable community projects have grown out of interests which have been developed at these school fairs. Examples of these are campaigns for the control of horse parasites on a community-wide basis, the organization of dairy record associations and various types of social activities.

It would seem that the chief contributions of these fairs are represented in the educational values which have been mentioned, in the improvement of community cooperation, in the utilization of local talent and local products, in the encouragement of high-grade entertainment and recreation, and in the freedom from commercialism.

Suggestions for Improvement

The writer has had occasion to attend several of these fairs and has participated as a judge, speaker, and general observer. Judging from these experiences, from conversations with various people, and from data collected from various other sources, it appears that there is much to commend the school fair as it is now organized. However, there is a tendency in some instances to copy the traditional features of the time-honored county and community fairs. This is especially noticeable with respect to the exhibits of farm products in which the emphasis is largely on "fancy points" rather than on utility values. There is an opportunity for greater emphasis on such aspects as the yields of grains, production records of dairy cows, litter gains of hogs, egg production of poultry, prepotency of livestock through get-of-sire and produce-of-dam exhibits, and similar utility phases of the products exhibited.

In addition to these products from the farms of the community at large, there is an opportunity for the increased utilization of products from the projects of high school pupils in the agricultural department. Too often the exhibits of young people are not differentiated from those of the adults and in some cases they consist primarily of 4-H club ex-

hibits for which the school can claim little direct credit. There is also a possibility for an increase in the unified type of educational exhibit which represents the direct efforts of the pupils and which "grows out" of their classroom activities. The exhibit which is centered around some central theme or problem should be especially desirable. These may come from high school classes in agriculture and other subjects, as well as from district schools.

The potentialities of the high school fair as an enterprise for developing initiative and leadership in the younger generation have not always been fully realized. Pupils and out-of-school young people should participate actively in planning and managing the event. In addition, it is of course desirable to utilize adults for various responsibilities. In some cases, adult representatives from the community formulate the plans, and high-school pupils serve as superintendents or directors of the various divisions. In other cases, the plans are formulated and executed almost entirely by the young folk, with some advice from teachers and other adults. The latter procedure appears to be more commendable.

It is largely to the extent that the high school fair is made an event of value from the educational standpoint that its existence can be justified. The inclusion of the fall-festival idea with the provision of wholesome recreation and entertainment, but with a freedom from commercialism, is also a worthy feature. Many values, such as increased community solidarity, greater community interest in the work of the school and the development of initiative and leadership among the younger generation can be derived from these events.

Teaching Farm Credit

The bulletin has been organized to conform to the best teaching experience in conducting instruction in farm management and farm finance. Fourteen illustrative cases have been presented as a means of developing sound principles and procedures in the use of credit in financing the farm business. It is recommended that local teachers be encouraged to secure accurate facts regarding local situations which may serve as a means of developing sound principles and practices such as the cases in the bulletin have been developed and used. There is also presented a descriptive statement of the activities and services of the Farm Credit Administration and a selected bibliography. The type of organization in the bulletin will serve to center the attention of local teachers on the problems of individual students and individual farmers in studying credit needs from the practical point of view and in developing a sound financial program for supervised farm practice or for farm business. Bulletin No. 178, Office of Education, Washington, D. C., 1934.



Formula for Calculating Grades in Vocational Agriculture

P. S. LOWE, Teacher of Vocational Agriculture, Frankfort, Indiana

WHAT kind of a system do you use in calculating grades for pupils in vocational agriculture? Do you estimate the grade, considering all work done during the period for which the grade represents, or do you use a definite formula? How do you evaluate the supervised farm practice program which the boy is devoting time to? How do you reward the boy, who is doing considerably more home practice work than his classmates? What weight are you placing on the supervised farm practice work as compared to examinations and written records of his class work?

The above questions have been in our minds for many years, yet I have not had a workable, and at the same time, a satisfactory plan presented to me. We have all, no doubt, been using some system. Perhaps we have all been left to devise some scheme which will not stand the test when looked at from all angles. How many teachers have a system of grading which can be placed in the hands of the pupils of vocational agriculture when school opens so that they will understand, from the very beginning, how their grades will be calculated? Definite minimum requirements, when understood by all pupils, will tend to stimulate both quantity and quality of accomplishments. There will be less quibbling among the boys and with the teacher concerning grades when all understand that there is a definite system and when they all know what that system is and how it is to operate.

I have tried many systems of calculating grades during the years which I have been teaching vocational agriculture. I have found one very satisfactory. It, no doubt, has many defects and likely needs some adjustments, especially for different teaching situations. Here it is. The earning of 100 points is considered the maximum for any one period for which grades are to be calculated; for example, we issue grades at the close of each six weeks of school. In the system which I use a definite number of points can be earned on each of the following: examination, record of class work and discussions and supervised farm practice program.

Realizing that a beginning pupil does not have quite the opportunity to carry on a supervised farm practice program of as great a scope as a boy who has had one or more years training, it is advisable not to allot as many points to his supervised farm practice program as you do to those who have been in the work longer. I am using the following chart for allocating the maximum points for each of the items to be considered in grade building:

	Class Work	Examination
1st year pupils	25 points	50 points
2nd, 3rd and 4th year pupils	25 points	25 points
		Supervised farm practice
1st year pupils		25 points
2nd, 3rd and 4th year pupils		50 points

Note: In case a first year pupil has an extensive supervised farm practice program, he may elect to have his grades evaluated on the same basis as the second, third or fourth year pupils.

The 100 points which it is possible to earn during the six weeks period may be divided among more than three heads and the maximum points allotted to each division may be changed according to the judgment of the teacher in the light of his pupils and his own teaching situation.

The next question which naturally arises is how to determine the number of points a boy is earning on his supervised farm practice program. In order to determine this, I have placed point evaluations on the enterprise basis. Naturally the scope of the enterprise is the factor which will determine, to a great extent, the amount of work involved in operating and reporting the activities of the program.

In evaluating the number of points earned in any one enterprise, we must take into consideration planning, preparing and keeping records, reference reading, and improved practices being used. Practically as much preparation is required when caring for, studying and recording data on one sow and litter as on two. Keeping this in mind, a certain number of points was allotted to the first unit of the enterprise and a smaller number for the additional units. This is illustrated by the table below, which is placed in the hands of each boy at the beginning of his first year of vocational agriculture.

BONUS POINTS

Jobs which may be done for bonus points to assist in building supervised farm practice points to the maximum.

A. Specials

1. Summarization of enterprise project records, 5 points.
2. Filling out annual report blank, 5 points.
3. Filling out supervised farm practice program blank, 5 points.
4. Analysis of farm business (financial) and otherwise, 15 points.
5. Preliminary farm business analysis (beginners), 10 points.
6. Inventory of good practices report blanks, 5 points.

- B. Special practicums or good improved practices performed by student. Five points allowed for each of the following practices.

LIVESTOCK ENTERPRISES

1. Examining pastures for poisonous plants and removing them if any are found.
2. Cleaning up and using sanitary measures after abortion occurs (assist).
3. Keeping cattle free from lice and warbles by treatment.
4. Dehorning calves with caustic.
5. Treating sheep to prevent head maggots.
6. Treating lambs to destroy stomach worms.
7. Docking and castrating lambs.
8. Treating ewes for worms each spring.
9. Treating ewes for ticks.
10. Clipping wool tags from ewes and buck previous to breeding season.
11. Keeping paint on buck during breeding season.
12. Notching ears for notch litter identification.
13. Selecting healthy, well developed gilts from large litters.
14. Selecting healthy, well developed sires from large litters.
15. Putting guard rails in farrowing pens.
16. Preparing pig nest for young pigs.
17. Scrubbing sows before farrowing.
18. Scrubbing farrowing pens with boiling lye water.
19. Hauling sows and pigs to clean pasture.
20. Castrating male pigs, handle knife some yourself.
21. Culling the laying flock.
22. Cleaning and disinfecting the hen or brooder house.
23. Treating the flock for lice.

CROP ENTERPRISES

24. Selecting seed corn in the field for next crop.
25. Storing seed corn for winter.
26. Testing seed corn for germination and disease.
27. Grading all seed corn with mechanical grader.
28. Treating seed corn with Semesan Junior.
29. Calibrating the corn planter for different grades of corn.
30. Testing soil or plants for fertility deficiency.
31. Fanning and cleaning grain seed.
32. Treating seed for smut.
33. Testing 2-100 grain samples for germination.
34. Examining wheat for Hessian fly infestation.

35. Testing soil for acidity.
36. Inoculating legume seed with proper bacteria.
37. Selecting and treating seed potatoes.
38. Greening seed potatoes.
39. Cutting out old canes and cleaning up the berry patch.

The method of calculating grades by this system must necessarily be explained to the class when it is introduced. The maximum number of points which can be earned by the supervised farm practice program has been set as given in the above table. This makes for a better balanced pupil. The points allotted for each enterprise in the supervised farm practice program must be adjusted by each teacher to suit his local situation. For pupils whose enterprise scope is not great enough to earn him the maximum points, there are certain bonuses for which he may work. Here, again the number of points earned on completing a good practice at home will have to be adjusted on the basis of the merits it has. The list of bonus jobs which we are using at Frankfort are listed above and should be changed as the local conditions demand.

FORMULA FOR CALCULATING GRADES IN VOCATIONAL AGRICULTURE FRANKFORT HIGH SCHOOL

	Class Work	Examination	Farm Practice Work
First year student	25%	50%	25%
Second, third, and fourth year student	25%	25%	50%

METHOD OF CALCULATING POINTS FOR EACH ENTERPRISE PROJECT

Enterprise	Points for first unit	Points for each additional unit
1. Swine (25)*	15 for sow and litter	5 for each sow and litter.
2. Dairy (25)	10 for cow	5 for each cow.
3. Sheep (25)	15 for 4 ewes	1 for each ewe and lamb,
4. Horse (25)	15 for mare and colt	10 for each mare and colt
5. Beef Feeding (25)	15 for 3 steers	2 for each steer
6. Poultry (25)	15 for 25 hens	1 for each 2 hens
7. Chick Raising (25)	15 for 50 chicks	2 for each 10 chicks
8. Corn (25)	15 for 10 acres	1 for each acre
9. Grain Crops (25)	15 for 10 acres	1 for each additional acre
10. Legume Hay (25)	15 for 10 acres	1 for each acre
11. Potatoes (25)	15 for 1/4 acre	5 for each 1/4 acre
12. Berry Crops (25)	15 for 1/8 acre	5 for each 1/8 acre

*(25) Means the maximum points expected to be used from a single enterprise study.

An example taken from my own records will serve to illustrate how this system functions. Case No. 1. (A first year pupil in vocational agriculture)

Kind of enterprises in the supervised farm practice program	Scope	No. points earned
Dairy Production	1 cow	10
Poultry (laying flock)	35 hens	20
Total		30
Maximum points allowed (1st year pupil)		25
Points earned on classwork		21
Examination (60% divided by 2)		30
Total points, or percent		76

By examining the above record the pupil can readily see that his weakness was in his failure to pass the examination.

Case No. 2 (A third year pupil in vocational agriculture)

Kind of enterprises in the supervised farm practice program	Scope	No. points earned
Swine	1 sow and litter	15
Dairy production	6 cows	35
Total		50

Points earned on supervised farm practice	50
Points earned on class work	24
Points earned on examination (90 divided by 4)	22.5
Total points, or per cent	96.5

Some of the results which I have observed from the use of the above system of grading are:

1. The point system in evaluating the supervised farm practice program of a boy has done considerable toward stim-

After using the point system of grading, each pupil who had been graded under both the new and old system were asked to make a written statement relative to their opinion of the two systems. They were asked to not sign their statements. They expressed themselves as unanimously in favor of the new point system. A few of the written expressions of the pupils follow.

"I think that the new system of figuring agricultural grades is a good one because each boy knows how much work is required of him for a certain grade."

"The point system is a good one because it gives everybody a grade according to the amount of work they do, as well as how well they do it. In this system you know what to work for."

"I like the new point system because the pupil gets more nearly the grade he deserves. If he is not carrying very much supervised farm practice work, he does not get such a good grade as he would if he was carrying more enterprises. I think that the allotment of points are too liberal on the bonuses."

"I think that the new system of grading is on a good basis since it gives the boy who is doing the most supervised farm practice work the most credit. It is fair enough because it gives the boy a chance to figure ahead on his grade so that he can make extra points by bonuses in case he needs them."

Preparation of Project Job Plans

L. C. SCHANK, Agriculture Teacher, Fallon, Nevada

GOOD project plans mean better project results. We, as agriculture teachers, should have our students put approved and improved practices to use on their home farms. The place to start is with the plan of practices. I use at least one day a week (Mondays) in which each boy plans the jobs he will have to do on his projects.

I require each boy to think through his project and list all of the major jobs he will have to do, after which he brings his list to me and I go over the jobs carefully with him. I use, as a check, a similar list of jobs that I have worked out for that type of project. This makes sure that nothing will be left out. The boy then copies his improved list of jobs into his record book, with the approximate date each job is to be done.

Now he has his units of work for planning. He chooses the job to be planned according to the date the job is to be done. They should be studied and planned just before the job has to be done on the project.

I want the boy to first think himself empty and list all the standard or approved practices for the job he is planning. When he has gone as far as he can, he then goes to the agricultural library and finds reading material on his problem. When he finds a practice that he can profitably put to use he puts it down. He is encouraged to read more than one reference on his problem and consult his parents and successful farmers.

The student then brings his list of approved practices to me for careful checking and suggestions.

(Continued on page 160)

Farm Problem Method of Teaching Vocational Agriculture

D. B. ROBINSON, Teacher of Vocational Agriculture, Kenton, Ohio

BEFORE any farm problem can come from a rural group for discussion, the members must have rural life sold to them. To sell rural life to a group of farm boys, the teacher himself must be enthusiastic and interested in it. He must know the advantages of life on the farm compared with those of the urban life. The farm boy must be taught to recognize: first, that certain qualities, as scholarship, leadership, business ability and thrift, mark a successful business man, and that those qualities are as necessary today in the business of farming as in other lines of business; and second, that his contribution of cooperative service and improvement in farm practices will be as valuable to rural society as will that of his friend to urban society.

While a teacher of vocational agriculture is illustrating such a picture of farm life to his group, each boy will be thinking, and many of his thoughts will occur as problems to him. Many of these individual problems can be grouped together to make one class problem for class discussion, such as, "How can I prepare myself to become a better future farmer?"

In arriving at a solution of this problem, the program of vocational agriculture can be explained to the class. From such a discussion, each boy will learn of the development and extent of the work, the nature of courses offered, and how each of these will make him a better scholar in his field.

The teacher can follow with a discussion of the organization of Future Farmers of America, including its early development, the chapter program of work, the grades of advancement and requirements of each grade, and the purposes of the local, state and national organization. The qualities of leadership to be gained from such an organization can be pointed out to the boy. Further development of these qualities can be stressed by encouraging membership in farm organizations. From such a discussion the farm student will see how he can better equip himself as a rural leader.

That he may gain the necessary business ability to be an ideal farmer, the teacher can at this point start the boys on the construction of their farm practice program. The boys can study project programs that other boys have followed; he can learn of the things an ideal farm practice project should do; and the value of good project accounting practices.

In order that they may improve themselves in thrift, the fourth quality of a successful business man, and further formulate an answer to the problem, the various ways for a farm boy to start an investment program can be introduced into the discussion. Each boy may start this program by becoming an active participant in his F.F.A. thrift program, by increasing his investments in farming each year and finally by beginning an annual retirement fund.

All of this should precede the discussion of any specific farm problem. By

this time each boy should have decided if he has selected the best course of study to follow, how he can better become a rural leader, the kind of farm practice program he should follow and how to become more thrifty. As he arrives at this answer to his problem, he also builds for himself a "Guidance Program." And while he studies other boys' guidance programs and plans and works his own program toward his goal, problems of a specific nature will come to mind. These problems must be solved. It is these individual problems which we should use as a basis for class room and field discussion.

In a community where swine husbandry is a live issue in the animal husbandry business and where many former students of vocational agriculture have improved their farming interests and investments through swine, many of the boys in the class will choose the swine phase of animal husbandry as a part of their farm program. Thus, by using the problem which the project program of many of the boys presents, the teacher has the individual background of many definite problems for class discussion. If we were to ask for a statement of the problem that many of the class might be concerned about in swine husbandry, it might be stated thus: "How can I better manage a sow and litter for the greatest returns with the least cost?"

To answer such a problem satisfactorily each boy concerned should have a complete knowledge of breeds of swine, value of purebreds, breeding program, feeding, housing and disease and parasite control practices for each period in the cycle of sow and litter production. To obtain this necessary knowledge, the boy has a personal desire and interest in finding an answer to his own problem. He will invite other members of the class to assist him in this search and so the interest of all is centered in a personal problem. Thus a common problem which many members of the class have on their home farms has been answered and knowledge has been gained. The text book method of teaching has been trenched and a common everyday method of learning substituted. It is this type of study which makes vocational agriculture different from that of other technical studies in high school. It is this practical method of arriving at a solution of common everyday farm problems that makes learning full of life and value.

A similar setting could be arranged for the study of poultry, dairy, beef and sheep enterprises. Other parts of the vocational agriculture program such as a study of farm crops, the management of the farm business and a study of farm engineering, can be presented in a similar manner.

Constantly keep the problem for study before the boy. The answer to each of these problems should be outlined by the class on the blackboard. Each member of the class should keep these outlines in a work book or note book. The

class should develop the routine of the outline while the teacher guides the construction of the skeleton of the outline. Such a practice will keep all members of the class busy on the same thing, the discipline problem becomes minor, bulletins from the files are not necessary in reviews, the boy has something each day to show for his attendance, individual differences are recognized and the work itself teaches.

Bulletin Boards

MOST of the vocational agriculture departments are provided with bulletin boards. Observation has led to the conclusion that the bulletin boards are not being used in the most efficient manner.

The materials on many of the boards are old. The charts, pictures and notices have been on display for several weeks or even longer, and the bulletin board no longer attracts the attention of the pupils. If the bulletin board is to serve a useful purpose the material displayed on them must be renewed frequently. When the material has been on the board long enough to have served its purpose it should be removed. If no new material is to be put on the board immediately it should be left vacant until new material is ready to be posted.

Notices of meetings and events with date specified should not be left posted on the bulletin board after the date named on the notice. Maps, graphs, pictures, etc., are not observed to any extent except when first placed on the bulletin board.

Some teachers have placed the use of the bulletin board under the supervision of the Future Farmers of America secretary or some member of the vocational agriculture class. Other teachers make a different boy responsible each week, for securing, preparing and posting display material, most of which has some relation to the work of the class, to F. F. A. activities or to matters of general interest to the vocational agriculture pupils.

Let us all resolve to have and use a bulletin board that attracts the attention of the pupils and one that contributes to the interest and efficiency of our work.—VO-AG Pilot, W. VA.

Magazines—Racks

HOW long should a farm periodical be left on the magazine rack? Certainly they should be left there until the boys have had ample opportunity to read them. But allowing old copies to accumulate on the rack makes the task of keeping the magazines in orderly arrangement more difficult. Old issues might be removed when the current issue reaches the school, or at most not more than two or three back numbers kept in the rack. When old copies are removed they may be clipped immediately or filed to be clipped later. These clippings if properly filed by enterprises or jobs are a valuable source of information. Old magazines if stored are seldom made use of as a source of reference material, but useful clippings are easily filed and accessible when needed.—W. Va. VO-AG Pilot, Sept., 1934.

Using the Preliminary Farm Survey and Analysis in Building Programs of Supervised Farming Practice

H. B. TAYLOR, Teacher of Vocational Agriculture, Covington, Indiana

IN INDIANA much has been said about the use of a preliminary survey of the farm business as a means of determining the content of a vocational program for a freshman boy. Of how much value are these surveys and in what ways are they valuable? To what extent do they aid the boy and guide the teacher in selecting a good supervised farm practice program to be carried out during the boy's high school course?

One of the first values found in the use of the preliminary survey is that it makes the boy more familiar with his home farm. When a freshman boy enters the vocational department he is handed a preliminary survey blank. Much time is given in the class room going over the blank discussing the different items that are used in the survey. I have yet to find a boy that could fill out the blank completely without consulting his parents. Furthermore, I have had some boys that did not even know how many horses or milk cows they had on the home farm. After the boy thoroughly understands what is expected in the survey blank, he takes it home and, with the help of his parents, fills it in completely.

Once the survey is made, the problem of analyzing the items presents itself. Here much explanation is needed to help the boy thoroughly understand the new factors which he finds in the analysis factor blank. An effort is made to get him to see the four large divisions in a farm business analysis, viz: Volume of business, Balance, Production and Efficiency in operation. He also must thoroughly understand such factors as productive man work units, productive animal units, tillable acres, man work units per man, etc. To become acquainted with these factors and understand them before the keeping of complete records on the home farm is started is another valuable effect of the use of the preliminary survey blank. In order to make sure that each boy understands and is able to make the analysis calculations according to the directions accompanying the survey blank, I find it best to go through each factor with the class. Even then there will be some of the slower students who will need assistance from the instructor or from some of the better students.

After the analysis factors from the farm of each boy have been calculated a comparison is made of all the farms in the group. The more important factors of each farm are placed on the blackboard and time is given for class discussion of the different factors and what they tell us about these farms. However, before the home farm analysis calculations can be of very great value, they must be compared with the factors of a number of actual farm records which have been kept on farms similar to the farm of the boy. Summaries of such farms are usually provided by the Farm Management Department of the College of Agriculture and are used as standards. Each boy copies alongside the factors for his farm the average factors of a num-

ber of similar farms. Again time is given for class discussion of these different factors and the way they aid in judging a particular farm. In addition to using the average standards, the boy copies and uses the standards for the most profitable farms and for the least profitable farms of the area. (It must be borne in mind that these comparison factors or standards are for the year previous to the time the survey is made.)

After sufficient class discussion has been conducted to acquaint the boy with the process of analyzing one's own farm business, the boy begins the study of projects. During this study an effort is made to get the boy to see the needs of his own home farm and to encourage him to do something about it.

The following is an actual case of a freshman boy's home farm survey and analysis and his final interpretation as to the needs of the farm and the projects he should study in order to correct these needs.

The three outstanding unfavorable factors on this farm are: 1. Insufficient volume of business, 2. No legumes, and 3. Low production yields. As dairying is an important enterprise on this farm it was decided that the herd of dairy cows should be used as a major project the

first year. As a minor to the dairy project a study of legume pasture crops was chosen. The projects for the remaining three years are as follows:

Second year: Dairy cows (continued)
Legume crops (continued)
Brood sow herd
Corn

Third year: Dairy cows (continued)
Brood sow herd (continued)
Corn and soybeans
Poultry

Fourth year: Dairy cows (continued)
Poultry (continued)
Small grains
Fruit trees and potatoes

These projects are to be farm size in scope. In other words, one project covers one entire farm enterprise such as the dairy herd, the hog herd or the corn crop.

There are some, perhaps, who feel that the study of record keeping in this manner takes too much class time. Nevertheless, I am of the opinion that the boy who becomes interested in farm records and studies them as he should, will be the "Master Farmer" of tomorrow regardless of whether he learns in the class room the essentials of hog breeding or learns the same thing some time later because he discovers in analyzing his farm records that he needs to know more about hog breeding to bring about a desirable change in his farming program.

A PRELIMINARY SURVEY OF THE FARM BUSINESS
Total Area 160 Rotated Pasture 10 Woods Pasture 25

LIVESTOCK	
KIND	Number
Horses—average for years	5
Colts—average for year	1
Beef bulls—average for year	1
Beef cattle sold—raised on farm	1
Dairy cows—average for year	11
Dairy bulls—average for year	1
Dairy heifers—average for year	4
Dairy calves—live calves dropped during year	11
Brood sows—average for year	15
Brood sows—farrowing in spring	..
Brood sows—farrowing in fall	15
Boars—average for year	1
Fall pigs—weaned	96
Hens—average for year	100
Pullets—number pullets raised	180
Broilers—number sold during year	175

CROPS			
KIND	Acres	Yield per acre	Total Yield
Corn for grain	27	15	405
Oats	30	5	150
Wheat	2	5	10
Hay—soybean	22	1	22
Rye	13	Pastured	..
Wheat	18	Pastured	..
Timothy	10	Pastured	..

MISCELLANEOUS	
	Total Yield
Size of tractor used (number of plow bottoms)	2
Day help employed (number of days)	3
Months of unpaid labor, other than that of operator, expressed in terms of equivalent in man labor	8

(Continued on page 157)



Part-Time Schools



The Forgotten Man in Agriculture

L. R. LARSON, Agriculture Instructor, Beaver Dam, Wisconsin



L. R. Larson

MOST of the literature written today concerning part time education for farm boys (those boys of the "forgotten period"—16-25 years old) has revolved around how to get this farm boy into school and how to teach him once he is there. The writer has been conducting part time schools in the Beaver Dam, Wisconsin area for eight years, the first school being held the year that the Smith Hughes department was started. Results compiled for so short a period and coming so soon after many of these farm boys have just completed their school experiences are not conclusive. They are offered in this article for whatever thought provocation they may cause.

A statement of facts concerning the Beaver Dam area should possibly precede this study. The community around Beaver Dam is primarily interested in dairy farming (cheese) with canning peas, poultry, hogs and barley as sidelines. The farms are approximately 115 acres in size and the land alone in normal times is valued at \$7,000, with improvement values about equal to land values. Roads are excellent and modern improvements are found on these farms to the extent of which very few farm communities in United States can compare. The milk is largely delivered at small cheese factories, of which there are 18 in the Beaver Dam area of 140 square miles. The nationality of the people is largely German with a scattering of people of English, Irish and Polish descent.

The elementary schools are small one-room structures, 23 of which serve the community. Secondary school training is offered by the Beaver Dam Public Schools at a tuition fee per pupil of about \$75.00 per year. This tuition is furnished by the township in which the pupils' parents reside. As yet a tradition has not been built up concerning the expected attendance of secondary schools by every farm youngster. As a consequence, about as many students fail to go on to high school as those who do. Table I shows this fact conclusively concerning the boys of this area.

The history of the part-time courses offered shows a range of subject matter, but with particular emphasis paid to dairying, our major farm enterprise. Some of the boys drive ten miles each way to attend the meetings; on the average they drive about five miles each way. Only thirty-five to forty percent of the students take part in the "gym" period after the meetings, so the companion-

ship and the good which they derive from the courses probably offer the major reason for their attendance. As former all-day students make up 50 percent of the attendance now, it can be seen that the person for whom the school was originally organized is still reluctant to "get more learnin'." This might be due to the following causes, with the writer's opinion as to the weight of each cause.

This is a real challenge which Mr. Larson has made. Write up your answer to his last question for the magazine.—EDITOR.

5. Failure of rural schools to interest the boys in advanced education, 15 percent
 6. Failure of instructor to contact the boys, 5 percent
- The factual history on the Beaver Dam part-time schools is shown in

TABLE I—RURAL ELEMENTARY SCHOOL GRADUATES
26 Schools (including 3 parochial schools)

YEAR	Schools having graduates	Number of boys graduating	Boys entering high school	*Boys taking Agriculture in high school	Boys in Agriculture Part time schools	Boys not taking any advance training	**Boys taking additional Agriculture after leaving high school
1927	9	11	4	2	3	4	...
1928	10	19	8	6	2	9	...
1929	13	19	13	10	3	3	...
1930	11	14	6	6	4	4	...
1931	10	14	9	7	2	3	...
1932	13	15	5	4	2	8	...
1933	8	11	7	4	0	4	...
1934	5	9	7	5	1	1	...
TOTAL	...	112	59	44	17	36	25

* Some of these take part time work later.
**Either long course or short course in college or part time classes.

TABLE II PART TIME SCHOOLS HELD

Year	Course	Lessons	Time of Day	Enrollment	Average attendance	Former high school Agriculture Pupils
1927-28	Dairy production	15	Evenings	11	9	0
1928-29	Herd testing and farm arithmetic	12	Saturdays	15	12	0
1929-30	Baby chick production	15	Saturdays	15	12	2
1930-31	Swine production	12	Evenings	20	16	5
1931-32	Soil management	10	Evenings	23	18	3
1932-33	Dairy cattle breeding	15	Evenings	36	30	16
1933-34	Poultry management and livestock diseases	15	Evenings	24	20	13
1934-35	Agricultural adjustment act and fruit production	15	Evenings	20	...	15
1934-35*	Farm shop	10	Evenings	11	...	1

* Started particularly for boys not having had previous shop experience.

1. Lack of a general education advancement tradition in the area, 50 percent
2. Failure of instructor to "sell" his program to the parents of the boys, 10 percent
3. Failure of instructor to "sell" his program to the boys, 10 percent
4. Difficulty of transportation, 10 percent

Table II.

Do Pupils Drop Out

A search for the causes of the dropping of their part-time school activities by these farm boys offers no one point which can be emphasized. Perhaps the biggest single adversity in the instructor's inability to maintain the attendance of all, is that he cannot satisfy the

subject matter interest, and training needed for everybody when but one school is held yearly. This is a point which should receive administrative study as well as effort by the instructor "on the firing line."

ATTENDANCE STUDY

General	
Number enrolled	80
Number studied	80
Average age when entering part-time school	18
Average years in part-time school	2½
Average age today of members of all part-time classes	21½

Duration

Number attending 8 years of classes	0
Number attending 7 years of classes	1
Number attending 6 years of classes	0
Number attending 5 years of classes	3
Number attending 4 years of classes	7
Number attending 3 years of classes	16
Number attending 2 years of classes	22
Number attending 1 year of classes	31
Number attending first time this year	9

Causes for dropping out of part-time class;	
Boys enrolled	80
Boys now in part-time classes	31
Boys now out of part-time classes	49

Reasons for dropping;

Erroneous impression of course when entering	5
Entered more "complete" schools	7
Marriage	5
Unable to get to classes	9
Other activities interfered	8
Not interested	9
Moved, death, etc.	6

Any agricultural instructor who works with any degree of sincerity of purpose is naturally interested to see what use is being made of the training he offers to his "clients."

A study of the facts given concerning the Beaver Dam part-time boys, and the knowledge in general of the purpose for which vocational education in this community is offered and put into use causes the following comment. With the debatable exception of vocational education in Home Economics, no individual is reached who uses his vocational training to such a high degree as the part-time vocational agriculture boy.

OCCUPATION STUDY OF PART-TIME PUPILS

Boys studied	80
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Occupations;

Farm controllers	13
Farming as partners	8
Working on farms	42
Work related to agriculture	6
Work not related to agriculture	5
Dead or not accounted for	6

In conclusion, the writer realizes that particularly the occupational summary on his part-time schools is only preliminary. The year of 1944 rather than that of 1934 will tell the story more accurately; yet the relationship of the number of the older boys now in actual managerial jobs (21) to those not engaged in agricultural pursuits (5) is encouraging.

Fellow teachers, the problem of the forgotten man, 16 to 25 years old, and particularly the one on the farm, is and should receive not just serious thought but sincere activity. What have been your experiences in this work?

Long-Time Programs for Part-Time Schools

E. A. DEVLIN, Teacher of Agriculture, Dundee, New York

I LIKE to think that our part-time course is organized on the year around basis. I realize the work we do in the summer is negligible compared with regular classes but we do have many of the same members year after year. Calling on these young men occasionally during the year is a great help in getting them during the winter.

I have always tried to have the pupils organize themselves through committees, that is, having a member responsible for seeing the young men in his locality.

The attendance at meetings may be stimulated by assessing the absentee a small sum up to ten cents and let a member be appointed to collect this money. This is done during the business meeting early in the evening and it puts the group in good humor to start off the work. This small sum is put in the club treasury and spent for incidentals throughout the year.

I have found that using farmers of the community for instructors is a good way to create local interest and keep up attendance at meetings.

1933 PROGRAM

Evening Meetings—Sponsored by Members of Associate Chapter F. F. A.

Jan. 10—Organization Meeting and Dairy Feeding—E. A. Devlin

Jan. 12—Testing Milk and Dairy Feeding (Cont.)—E. A. Devlin

Jan. 24—Cattle Diseases—Dr. Hunt (Local Veterinarian)

Jan. 31—Poultry Feeding—E. A. Devlin.

Feb. 2—Marketing Poultry & Eggs—Ed. Beers—Cornell '15—Local Poultryman.

Feb. 9—Candling, Storing, Marketing Eggs—G. L. F. (Mgr.)

Feb. 14—Rope Splicing—E. H. Devlin and Hardware Merchant.

Feb. 16—Fourteen Young Men Attended Farm Home Week.

Feb. 21—Culling and Selecting for Egg Production—E. A. Devlin.

Feb. 23—Cornell Reading Course Reports (Farm Management; Poultry) by President Shaw and one other chapter member.

Feb. 28—Poultry Management—Mr. Lawson—Cornell '08.

Mar. 2—How Farmers Can Use the Bank—Vice President of Local Bank.

Mar. 18—Poultry Tour (41 members)—R. C. Ogle—(College of Agriculture)

—All-day Trip to Beers, Lawson, and State Egg-Laying Contest Farm at Horseheads.

Apr. 4—Testing Soil Samples—E. A. Devlin.

Organization Meeting for Summer and Fall.

Follow-up work for 8 or 10 young men from group of 21—Dairy-herd records—Securing blood-tested chicks—Sheep and orchard special interests.

The following program for 1934 was drawn up by members who attended the previous year. This group is the advisory committee which renders a valuable service to the teacher in making preliminary plans for the class and creating interest among prospective pupils.

PROGRAM FOR 1934.

First meeting of advisory group Jan. 4, 1934 plans drawn up.

Evening meetings to be continued Tuesday and Thursday nights through January, February and March to study important phases of grape production and sheep raising. Decided to have one college specialist for one of the meetings in relation to each enterprise.

The advisory group are short course members. Each decided to call on 5 young men in their own locality to explain the program planned. The following meetings were held:

1—January 8—Principal Ryan gave a ten-minute welcome to Dundee. E. A. Devlin explained the 1934 agricultural outlook as given out by the U. S. D. A.

Business meeting 21 members present. They voted to ask Mr. Wager of the New York State Cooperative Wool Association to give the 1934 outlook for sheep and wool at next meeting. Plans made for Farm and Home Week at the College of Agriculture.

Due to very cold weather our shop school plans were abandoned in favor of classroom work.

2—Divided class into two groups.

Group 1: Letter writing, check writing—Commercial teacher and English teacher conducting.

Group 2: A Saturday P. M. trip visiting 3 sheep farms to study housing, feeding, and breeding.

3—How to use a bank—Cashier of local bank conducting.

4—Met with P. B. Orvis, State District Supervisor of Vocational Agriculture.

5—Pooling wool versus selling locally. Reference reading: Newspapers and Agricultural Outlook.

6—Care of lambs at lambing time—Local sheep farmer.

7—Trip to Cornell Farm and Home Week.

8—An economic study of the Finger Lakes grape situation to help in planning for the best variety for climate, soil and markets.

9—A continuation of the preceding meeting.

10—Grape pruning and cultivation. Visited 2 farms.

11—A banquet with the Young Farmers Club and their fathers—Number present 70.

PLANS FOR 1935.

Inasmuch as our 1934 program did not allow time enough to carry out our week of shop work as planned we will carry through that program this year.

We plan on getting an outside man and using two local men to help carry on the work.

The jobs we intend to cover are:

1. Home plumbing
2. Repairing electric fixtures
3. Fitting tools
4. Automobile repair jobs and a small amount of tractor work.

Each member will be allowed to choose any two of the above.

I have also planned for six more meetings. The group has not decided on the subject matter to be covered.



The Chronological Project Diagram

EDWARD G. AXTELL, Instructor in Agriculture, Enterprise, Oregon

IT WAS October. Nineteen freshmen pupils were "stuck." For some thirty minutes they had been worrying over their first project budget and management plans. One boy, somewhat bolder than the rest, and, incidentally possessing enough native leadership to make up for his lack of foresight into the future of his project was overheard to remark: "If we only had a picture of 1935, this here'd be easy." The thought struck fire. Memories of August afternoons spent trying to anticipate probable project problems for class discussion seemed strangely akin to the rut my boys were in. It was the age-old striving to make concrete from the abstract. "If we only had a picture of 1935, . . ." Why not? Such a picture would be something to look at and see, something concrete. Even the instructor might use it. So we set about it and after some dozen revisions, we evolved the accompanying picture system of "drawing 1935." (Fig. 1.)

Just as the boys' minds are clarified by the diagram, the writer now suggests that you, fellow instructor, go to the visual to gather understanding. We have fifteen vertical columns, providing space for each month from September, 1934 to and including November, 1935. Across these are drawn lines to represent the lifetime of each of the boy's enterprises carried during that period. Solid lines indicate foundation animals or permanent stands of crops. Broken lines indicate possession of main or other products of the enterprise. Across these, are arranged chronologically, indicators of each main managerial or operative job involved. Oblique lines indicate unweaned periods of young animals.

Adjacent to the animal enterprises on the chart we draw in a panel of space on our chart upon which we indicate the pasture and feeding management. This helps a lot in budgeting and in suggesting improved management.

At the bottom of the chart, we draw across a single line, upon which we indicate all study topics, arranged chronologically, and dated ten days or so prior to the dates they come on the lines above. This is a definite study outline for the boy and a very efficient guide to the instructor in anticipating project problems and difficulties. If you are, like the writer, a firm believer in tying the classwork whenever possible to the supervised practice program, this listing of study jobs should take the hit-and-miss uncertainty out of your classroom sequence. In this connection, let us refer to Fig. II. This chart is made by the instructor, for his own use in accomplishing the above objective. A similar system of vertical columns, on which we find each boy's dates arrayed with all the others for each major study job. This is merely

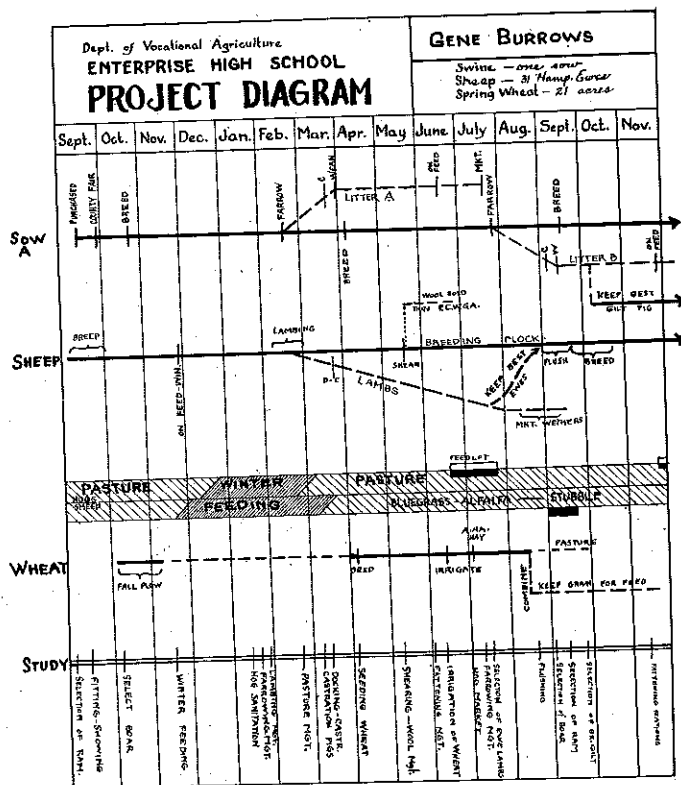


Fig. I—Pupil's Chart (15" x 18")

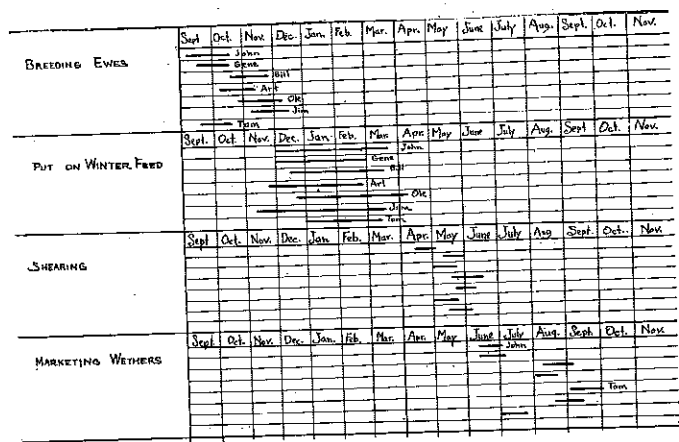


Fig. II—Instructor's Chart

a summary, by jobs, of all the boys' plans for each enterprise. Not only does this give the logical time for classroom discussion of each managerial or operative job, but what enterprising instructor cannot see opportunity galore for discussion as to why John markets his wethers in June while Tom waits till

September, etc., etc. If graphic plans cannot visualize classroom treatment of project problems, scientifically anticipated and prepared for by the instructor, with an approach evolved from the boys' own needs of information, then this thing is too much work to be worth while. But, if these things do not vitalize

our classroom activity, what will? Certainly, if our projects are well chosen, our classroom work should follow the same subject matter as they do. Our job study summary has taken the hit-and-miss out of this procedure.

How the Boys use the Chronological Diagram:

1. It gives him a clear and definitely understandable picture of his project year.
2. Guides his plans and his budget along a definite scope.
3. Gives him an understanding of his future needs of feed and pasture.
4. Accents need for improvement in practices in time to put them into effect.
5. Makes for him a definite program of study in connection with his project.
6. Gives him, at a glance, a graphic inventory, as of any diagrammed date.
7. Gives him a clear idea of possible production during the year.
8. Gets him thinking in terms of project growth.
9. Suggests, in advance, changes of management otherwise difficult to anticipate.

How the Instructor uses the Chronological Diagram:

1. Obviously, it is a guide, not only as to time of, but as to nature of supervisory activities.
2. Helps in such decisions as: When will be best date to arrange cooperative shipment of hogs? or what entries will I have in sow and litter class at county fair?
3. Helps in appraising projects for credit.
4. Guide to effective instruction where classroom and supervised practice programs are closely related.
5. Diagrams, when displayed, are sound publicity.
6. Parents are very interested in the diagrams, and by them are quick to grasp what we are trying to do.
7. In working to get cooperation of parents in an enlarged supervised practice program the charts are invaluable.

How to get accurate diagrams:

We mimeographed the vertical calendar columns, and after a very brief explanation, the boys grasped the idea and made their first graphs. These were checked with the instructor, who then made, with the boy's help, a copy for himself. These were posted on a large bulletin board where all could see and compare. From the board, the boys made a final draft of their diagram and worked out their pasture panels and study lines. This copy is their permanent page in their record books. Occasional revisions are necessary, of course, when plans go wrong.

Further possibilities:

It is the purpose of the writer to carry this idea further along two lines. Some way will be devised to record an actual graphic diary on which the actual happenings, not mere plans, will be recorded chronologically opposite the plans. Also, this chronological chart should simplify, in the boy's mind, his four-year or long-time supervised practice plan. As we have it worked out, it covers one project year. On a larger sheet, appropriately ruled, four years of continuation supervised practice could be diagrammed.

Using the Preliminary Farm Survey and Analysis in Building Programs of Supervised Farming Practice

(Continued from page 153)

FARM BUSINESS ANALYSIS FACTOR BLANK*

	Own farm	Average of 68 farms	24 most profitable farms	23 least profitable farms
Year	1934	1933	1933	1933
Labor and Management Wage		\$ 756	\$1615	\$ 86
Farm Income		1461	2295	632
I. Volume of business				
Acres in farm	160	183	179	189
Acres tillable	130	158	160	157
Acres in crops	122	151	129	126
Productive man work units	414	493	526	464
Man equivalent (av. number of men)	1.66	1.65	1.67	1.66
II. Balance				
Number of head of productive livestock				
Beef bulls	1			
Dairy cows	11	8.1	10.6	5.8
Dairy bulls	1			
Average number sows kept	15	10.9	9.5	13.2
Total number of pigs raised	9.6	126.7	113.1	147.1
Average number of poultry kept	100	146	164	119
Total productive animal units	45.4	49.1	50.7	57.6
Productive animal units per 10 acres tillable	3.5	3.1	3.1	3.6
Percentage of tillable acres in legume sod		18	20	15
III. Production				
Bushels of corn produced per acre	15	43	48	37
Bushels of oats produced per acre	5	21	25	16
Bushels of wheat produced per acre	5	20	23	17
Tons of hay produced per acre	1	1.4	1.4	1.4
Number of live calves per cow	1			
Number of sows farrowing in spring		12.5	11.2	13.8
Number of sows farrowing in fall	15	10	7.9	12.7
Number of spring pigs per sow		5.5	6	5.4
Number of fall pigs per sow	6.4	5.8	5.8	5.8
IV. Efficiency in operation				
Man work units per man	249	298	314	280
Crop acres per man	76	77	77	75
Crop acres per horse	24	43	47	41
Size of tractor used	2			

* Only those items dealing with this particular farm have been included.

By way of summary, the preliminary survey helps the freshman vocational farm boy:

1. By making the boy more familiar with his home farm.
2. By acquainting him with new farm management terms.

3. By teaching him the value of comparison.

4. By helping him to recognize favorable and unfavorable factors of his home farm.

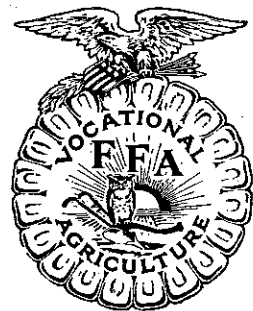
5. By creating a desire in him to play the game well and bring his farm to the front.

Give the Boys More Opportunities

EVERY state should encourage and promote fairs. The departments in well-established shows and fairs should give increased opportunities to boys in vocational agriculture classes to exhibit what they have actually produced or raised. An opportunity to exhibit the produce of one's own labor and management is a natural stimulant to interest in supervised farm work. Let us have more shows and fairs such as is described in the article on "Vocational Agriculture Swine Show" recently held at the National Stock Yards in East St. Louis, Illinois.

Lead Pupils Into Farming

ONE of the most important activities of teachers of vocational agriculture in our permanent relief program is to lead his vocational agriculture students into farming through a long-time supervised farming program. What are you doing to lead your students into farming? How many of your former students of vocational agriculture have you led into farming? How many of your present vocational agriculture students have a supervised farming program which will lead them into farming?" —Mississippi News Letter.



Future Farmers of America



State Leadership Conferences

ELVIN DUERST, Secretary, Oregon Association of Future Farmers of America

IN DEVELOPING the spirit of leadership, the Oregon Future Farmers of America are holding a series of leadership conferences throughout the state. Five meetings, serving different regions of Oregon, were planned, and are being conducted and attended by delegates from nearly all of the 36 F.F.A. Chapters.

Included in the scope of the recent sectional meetings was the discussion of future problems of the organization and the conduct of a novel parliamentary procedure contest.

Each Future Farmer Chapter in the sectional region sent as its representatives to the parley its whole executive committee. The boys gathered in a round table discussion to determine what problems were confronting the chapters. Following the selection of a number of problems that all chapters considered most important, the group was divided into smaller groups for the purpose of threshing out each problem. Information as to how other chapters have solved the specific problems was exchanged and discussed. Individuals were then selected to report to the larger group with a program of ideas for solving each problem. Some of the problems under discussion were:

1. Creating interest in elimination public speaking contests.
2. Promoting home beautification as a requirement set up by the State F.F.A. Organization.
3. Factors which provide for a successful chapter.
4. Keeping up interest among F.F.A. members.
5. Raising money for the local chapter.
6. How to become a successful officer.
7. Paying dues and financing the chapter.
8. Developing a community service program.
9. Conducting successful social activities.
10. Building up better farm projects.

The afternoon session was occupied by the parliamentary procedure contest. Each set of chapter officers in the section was asked to open and close a meeting with proper ceremony, read the minutes and carry on business while boys from other chapters engaged in confusing them in their business and parliamentary procedure. Twelve minutes were allowed each chapter to exhibit its skill in handling affairs in the contest.

In determining the winner of the contest, points were allowed for accuracy in conducting the business and ceremony,

(Continued on page 159)

Activities of a Best Chapter

PAUL HARTLEY, Reporter, Sargent, Nebraska, F. F. A. Chapter

THE Sargent, Nebraska F.F.A. Chapter is starting a more active year. They are determined not to slack up in activities as an aftermath of winning the Nebraska's Best Chapter Contest.

The Freshmen were invited to the September meeting. Mr. Lightbody, Superintendent of Sargent High School, was secured as speaker for this meeting. Over 50 members were present at this meeting. Two members gave talks on the values of joining the F. F. A. The new program of work which consists of over 40 items was read and approved. Mr. Lightbody and Senator James Murray were elected as honorary members. After the business meeting the boys played games. Following this the boys were served a weiner feed.

Fifty members were present at the October meeting, at which the President of the Farmer's Union gave a talk on Agricultural Economics. The "Green Hands" were initiated, after which the boys were served a lunch of ice cream and cookies.

The F. F. A. boys sold candy at the football games and succeeded in making several dollars.

In order to raise money to send Sargent's State Champion Livestock Judging Team to Kansas City, the Lion's Club and F. F. A. boys sponsored a football game between the Sargent Alumni and the Sargent high school team which netted \$30.60. They also sponsored a community entertainment which netted \$55.80. Several town and country organizations took part in this program. Also, there was a box social and an auctioneer's contest as part of this entertainment. Anyone who brought a box was admitted free. Several persons took part in the auctioneer's contest. One dollar was given to the winner of this contest.

Several programs were given before the school assembly this year. The District 5 F. F. A. basketball tournament and public speaking contest will be held in Sargent. In order to prepare for this contest a local contest will be held earlier in which all agriculture boys will participate. Representatives will be elected from each class to run off the final stages of the contest before the high school assembly.

The boys will raise money to send judging teams to the State Judging Contest at Lincoln by sponsoring their second annual F. F. A. Rukus. This event consists of a three-act play and a carnival combined. Last year the boys featured twenty booths and side shows and "The Dutch Detective" as their three-act play. A carnival king and queen

(Continued on page 160)

Young Men's Agricultural Association Organizes at Oshkosh, Wisconsin

J. F. WILKINSON, Instructor in Agriculture, Oshkosh, Wisconsin

THE Oshkosh, Wisconsin, vocational agricultural department has formed the first Wisconsin organization of out-of-school groups of men between fourteen and twenty-one years of age into a definite organization of their own. This group was built around former Future Farmer members. The organization elected to use the name "Young Men's Agricultural Association of Oshkosh." The purpose stated in the constitution which was drawn up was to promote educational, recreational, and leadership activities among the young farmers of the community. Membership qualifications included principally the intent to farm coupled with some former training and practical experience in the field of agriculture.

A series of winter meetings are being held once a week for the purpose of instruction and discussion. These meetings vary from the ordinary evening school meetings in that subjects of a debatable nature are discussed. Men are selected, two to each team at a previous meeting and are prepared to debate formally, each man is allotted time. Following this, rebuttal is allowed first to the four debaters followed by discussion on the part of the group members. Thus far, this has proved to be a very satisfactory manner of drawing more members into participation in the meetings. An hour of recreation follows each of these meetings. After the series of winter meetings is concluded, a meeting will be held once each month with a definite program for each meeting outlined in advance. Correct parliamentary procedure and methods of handling a meeting are considered and practiced.

These meetings are held at night and fill a definite need in this community. The regular Future Farmer meetings are held at noon making it inconvenient if not impossible for former members to be present. The really interested members of the Future Farmer Chapter can continue in much the same manner with their good work which after all only begins in the high school years. The cooperative spirit so needed among our rural folks can be very nicely cultivated in such a group as this. Many activities make possible cooperative effort between this organization and the local Future Farmer Chapter. These young men, many of whom will eventually be the leaders in their own granges, community clubs, and school districts, can here secure some valuable training and experience to better fit them for these responsibilities.

Co-operative Egg Marketing Brings Large Premium

KERMIT WILLIAMS, Reporter and T. R. HASH, Adviser, Masontown, West Virginia

THE Masontown Future Farmers of America are at present receiving a large premium on their eggs as a result of cooperative marketing of a quality product.

Two years ago the boys carrying poultry as a part of their supervised farm practice realized the need of an improvement in their marketing system. They were all marketing their eggs in competition with one another, and they felt that the price received was not what it should be for their product. The eggs were being produced under the best of improved practices, but dealers regarded them just the same as common run eggs bought from the huckster.

A meeting was called to discuss the possibilities of a Cooperative Egg Marketing Association. The boys immediately became interested in the idea and a committee was appointed to work out the details. Patsy Cipolloni, one of the largest flock owners, was elected head of the committee.

Upon investigation they found that the state tuberculosis sanitarium was at that time using just common eggs that were brought in by the hucksters from all over the county, and also found that the supply from that source was none too heavy at certain seasons of the year. The authorities were rather slow at first to see the value of a quality egg. However, they agreed to try our eggs for a period of five weeks. This contract paid a considerable premium above market price, and at the end of the contract period they asked us to continue bringing eggs. The business went along for awhile with the price being based upon large market prices, but the F. F. A. group was not satisfied. They wanted to secure a definite price contract covering a period of 6 to 12 months. Finally a contract was signed for a period of 6 months at a price considerably above the regular market. That contract expired and recently a contract for 12 months was signed which will give the members a premium of .09 cents per dozen. The boys plan to market about 18,000 dozen eggs during the term of this contract, and with the above figure it will bring about \$1,600 above that received through the old system.

Some of the outstanding features of the organization are:

The qualifications for membership are,

1. Membership in this organization shall consist of active, honorary or associate members of the Masontown Chapter Future Farmers of America.
2. A poultry enterprise must be a part of the supervised farm practice program in vocational agriculture.
3. The member must have complete management and control of this poultry enterprise and at least part ownership therein.
4. The member shall have signed a contract wherein he agrees to abide by the Constitution and By-Laws, and the regulations of the State and Local F. F. A. Egg Marketing Association.
5. The member must be affiliated with the local Egg Marketing Association.

6. Must have eggs to sell within three months after becoming a member.

7. All individuals desiring to become a member shall upon acceptance of application by the organization for membership, pay to the Treasurer the sum of \$3.00 as membership fee.

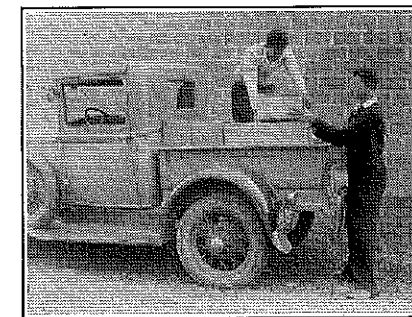
The officers of the organization are:
1. Board of Directors: It is the duty of the Board of Directors to run the business of the Association. It consists of five members who are elected annually from the membership of the organization.

2. They also elect a president, secretary, and treasurer. The local F. F. A. adviser is also adviser to this organization. They have same duties as the F. F. A. officers.

3. The Board of Directors select a marketing agent with the counsel of the Adviser and it is the duty of the marketing agent to contact markets and make or supervise deliveries of eggs.
4. The Board of Directors with the counsel of the Adviser selects a grader and assistant grader whose duty it is to check on the quality of eggs brought into the Association by its members.

Production Standards as set up by the organization are:

1. Eggs shall be infertile. (No males in flock).
2. Flock shall be fed an approved ration and culled regularly.
3. Poultry house shall be approved as to sanitation, dropping boards shall be screened.



Loading for delivery

4. Eggs shall be gathered at least twice each day.

5. No eggs shall be washed (with water or damp cloth).

6. Eggs shall be stored in cool place and delivered to school at least once each week.

7. The poultry enterprise of each member shall be visited by a committee composed of the Adviser, one member of the local association and a disinterested member of the local F. F. A. at least once every month and scored as to the above and such other factors as the local association may deem advisable to set up by majority vote at a regular meeting.

8. All eggs will be graded and packed according to grade and each individual's eggs are marked with a stamp to distinguish his eggs from those of other producers.

Each member is required to make a deposit of five (.05) cents per bird to be used as a working fund and also as a guarantee that all eggs will be delivered to the Association.

[Editor's Note—Constitution and By-Laws of this association are available on request to the Chapter.]

An F. F. A. Program Idea

J. A. KOVANDA, Adviser, Ord, Nebraska

AN IMITATION farm sale was given as a convocation program by the F. F. A. Chapter.

Getting an auctioneer was the biggest problem. A boy who finally undertook to shout the sale, found it surprisingly easy, because he could repeat such phrases as, "Who'll bid a half—a half—a half?" Now sixty—now sixty—now sixty!"

Humorous articles about the school building were auctioned off. There was appropriate wise-cracking from the bidders. Some Leghorn chickens that were on sale, escaped into the crowd. Sawdust-filled eggs were thrown at the audience. One boy purchased an accordion and was then persuaded to play a selection on it. Another boy bought a vinegar barrel and found a clown inside. The above stunt may be varied and adapted for use by other chapters. Good farm programs are hard to arrange.

State Leadership Conference

(Continued from page 158)

the general condition of the secretary's and treasurer's books, and for participation from the floor.

A keen interest in parliamentary affairs was evidenced by the contest. Its purpose was to provide experience in parliamentary training and to improve chapter meetings.

The meetings have proved an active influence on chapter activities and in developing leadership and rural responsibility. The officers' training and leadership conferences will become an annual program for the discussion of Future Farmers of America problems.

BOOK REVIEW Fun and Work for Future Farmers

"Fun & Work For Future Farmers," L. L. Scranton, 238 pp., well illustrated, paper back, published by the Interstate Printing Company, Danville, Illinois, price, \$2.00. A collection of games, programs and community activities with practical ideas and suggestions for social and recreational programs for rural boys' organizations. Replete with practical working suggestions as to ways and means of planning and carrying to completion a varied assortment of activities that are suitable for and popular with young farmer groups. Future Farmers of America, as well as other groups, should find many ideas and suggestions worth trying out. F. F. A. officers and advisers will find this publication inspiring and helpful.—A. P. D.

"It is just as important that F. F. A. members have livable homes as it is for them to advocate that others know how to live."—Donald Smith, Fairfield, secretary, Iowa Association of F. F. A.

OWLS

Radio Talk by Dr. Harry C. Oberholser, of the Division of Wildlife Research, Bureau of Biological Survey, U. S. Department of Agriculture, delivered during a program of the Future Farmers of America on the National Farm and Home Hour.

THE Future Farmers of America were wise to select the owl to go on their emblem. Everybody knows the owl's reputation for knowing so much and the ancients even held this bird sacred to Minerva, goddess of wisdom. Perhaps it is the dignified appearance of an owl's face that makes the bird look so wise. Our expression "goo-goo eyes" refers to this quizzical appearance, and it comes from "goo-goo," the native name of a large owl of India. An emblem is something that you look at, and it is therefore a good idea to have on an emblem something that looks wise. But, of course, I know that your vision goes deeper than looks.

Let me tell you a few facts about owls. Owls, you know, are in some respects strange birds. They have bills and feet much like hawks, but are more closely related to the whippoorwill. Owl's eyes are large and set straight forward, whereas the eyes of other birds look sidewise. This and the ring of stiff feathers that surrounds each eye give the head a striking appearance. Owls have unusually large ears which are sometimes different in shape and size on the two sides of the head. The real ears are hidden under feathers; and the so-called ears of owls are only tufts of feathers. The feathers of owls are mostly soft and fluffy, and the flight is practically noiseless.

There are about 400 kinds of owls and they are found all over the world. About 50 are found in the United States. The largest is the eagle owl of Europe, 2½ feet long; the smallest is the elf owl of Arizona, only about 5 inches in length. One owl looks so much like a hawk that it is named hawk-owl. The barn owl has such a long queer-looking face that it is often called "monkey-faced" owl. Our best-known kinds are the large barred owl, the great horned owl, the small screech owl and the burrowing owl.

Owls are abroad chiefly at night and are therefore more often heard than seen. Perhaps this fact has added to the air of mystery that has surrounded these birds. The voice of an owl coming from the depths of the forest and the darkness of the night may well be a mysterious sound. The *hoo, hoo, hoo, hoo* of the great horned owl seems startlingly loud if close at hand; while the *who--oo-ooo-hoo-hoo-hoo* of the screech owl is a doleful quavering moan. Perhaps the weirdest sound in the woods, however, is the call of the barred owl. Its ordinary notes are loud enough to be heard a long distance; while its other occasional vocal performance is positively uncanny, and reminds us more of a person in great distress, or of the screams of a pair of lunatics. Imagine such a sound breaking out suddenly nearby in the night!

Most owls lay their eggs in holes in trees or in the nests of other birds. The burrowing owl, however, uses a

hole in the ground, either the burrow of some other animal or one dug by itself. The old story that the prairie dog, burrowing owl, and rattlesnake all occupy the same hole at one time was long ago shown untrue. A burrow might have been used first by a prairie dog, then by an owl, and later by a snake, but neither the prairie dog nor the owl would be there with a rattlesnake, unless it was inside the snake.

Eggs of owls are white and roundish. The young are queer little fellows, usually covered with whitish down. A young burrowing owl if taken from the nest becomes soon a very interesting pet.

In habits owls are always interesting. The mating antics are grotesque bowings and flutterings, and are sure to attract human attention, even if not the prospective owl mates. The burrowing owl stays much on the ground; but everywhere is most polite, continually bobbing and bowing.

In choosing the owl to go on your emblem, you Future Farmers of America have chosen a bird that is one of your best friends. The owl eats your enemies.

The food of owls consists chiefly of mammals, birds, grasshoppers, other insects, frogs, crayfishes, snails, lizards, snakes, scorpions, fishes, earthworms, and spiders. These birds have often been accused of great destruction of poultry, game, and song birds but, except under unusual circumstances, most owls, like most hawks, do very little damage to other birds. On the other hand, by their destruction of great numbers of mice, rats, pocket gophers, grasshoppers and other injurious insects, they fully earn the right to protection. One exception among our owls is the great horned owl, which is often destructive to game birds and poultry. When chickens are allowed to roost in trees, this owl, which seems to prefer taking prey on the wing, has a curious way of forcing a hen or rooster to fly from a perch. By alighting on the branch beside the fowl the owl quietly edges the chicken toward the end of the limb until it flies off, when the owl pounces upon it and bears it away.

Therefore, if you Future Farmers of America need a stuffed owl for your chapter, let it by all means be a great horned owl, and carefully protect all the other owls. They are your helpers in your fight against rodents and insects.

Start Public Speaking Work

THE controlling purpose of the Future Farmers of America is the development of agricultural leadership, and as the ability to speak well in public and to discuss current problems is recognized as a desirable quality in any leader, we should concentrate and spend a great deal of our time and effort in promoting good public speakers. That is one duty of every chapter and every vocational teacher to see that they, as a chapter, have a representative in the state Public Speaking Contest.—Arley Hovland, N. Dak. State F. F. A. President.

Activities of a Best Chapter

(Continued from page 158)

were crowned and attractive prizes given to holders of lucky entrance tickets. The gross proceeds from the Rukus amounted to \$107.00. The event will be conducted along similar lines this year.

The boys are also looking forward to completing several other items of work before the close of the school year, including sponsoring an all-high school party, conducting a father and son banquet, electing the star F. F. A. farmer of Sargent, mixing feed cooperatively, holding demonstrations in rural schools, organizing an F. F. A. Chapter in another town, organizing a basketball and baseball team, and sponsoring a high school judging contest.

Preparation of Project Job Plans

(Continued from page 151)

The student copies his corrected set of approved practices into his record book as a guide to follow. It is also a basis for me to check the boy on his project work.

I find that the list of standard or approved practices I have made out for all the major jobs in all the enterprises taken up by my agriculture students has helped me more than any one thing I have done to get better project work.

A sample of this type of planning follows:

Major Jobs I Will Have in My Cantaloupe Project:

1. Selecting the ground. (October)
2. Choosing varieties and buying the seed. (March)
3. Fertilizing the ground. (April)
4. Preparing the seedbed. (April)
5. Planting and capping. (May)
6. Cultivating and thinning. (June)
7. Irrigating. (June)
8. Controlling aphids, outworms and other pests. (June)
9. Picking, packing, shipping and marketing. (August)
10. Keeping project records, summarizing and analyzing.

JOB 5. Standard or Approved Practices in Planting and Capping Cantaloupes.

1. Plant about May 1st, or as soon as the ground warms up.
2. Plant from 1 to 2 pounds of seed per acre.
3. Plant in rows 5 feet apart.
4. Make holes about 6 inches long, 4 inches wide and 1 to 2 inches deep, and about 4 feet apart in the rows.
5. Scatter 6 to 12 seeds in the hole; do not bunch them.
6. Cover with about 1 inch of moist soil well firmed down on the seeds.
7. Scatter some loose dry soil over top to make a mulch.
8. Put a good grade of caps on immediately after planting.
9. When plants are about 1 inch high remove cap, thin, hoe and replace the cap.
10. Start hardening plants as soon as weather will permit, by raising side of cap away for prevailing winds.

References Used:

1. Father and Uncle.
2. Cantaloupe Production in California—Cir. 308, pp. 20-26.
3. The Farm Garden—F. B. 1673.