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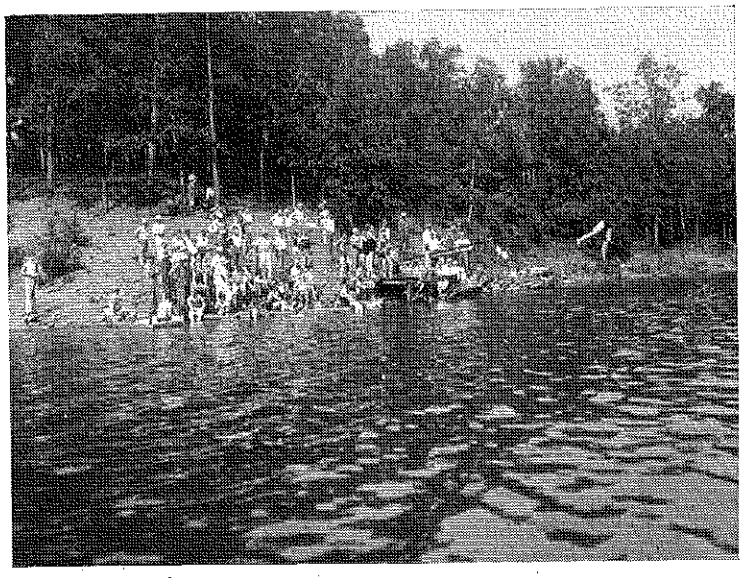
Agricultural Education



The Future Farmers of America
Make Recreation a Part of Their Program of Activities

(See page 192)

"Self-improvement must precede all other improvement."—Horace Mann.

EDITORIAL COMMENT

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

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THE END OF THE SCHOOL YEAR

EVERY teacher of agriculture at this time of the year finds many things to do and perhaps realizes more vividly than ever before that he will not be able to accomplish all that he desires before school closes.

There are certain routine activities, such as examinations, reporting grades, completing reports, inventorying equipment and books, that must be done. Then there are other activities that are essential to the development and progress of the department of agriculture in any school. To this last group of activities the teacher of agriculture should give serious thought and conscientious work during the coming summer months.

We are aware that every teacher of agriculture is greatly concerned with the progress and success made in the supervised farming programs. It is upon this part of the program that the teacher will be largely judged by the farmers and the people in the community. It is the desire of every teacher that all pupils in his class have an outstanding program of supervised farming which will lead into and establish them in farming. For the adult groups adoption of improved farming practices is the goal. We must always keep this objective in mind—make better farmers.

One suggestion might be helpful. Have the members of your groups study their programs rather carefully and then in conference with the teacher agree on the jobs to be learned or re-learned during the summer months. Such a list of jobs might include application of spray material, cultivation practices, feeding practices, recognition of insects and diseases, and machinery adjustments. Many of these and other jobs can be taught effectively only when they occur and often that happens when school is not in session. Are you making plans to use the excellent teaching resources and opportunities which the coming summer months will provide?

We are agreed that the services of the teacher of agriculture are not confined to the work with pupils in his all-day classes, but that he must be of service to the farmer groups of his community. This service is best accomplished through farmer classes. The summer months will provide time for continued teaching of such groups on an individual basis, and the discovery of needs around which to organize additional classes.

We must not overlook such things as locating prospective pupils for our all-day classes, tentatively outlining our teaching program for next year, collecting and preserving teaching materials, Future Farmer plans for the summer, and a multitude of other activities.

The summer months provide the best opportunities for making our teaching practical. Definite planning now will make summer work pleasant and profitable.

THE BUSINESS MANAGER'S MESSAGE

THE approach of the season for conferences of teachers of vocational agriculture suggests to the business manager new subscriptions and renewals to our magazine. Many state supervisors, presidents of state associations of teachers of agriculture, and other agents for subscriptions use the annual conference so effectively to secure their subscriptions that it is, in the opinion of the business manager, *the best time* to collect subscriptions. If your state has not been collecting subscriptions along with your dues at your annual conference why not give it a trial?

The number of subscriptions secured is even more important. Are all teachers, supervisors, teacher trainers, and trainees subscribers from your state? Surely there is no good reason why all workers in agricultural education should not expend a dollar for AGRICULTURAL EDUCATION as a portion of their annual outlay for professional improvement. On this assumption your business manager has arbitrarily set as a goal for each state a number of subscriptions equal to 110% of the number of teachers in service. Achieving such a goal gives a state a ranking of 100% in supporting the magazine. In order that each state may know its status on April 1, 1935 there is submitted below a table of subscription data by states. The data on the number of teachers were furnished on November 19, 1934 by Dr. J. A. Linke, Chief of Agricultural Education Service. The number of subscriptions by states was furnished by the Meredith Publishing Company as of April 1, 1935.

(Continued on page 192)

SUMMER SCHOOLS

IN THE editor's mail have been announcements of opportunities for professional improvement for workers in agricultural education. In case you desire further information write the authorities at the institution in whose session you are interested.

COLORADO

Colorado State College, Fort Collins, offers in the summer specialized training for teachers and administrators in Education, including the vocational fields of Trades and Industries — Homemaking — Agriculture — Industrial Arts—Rehabilitation—Indian Service. It also provides Economics, Sociology, English, Modern Languages, Psychology, Physical Education, etc. Twelve special unit courses are offered in Agricultural Education. Those attending the summer session of the Colorado State College will find the summer program arranged conveniently. There are three independent periods, each three weeks in length. This permits attendance for three, six, or nine weeks. For 1935, the dates of periods are: June 22 to July 12, July 13 to August 2, and August 3 to August 23.

In 1935, the National Education Association Convention will be held in Denver during the first week in July. Provision will be made for all to attend the entire convention.

CORNELL

The dates of the summer session at Cornell University, Ithaca, N. Y., are July 8 to August 16, 1935.

The Graduate School of Education at Cornell, thru the closely integrated offerings of the Department of Education and Rural Education, provides the opportunity for the advanced professional training rapidly becoming a requirement for various types of positions in the public schools. The person who has selected the field of public education and wishes to realize to the maximum the potential opportunities of service and professional advancement existing in the field must periodically take inventory of evolving professional demands and his own equipment. The summer session offers to the busy public school worker the opportunity of correctly appraising these demands and of meeting them thru additional training.

Three special conferences of unusual interest to those working in public schools will be held during the summer session.

1—Conference of Administrators, Supervisors, and Teach-

(Continued on page 192)

Professional

A National Program for Vocational Education in Agriculture

J. A. LINKE, Chief, Agricultural Education Service, U. S. Office of Education, Washington, D. C.

IT HAS been 18 years since the Smith-Hughes Act was passed by Congress. The vocational agriculture program has grown until we have 5,326 teachers of agriculture in 5,251 secondary schools in the United States and outlying possessions. These teachers are giving systematic instruction to approximately 175,000 farm boys in the high school, to 20,000 out-of-school farm boys of high school age in part-time classes, and to some 250,000 adult farmers in evening classes.

Our progress may be measured in other ways than in growth of schools and enrollment. We have made creditable progress in our methods of training teachers. Training is not confined merely to preparation for class-room instruction. Rather, teachers are trained for the all-round job of teacher and community leader which, experience has shown, they must be equipped to perform if they are to attain the highest measure of success. We have made progress in our conception of the importance of the vocational agriculture pupil's supervised farm practice program. Instead of treating it as something apart from the instruction, we now consider it a part of the teaching process. With this in view the boy is first started on the job of farming, and is taught in the classroom to improve his farming program by thinking through and solving his own problems. Today we insist that he start with one or two projects and add to these each year until he is established in farming.

Looking Ahead

In planning for the future of any undertaking, it is important that definite objectives be set up and that the work be planned with the idea of accomplishing these objectives. Someone has very aptly said, "Plan your work, then work your plan." The reason why those responsible for the vocational agriculture program have been able to accomplish so much in the few years they have been engaged in the work is because they knew where they wanted to go and they have not strayed very far from the road that leads to their goal. In 1929 the American Vocational Association Program Committee at the New Orleans Convention defined this goal to be: *"To train present and prospective farmers for proficiency in farming."** As a means of reaching this objective the committee set up contributory objectives for training the individual in certain farming abilities. These goals still hold good in agricultural education, and each state supervisor, teacher trainer, and individual teacher should again study the report of this committee and set up his program of work in keeping with these objectives.

Having set up his program of work based on the individual needs for farmer training in his community, the teacher should try to reach as many farm people as he can efficiently serve through systematic instruction. If every vocational agriculture teacher in the United States were reaching an average of 100 farm people, over a half million would be served.

One reason why the vocational agriculture program is so effective is because the farms are in close proximity to the school and the instruction provided in the classroom may be directly applied. I have known communities where teachers of agriculture have revolutionized the farming methods because they are on the job the year around and are constantly working with their students in an effort to help them improve their farm management abilities.

Continuation Education in Agriculture

The length of the training period in the high school is not sufficient to equip a boy for successful farming. It is essential, therefore, that each teacher organize his instruction program in such a way that graduates from his day school classes will have a desire to continue their instruction. The teacher should have a follow-up system whereby he may keep in touch with his graduates and encourage them to enroll in part-time classes for further training. After these graduates have become adult farmers, they should continue in evening classes a study of the problems they meet in their farming operations. Graduates should have the advantage of continuation training for a number of years after they have become established in farming. A system whereby they could continue their training for from 8 to 10 years would ensure more successful farmers.

Emergency Programs

Emergency agricultural programs are important. However, the real objective of vocational agriculture—training for farming—should be kept constantly in mind. Many teachers of agriculture are devoting too much of their time to the promotion of emergency agricultural work. The best plan, it seems to me, is to keep our eyes always on the main objective—giving farmers such information on the emergency programs as they should have to keep them up to date on agricultural measures and to help them work out a successful scheme of farm management during the present period.

The job of the teacher of agriculture in the local community is that of instruction. He is a teacher and friend to the farmer. It is his job to get the facts and present them in such a way as to help the farmer to meet the conditions brought about by the economic situation as a part of his regular farming program.

Federal Agents

The work of the Federal Agents for Agricultural Education of the Office of Education is to render service to state boards for vocational education, and to directors and supervisors of vocational education in agriculture in an administrative capacity, and to render assistance in both supervisory and teacher-training activities. Through regional and state conferences, and through personal visits state representatives may receive valuable assistance from the Federal Agent in improving their agricultural programs. States should make the fullest possible use of these men in adjusting their programs for the largest possible service to farm people.

Specialists in Agricultural Education

In addition to regional agents, the Agricultural Education Service of the Office of Education employs specialists in agricultural education who are at the service of the states in the following fields: Teacher training, preparation of subject matter, part-time and evening work, and research. States should make use of these specialists also in setting up efficient programs in these particular fields of work, suggestions for which are here set down under their proper headings:

1. *Teacher training*—

The permanency and expansion of the program for agricultural education will depend upon placing strong and adequately trained teachers in every community where there is need for the work. Teacher training and the problems of the teacher are as acute today as at any time in the history of the vocational agricultural program. Recovery measures

*The report of this committee is incorporated in Miscellaneous 1046, Federal Board for Vocational Education, "Objectives in Vocational Education in Agriculture."

have placed a tremendous responsibility on the teacher-training program and have added to the responsibilities of the teacher of vocational agriculture. There has been an increased demand for teachers for new vocational agriculture departments at the same time recovery agencies have drawn heavily on the active teaching personnel in recruiting workers for their programs. It has been necessary to acquaint approximately 5,300 teachers with complete information and understanding regarding recovery measures affecting the agriculture of their respective communities. This has necessitated adjustment of training content to ensure effective preparation of new teachers. National, regional, state and district teacher-training conferences have been held, timely releases on recovery programs have been distributed, bulletins have been prepared, and personal visits to teachers have been made as a part of in-service training programs. In addition groups of teachers have been brought together for one or more weeks of intensive training in many states.

The Office of Education is in position to render assistance in the field of teacher-training in agricultural education by:

a. Making survey studies of the professional, technical, and teacher-training program based upon criteria designed to promote efficiency in teacher training. Approximately 40 such surveys have been made. This type of service is made available on the request of the state director or state supervisor. Cooperation of representatives of the State Board for Vocational Education, members of the state teacher-training staff, and representatives of the administrative staff of the teacher-training institution is required in the making of such studies, which may form the basis for specific assistance in planning the teacher-training program.
b. Giving assistance in in-service training programs including limited summer conference work.
c. Preparing abstracts of significant studies related to the training of teachers, for dissemination in mimeographed or printed form.
d. Assisting properly organized regional, state and national committees in making studies in the field of teacher training.

2. *Part-time and evening work*—

In 1921-22 those engaged in agricultural education began to give attention to the need for an educational program for the out-of-school farm youth and for adult farmers. Little progress was made in the beginning but during the years 1927 and 1928 states began to emphasize the importance of the work with adults. As a result, this program has grown until at present it has become established in many states as an integral part of the program in agricultural education.

Evening schools not only serve as a place where farmers may come together to discuss problems to increase their proficiency in farming but also to keep the teacher in touch with practical problems of local farmers and to immediately strengthen the work of the all-day department because parents see the practical application of vocational agricultural education.

There are at least three major problems in the development of evening schools to meet future needs. They are: (1) adjusting instruction to meet changing situations affecting agriculture and advancing the instruction as the individuals and groups advance; (2) making available to teachers current teaching material in usable form; (3) serving more individuals in the respective communities.

The youth movement in America brings to our attention the importance of a well-defined educational program for the out-of-school farm youth. Recent developments indicate that states are giving consideration to this important problem.

In the development of part-time schools we must consider, as potential students who need instruction in part-time classes, all out-of-school farm youth and young men between the ages of 16 and 25 who are not but who desire to be established in farming or a related occupation on an independent basis. This requires not only a continuation agricultural educational program for former students of vocational agriculture but also for youth who have completed their high school course and those who dropped out of school with no instruction in vocational agriculture. In order to develop this program for out-of-school farm youth there must be a flexible program that will enable classes to meet either during the day or evening and at hours and the time of year when these youth are able to attend classes, and an adjustment of content to meet the needs of individuals in present situations. This requires studies to determine characteristics and needs of individual out-of-school farm youth and an interpretation of these studies in terms of an educational program.

3. *Subject matter*—

In the first few years of vocational agricultural instruction teachers had a very difficult time in locating usable subject-matter material. Much of the material was of a text book nature and not applicable to real objectives. Within the past few years the problem of the teacher in conducting his farmer training program has been one of selecting material. Now the responsibility is sifting out the most suitable subject-matter material from the many publications available.

The specialist in subject-matter during the past five years has directed the preparation of bulletins and leaflets as type material to be placed in the hands of teachers, to inform them and to stimulate a desire to improve teaching plans, organization of subject-matter material, and teaching procedures. Examples of this type of material are "Analysis of Special Jobs in Farm Forestry" and "Suggestions for Teaching the Job of Grading Beef Steers."

Since 1932 the need has been felt for a new type of subject matter. Agriculture is a rapidly changing science and a rapidly changing vocation. Little wonder that the need for education and training to keep up with the times is ever present. Our present job revolves around selection of information, materials, and subject-matter available from any number of agencies and incorporating it in our present training courses, utilizing it where it will be most appropriate and effective. To accomplish this means:

(1) Constant systematic reading and study.
(2) Revamping, modifying, and reorganizing teaching material.
(3) Incorporating new teaching materials in training courses.
(4) Enriching teaching procedures.
(5) Keeping up to date—knowing our situation.
(6) Creating some new subject-matter material.

With regard to number six, let me point out that the work which has been carried on this past year with the Cotton Division of the Agricultural Adjustment Administration and the cooperative material prepared on corn, hogs and tobacco, are samples of the new type of work being undertaken. This is an organization of the very newest subject-matter material in a form which will be usable and which will save time for the teacher. The work with the Farm Credit Administration resulting in the publication of Bulletin 178 on Teaching Farm Credit is another outstanding example.

Looking into the future, we probably have similar work with the Soil Erosion Service, Land Planning and Rural Rehabilitation Divisions. We must not forget that we still have the "back-bone" subject matter work to carry forward along with these activities of a more or less emergency nature. I refer to the continuing of the policy of building enterprise analysis bulletins and leaflets on job organization of teaching material.

4. *Research*—

The research work of the Agricultural Education Service takes the following forms:

a. Summarization of completed studies in vocational education in agriculture. We are now cooperating with the Research Committee, Agriculture Section, American Vocational Association, in the preparation of a bulletin containing summaries of studies completed in agricultural education. This publication will be supplemented from time to time as other studies appear.
b. A survey of studies in the field of vocational education in agriculture is now in progress.
c. Advisory research service can be given in at least two ways: (1) by furnishing information on studies completed and in progress in any given phase of agricultural education, and (2) by offering suggestions of research techniques proposed or in use.
d. Cooperation in the formulation of a national program of research in agricultural education. Such a research presupposes two things: (1) that any real development of our national program of vocational agriculture must be based on careful studies of our program, and (2) that the studies made should have as their aim the improvement of the program and should be carried on in phases of the work that need study, as indicated by the proposed national program of research. Members of the agricultural education staff are already working on some of these studies.

Future Farmers of America

The growth and advancement of the

(Continued on page 182)

A Program of Adult Education

Review of a Master's Thesis by John V. Bernard, Colorado Agricultural College

DR. ARETAS W. NOLAN

IT WAS my privilege to sit in upon the examination given Mr. John V. Bernard at the Colorado College of Agriculture, when he defended his thesis upon "A Program for Adult Education" for the Sargent Community school, where he was principal. Mr. Bernard's method of procedure and conclusions should be of value to all teachers of agriculture. In presenting this article I shall quote largely from the thesis.

"The problem investigated, upon which this study was based, was to formulate a program of adult education for the Sargent Community which is located in the San Luis Valley of Colorado.

"Due to the fact that the Sargent Community is strictly rural, that practically all of the farmers have similar problems, and that they have considerable leisure time during the winter months, it appeared to the writer that here was a good opportunity for work in adult education."

"Minor Problems.—The minor problems necessary to solve the major problem were as follows:

1. To study the philosophy underlying adult education.
2. To determine the values of adult education.
3. To find the needs for adult education in the Sargent Community.
4. To find the place of adult education in the Sargent Consolidated School District.
5. To find what has been done in adult education at Sargent.
6. To find what could be done in adult education at Sargent.
7. To formulate a program of adult education at Sargent which will serve the community needs.

Procedure.—A questionnaire was sent to the adults of the Sargent Community. This questionnaire consisted of three main divisions each devoted to a particular phase of adult education.

1. Vocational subjects for men.
2. Vocational subjects for women.
3. Non-vocational subjects for men and women.

The division entitled "Men" contained a list of vocational subjects covering problems which were thought would be of interest and value to the men of the community.

The division entitled "Women" contained a list of vocational subjects which might be of interest and value to the women of the community.

The division entitled "Men and Women" contained a list of subjects in which both men and women of the community might be interested.

A copy of this questionnaire was so constructed that one copy could be used in finding the interest of one man and one woman. Both man and wife generally replied on the same questionnaire. The total number of questionnaires handed out was 176. Of this total 118 were checked and returned, 82 were returned unchecked and six were not returned. Tabulations showed the number of persons interested in each of the three lines of work was gathered by the questionnaire. There were 108 men who desired a vocational program for men, 102 women who desired a vocational program for women, and 118 men and women who desired a non-vocational program.

Among the vocational subjects for men, listed in the order of the frequency of mention were: potato production, tractor and auto repairing, soil improvement, egg production, plant diseases and pests, pork production, improvement of livestock, farm business methods, pea production, agricultural economics, sheep production, milk production, and alfalfa production.

The interest in the above topics is naturally expected in the Colorado region about the Sargent Community School.

Among the vocational subjects listed for women, in the order of the frequency of mention were: health in the home, food problems, child development, management of the home, home ground improvement, repairing furniture, social development, clothing problems, and house problems.

Among the non-vocational subjects in which adults were interested, as shown by the questionnaire, in the order of frequency of mention, were: social problems, civic problems, literature, dramatic clubs, music, short-story writing, and debating. The chief interest among non-vocational subjects centered upon the subjects "Rural Social Problems," and "Problems concerned with Civics."

Among all subjects checked the following received more than thirty votes of preference for evening schools: potato production, health in the home, tractor and auto repairing, food problems, soil improvement, child development, management of the house, home-grounds improvement, egg production, repairing furniture, social development, plant diseases and pests, pork production, improvement of livestock, farm business methods, clothing problems, social problems, civic problems, pea production, agricultural economics, sheep production, and milk production. The interest in these subjects seemed sufficient to justify their inclusion in the program of adult education which is suggested in this study."

Table A. List of classes to be offered first year.

Topic	Men or Women	Type of Class	When Held
Egg Production	Men	Seasonal	Once a month
Potato production	Men	Seasonal	Once a month
Health in home	Women	Seasonal	Once a month
Child development	Women	Seasonal	Once a month
Improvement of Livestock	Men	Intensive	October, 1933
Tractor and auto repairing	Men	Intensive	January, 1934
Soil improvement	Men	Intensive	February, 1934
Sheep production	Men	Intensive	March, 1934
Clothing	Women	Intensive	October, 1933
Home ground improvement	Women	Intensive	March, 1934
Rural social problems	Both	Intermittent	Once a month
Civics	Both	Intermittent	Once a month

Table B. List of classes to be offered second year.

Topic	Men or Women	Type of Class	When Held
Plant diseases and pests	Men	Seasonal	Once a month
Pork production	Men	Seasonal	Once a month
Food problems	Women	Seasonal	Once a month
Social development	Women	Seasonal	Once a month
Milk production	Men	Intensive	November, 1934
Farm business methods	Men	Intensive	December, 1934
Agriculture economics	Men	Intensive	January, 1935
Pea production	Men	Intensive	February, 1934
Management of the house	Women	Intensive	November, 1934
Furniture repairing	Women	Intensive	February, 1935
And two of the following:			
Rural social problems continued	Both	Intermittent	Once a month
Civics continued	Both	Intermittent	Once a month
Literary society	Both	Intermittent	Once a month
Spanish Club	Both	Intermittent	Once a month
Dramatic Club	Both	Intermittent	Once a month

Formation of a Suggested Program

A program of classes and studies was set up on a two-year basis, in order to include all the subjects of interest to groups large enough to make it advisable to offer the subjects. Two types of classes were suggested for those interested in vocational work. "These were first, the type of class which the subject-matter studied is to be taken up in seasonal sequence; and second the type of class in which the work is to be given in an intensive manner, during a relative short period of time."

The suggested two year program for adult education in Sargent Community school is given in tables A and B.

Some General Conclusions

This investigation shows that a large

(Continued on page 184)

The North Central Regional Conference in Agricultural Education

W. A. SMITH, Purdue University

"A COMPLETE Program of Agricultural Education for the Community" was the theme of the Annual Conference of Teacher Trainers and State Supervisors of Vocational Agriculture representing States in the North Central Region and Ohio as they met in Chicago, April 8 to 11. The conference program included consideration of such phases of a community program as "The Curriculum for the All-Day School Pupil," "Training the Out-of-School Farm Youth," "Adult Instruction," "National Agricultural Planning," and "Future Farmers of America Activities." That we are far from being in a position of "status quo" with regard to solution of the numerous problems concerned in these phases of the program was clearly indicated in the discussions during the conference. The factor of needed adjustment to meet present rapidly changing economic and social conditions was emphasized but this is not the only factor being recognized in the emphasis upon developments, changes, and adjustments in agricultural education. The many research activities recently carried on in the region and additional studies now in progress are being used as a basis for organization and reorganization of content of instruction, changes in objectives, development of part-time instruction, increased emphasis upon adult instruction, and to assist in the solution of the many other problems in the field of agricultural education. One of the most worthwhile sessions of the conference was given over to the research contributions in the region. Out of this came a renewed interest in research as a means of keeping agricultural education in a continued state of development.

Nowhere in the four-day conference was the interest in improvement and development of the program of instruction in agriculture better demonstrated than in the discussion of the curriculum for the all-day school pupil. Contributions from the program in Kentucky where a cross-section type of subject matter organization prevails led to a helpful discussion of organization and content of instruction, evaluation of objectives, relation of supervised farming programs to changing concepts of instruction and changing economic conditions, and to a consideration of the less flexible problem of length of the training period for the all-day pupil. More and more we are placing our dependence upon the needs of the learner in seeking an answer to these questions.

An increased training service for the out-of-school farm youth and the adult farmer is commanding attention in the states of the North Central Region. The evening school program for adults is well established in most states and a considerable increase in this field of service during the current year was reported. An example of community organization to promote an adult instruction program was presented to the conference by Glenn W. Miller, vocational agriculture instructor in the Sac City, Iowa, High School. Some three hundred people participated in this program during the past winter. Both farm and town men and women were enrolled. In addition to the outstanding work in community organization as a means of promoting an adult education program, the Sac City program illustrated the vitally important consideration of meeting the needs of a community.

The number of Out-of-School Farm Youth to be found in our communities who are available for part-time instruction is demanding attention in the agricultural education program. There is no longer a doubt of the presence of these boys ranging in age from sixteen to twenty-five years nor of the need for providing training for them. Problems which did concern the conference were those of locating these prospective part-time pupils, determining their characteristics and training needs, and then interpreting these needs in a training program. Providing time in the daily and yearly program of the vocational agriculture teacher for this added service in his community appears as a problem to be solved in most states.

National Agricultural Planning and its subsidiary programs of commodity adjustment, financing, rehabilitation, recovery activities, and others, is placing a very real responsibility on the program of agricultural education. Almost every phase of Agricultural Planning and Adjustment cuts across the whole field of service of the vocational agriculture teacher as he attempts to function through a program of instruction in his community. Whether it be the all-day class, the part-time group or the adult farmer, instruction must recognize the efforts being made toward recovery, adjustment, and long-time agricultural policies. Conference discussion of these problems pointed out that the necessary information is available in abundance. The great difficulty lies in getting this information to the individual for whom it is intended. Much dependence is being placed upon the vocational agriculture worker in overcoming this difficulty. This involves problems of putting information and teaching material into teachable form, adjusting courses of instruction to include such new materials, and selecting right methods of presenting materials.

The conference discussion of Future Farmers of America emphasized the training needs of our farm boys as the primary consideration in making this organization a part of the agricultural education program in the community. Such topics as local and state F.F.A. programs of work, state and national contests, and leadership training were discussed from the standpoint of training the individual F.F.A. member. One of the most interesting and worthwhile contributions to this discussion was made by the adviser and president of the Tolono, Illinois, F.F.A. chapter, Mr. Henderson and Robert Bretzlaff, respectively, who presented a local plan of promoting participation by chapter members in the activities of their chapter. The Tolono Chapter has prepared a list of twenty-four activities and each member is credited with his participation in each activity. Chapter awards and recognition go to those members who achieve the greatest number of participation points.

A feature of this regional conference which promises such worthwhile possibilities as to merit its future repetition was the period devoted to a joint meeting with the Home Economics regional group. The program of this meeting dealt with the needs and opportunities for joint responsibilities in an educational program. The discussion of such problems as home and farm financing, food production, child care and parent-child relationships, home improvement, and the out-of-school youth, emphasized the close cooperation which should maintain between the vocational home economics and agriculture teachers in making theirs a more complete program of instruction.

A National Program

(Continued from page 180)

Future Farmers of America since 1928 has been gratifying to those of us who are interested in the advancement of agriculture and the improvement of the situation with regard to the farm youth. The F.F.A. organization has grown from 30,000 in 1929 to between 90,000 and 100,000 in 1935. The goal set to be attained by next October is a hundred thousand active members for the country as a whole.

The F.F.A. has very definitely taken its place as an organized agency for the development and improvement of agriculture and the farm home. Programs of work have been improved materially since the beginning, until in most instances the programs of the local chapters include a comprehensive list of activities which are contributing to the improvement of the individual member, experience in cooperation, and the betterment of the community in which the chapter is located. The Future Farmers of America is fast becoming an organization which is noted for its qualities of character building, citizenship and patriotism. One more encouraging gesture is from the national farm organizations such as the Grange and the Farm Bureau. We find that within the last year these agencies have evidenced a renewed interest in the possibilities of the F.F.A.

Two things must be worked out in connection with the organization within the next few months: (1) a financial policy by which the activities of the organization will be largely governed, and (2) a set of standards on various rural problems toward which the membership will be constantly working. An example of this may be rural electrification upon which the F.F.A. organization will of necessity need to take a stand in the near future.

National Advisory Committee

The Vice President in charge of the Agricultural Education Division of the American Vocational Association has appointed a National Advisory Committee of supervisors and teacher trainers to cooperate with the Agricultural Education Service of the Office of Education in the consideration of important problems for future development of the agricultural education program.

It is hoped that state supervisors, teacher trainers and teachers of agriculture will set up definite objectives in agricultural education and will organize their programs of work to accomplish these objectives, thereby rendering a larger service to the farm population.

The Vision of a Future Farmer

Arkansas Five-Point Program of Vocational Agriculture

R. B. SMITH, Vocational Supervisor

ON THE walls of the State F. F. A. Chapter House at Camp Couchdale is a beautiful large canvas painting which means much to the hundreds of Future Farmers of Arkansas. Woven into that beautiful picture is a vision of hope and progress that must be made to come true to thousands of these youth through a new democracy that can bring economic security, social satisfaction and happiness to all loyal and industrious farmers. The artist, Mrs. W. C. Higgins, who produced the large painting, has reproduced the picture in the accompanying pen sketch.

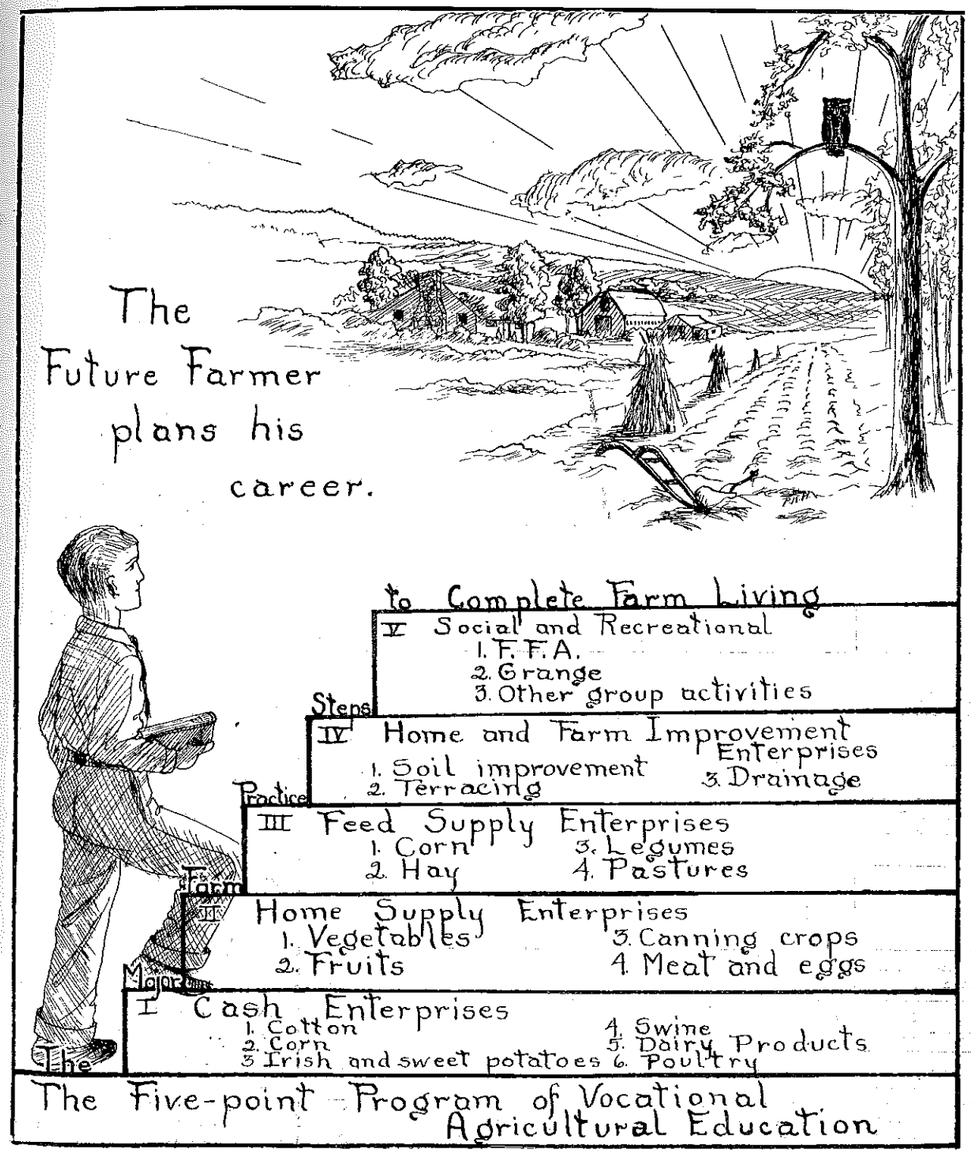
Where is that farm-born youth who has not had day dreams and visions of a cozy little farm home? Where is that youth who will not strive to reach the goal of his dreams if only his adult guardians will lend an encouraging hand as he mounts the steps of progress to complete living? Thus this picture represents the central theme of the great Future Farmer movement as being developed in vocational agricultural education.

The Future Farmer is seen with his eyes on his coveted goal as he mounts the steps in vocational agricultural education through which it may be attained.

In all successful, well balanced, functional, supervised farm practice programs there are five basic essentials that are attained, as illustrated in the accompanying drawing. Each step has a distinct meaning and purpose.

Only by combining in a well balanced way all of the five major points can we hope to have a scientifically sound program and thereby help our rural people attain all of the good things that are possible through complete living on the farm. We must not only completely master the economic resources of the farm but we must help to develop all other human

(Continued on page 192)



Supervised Practice

Junior Herd Improvement

J. A. JAMES, Department Agricultural Education, University of Wisconsin, Madison, Wisconsin

ONE of the most important types of directed practice work that a high school boy can carry on is in Junior Herd Improvement Association work. This should be conducted in testing the herd each month for the entire 12 months of the year. It is one of our best teaching problems and at the same time fine contacts with parents will develop from this work on the home farms of the boys.

Frank J. Wilkinson of the vocational agricultural department of the Oshkosh High School has just summarized the results of the 1934 Oshkosh Junior Herd Improvement Association. The results are so striking that they are worthy of study. The most interesting fact, however, is that they parallel the 1933 results.

The boy is started in his Junior Herd Improvement work in his freshman year and he continues it for the four years working in close cooperation with parents and teacher. What may be accomplished is shown in the tables.

Table I gives the 1933 and the 1934 record of the Oshkosh Junior Herd Improvement Association, showing the number of cows with yearly records during the two years. There were 10 freshmen, 8 sophomores, 7 juniors and 4 seniors, securing records for a total of 321 cows in 1934. An interesting thing in this table is that the largest number of cows producing less than 250 pounds was owned by the freshmen, and the decreasing number of poor producers as the years of testing progressed. The percentage of cows in each group for 1934 is given in the same table.

It is expected that weeding out the unprofitable cows and feeding of those which remain will bring better producing herds and the results shown in the Oshkosh Association on this basis of the two year's work indicate that progress is being made by this high school association.

Table II shows the record of the poorest, the best, the average, and the number of cows culled out of the various classes for the 1934 work.

TABLE II.

Average for Individuals of Each Herd, Yearly Butter Fat Production—1934

Class	Poorest Lbs.	Best Lbs.	Average Lbs.	No. Cows Culled
Freshmen	144	313	216	3
Soph's	191	354	264	13
Jrs. & Srs.	206	411	305	15

In Table II, when one sees that the poorest cow of the juniors and seniors of 1934 is within ten pounds of the average production of the herds of the freshmen, we see some remarkable results have been obtained. It is probable that the juniors and seniors as freshmen had herds but little better than those of the freshmen of 1934. The juniors and seniors have culled out continuously during the past 3 to 4 years, whereas the sophomores culled 13 and the freshmen 3 during the past year.

TABLE I—SUMMARY OF RESULTS 1933 AND 1934

TESTING GROUP		GROUPING ACCORDING TO YEARLY BUTTERFAT PRODUCTION										
Classes on the Basis of the Number of Cows		Total No. Cows	Under 100 #	100 to 150#	150 to 200#	200 to 250#	250 to 300#	300 to 350#[11/14]	350 to 400#	400 to 450#	450 to 500#	Over 500#
1933												
Freshmen		82		8	20	19	24	9		2		
Sophomores		83		3	16	22	15	13	4	2	4	4
Juniors and Seniors		137			7	30	28	39	17	10	5	1
Totals		302		11	43	71	67	61	21	14	9	5
1934 Freshmen	Number	112	1	23	32	23	19	9	4		1	
	Percent		.9%	20%	29%	20%	17%	8%	3.6%		.9%	
Sophomores	Number	82		1	10	26	29	10	5	1		
	Percent			1.2%	12%	32%	35%	12%	6%	1.2%		
Juniors and Seniors	Number	127		2	6	29	30	39	9	6	4	2
	Percent			1%	4%	23%	23%	30%	9%	5%	3.2%	1.5%
Totals	Number	321	1	26	48	78	78	58	18	7	5	2
	Percent	100%	.3%	8.1%	15%	24.3%	24.3%	18.1%	5.6%	2.2%	1.5%	.6%

Mr. Wilkinson taught his boys that there was little or no profit in keeping a cow which produces less than 250 pounds of butter fat per year. Table III shows the distribution of the herds of the high school classes on this basis. When we note that 70 percent of the freshmen's cows of 1934 are not profitable and that 71 percent of the junior's and senior's cows are profitable, we can see a remarkable change brought about through testing and feeding.

TABLE III.

If Profits Begin at 250 Pounds of Butterfat—1934 Group

Classes	Less than 250 lbs. No. Cows	% Cows	More than 250 lbs. No. Cows	% Cows
Freshmen 112 cows	79	70%	33	30%
Soph's 82 cows	37	45%	45	55%
Jrs. & Srs. 127 cows	37	29%	90	71%
Totals— 321 cows	153	47%	168	53%

It required persistence on the part of the teacher to carry on a Junior Herd Improvement Association thru the 12 months. It gives some of the finest material for classroom teaching at the end of the year. In the Oshkosh high school the agricultural department furnishes bottles and carrying case so that the boys can carry home the bottles, secure samples for both night and morning once each month. They then bring them to school and make their tests and compilations while in school. The charge for acid for tests is one-half cent per cow per month. Record books and sheets for the month and year are furnished by the Farm and Dairy Records Department of the College of Agriculture, on condition that a copy of the yearly report of the Junior Herd Improvement Association is furnished that office.

This is a splendid piece of work and one which may well be considered by all the teachers of agriculture in dairy communities.

A Program of Adult Education

(Continued from page 181)

number of the adults residing in the Sargent Consolidated School District are interested in a program of work in adult education. The replies to questionnaires show the specific interests of the men and women in both vocational and non-vocational subjects. With this survey of interests and needs, an opportunity was afforded by Mr. Bernard to set up a two-year program of adult education, as outlined. The plan contemplated holding classes throughout the year once a month for seasonal topics on vocational subjects, and once a month on non-vocational topics, and at certain appointed periods for intensive short course studies.

There yet remains for the completion of this program, detailed lesson plans for the various subjects to be taught upon each session of the adult classes.

Results of a Long-Time Project Program

C. C. GIRARDOT, Albion, Nebraska

CHARLES DONALDSON graduated from high school in 1928. His farming progress and record in project work for the nine years are as follows:

Project Summaries During School

Year	Project	Labor Income
1925-1926	Baby Beef	$ 66.77
1926-1927	10 A. Corn	177.68
1927-1928	Sow & Litter	266.21
1927-1928	10 A. Corn	45.40

Record After Leaving School

Year	Farm Enterprise	Size	Total Market Value of All Products Produced
1929	Corn, Oats	60 Acres	$700
	Hogs	35	
1930	Corn, Oats, Barley	130 Acres	
	Hogs	55	$900
1931	Corn, Barley, Oats, Rye	170 Acres	
	Hogs	90	$900
1932	Corn, Barley, Oats, Rye	170 Acres	
	Hogs	90	$530
1933	Corn, Barley, Oats	170 Acres	
	Hogs	130	$700
1934	Corn, Barley, Oats, Rye	160 Acres	
	Hogs	80	

Amount invested in livestock, machinery, crops on hand, land, buildings, and other equipment, $3,100.

It is difficult to defeat the combination of knowing your business, plus the application of common sense, hard work, and thrift.

We must not claim too much for, even without our help such individuals as Charles Donaldson would no doubt succeed. We hope, however, to have helped him along in some way.

Factors in Planning a Long-Time Project Program

IN PLANNING a long time project program for students of vocational agriculture extending throughout the high school period, at least three important factors should be considered by the teacher.

I. *The Boy Himself*: Each boy presents an individual problem and should receive individual study.
   a. With what does he have to start? In experience? In property?
   b. What has he already done?
   c. Does he have definite plans for his future?
   d. What are his likes and dislikes with respect to farming?
   e. What are his ambitions and upon what facts or fancies are they built?
   f. How much capital can he obtain?
   g. How much time can he give to project work?

II. *The Boy's Parents*: They are ordinarily directly responsible for the boy's outlook on farming and his opportunity to get started for himself.
   a. What are their plans for the boy?
   b. Do they have any plans for him?
   c. Do they encourage his interest in agriculture?
   d. Do they cooperate in his program?
   e. Is there mutual understanding between them and the boy?
   f. Are they financially able to help him?
   g. What are the prospects for a father-son partnership?

III. *Possibilities of the Home Farm*: or the farm upon which the father is living?
   a. Types of enterprises best adapted?
   b. Availability of market or outlet for products?
   c. Possibility for new specialized enterprises?
   d. Will it offer opportunities for him after leaving school?

—North Dakota News-Letter.

Two Plans for Financing Boys With Their Projects

Service Clubs

IT HAS been a problem for boys in this school to finance their own projects. By this I mean to have money enough to purchase a pure bred gilt or 100 baby chicks. Several boys asked about agriculture, and seemed interested, but when questioned and told about the project requirement they became disinterested because of the lack of funds. This year with the assistance of the principal, we have, through two civic organizations, the Lions and Rotary clubs, been able to help some of the boys.

Our plan is this. Draw up a note and have the boy with one of his parents sign it. Present the note to one of the clubs. The clubs split 50–50 each to receive approximately the same number of boys. The amount is limited to $20.00 without interest. These loans are for a period of six months to a year, depending on the kind of project. In order to hold the boy to the deal he must be recommended by both the principal and agriculture instructor, his school credits may be withheld, or any prize money won through the project may be retained. So far we have made several loans, and there has been no trouble, nor money losses. This sets a good standard for the boys and encourages them in their project work.—W. C. Brokaw, Herrin (Illinois Fan-Mill).

F. F. A. Chapter

Probably no teacher of vocational agriculture has been able to avoid a few unsatisfactory projects among his many good ones. It seems, in our case at least, that the chief cause of poor projects is a lack of financial backing to secure good stock for the projects. For this reason, the local F.F.A. has always considered as one of its main objectives the financing of projects for deserving boys.

Recently, the executive committee of the local F.F.A. chapter met and drafted a contract to be used in financing several baby chick projects next spring. According to the plan, the member will receive 100 first quality chicks from some good flock and in return will agree to return to the F.F.A. one-half of all chicks raised at the weight of two and one-half pounds. We believe that under this agreement we can afford to buy first-class chicks and yet keep the project on a self-supporting basis. Several boys have already signified their intent to take advantage of this offer and the problem will be to select a few of the most deserving boys to try out the project this year, branching out to more projects next year if the results are satisfactory.—Stanley Balloun, Harrisburg, Illinois.

A Long-Time Class Project

JOHN KRUGER, Capron, Illinois

SEVEN years ago the agricultural class of the local high school constructed a 1600-ear seed corn germinator. In the same year, an agreement was made with one of the best local farmers, whose farm adjoins the school grounds, to select and test his seed corn for him. Each year the class selects as much seed corn as it sees fit, stores it on racks in the school building, tests, shells, and grades it in the spring. The cooperating farmer receives half of the good seed while the F.F.A. chapter sells the other half. The boys select from 20 to 30 bushels of seed corn each year. The cooperating farmer's corn has shown considerable improvement in the past seven years. The F.F.A. chapter has been forced to limit the quantity of seed sold from its half to individual farmers because of excessive demand. This year several neighbors have been buying and selecting their seed corn from the fields of the cooperator after the class had selected its seed corn.

Book Review

SEVEN hundred years ago dairy cows produced about as much as do dairy cows today. Four hundred years ago 50 to 80 pounds of milk per day on pasture alone was not uncommon. Comparative production of 12 thousand registered cows and 34 thousand unregistered cows showed little difference. Twelve leading show bulls got 109 daughters whose mature production was 1010 pounds of milk and 39 pounds of fat less than that of their dams. An off-type bull, used a little before he was sacrificed, got 550-pound butter-fat daughters from 398-pound dams.

Rich, disputatious E. Parmelee Prentice, son-in-law of John D. Rockefeller, with the aid of a corps of scientists on his 1500-acre farm, has produced a book which he modestly states will do as much for animal husbandry as farm machinery did for crop production—and comes near proving it. Starting with low-producing but healthy cows he has bred a herd of what he calls American Dairy Cattle, whose average is 21,000 pounds of milk per year.

His method is simple: Before a bull is used for herd improvement he is bred to commercial tested cows and the production of the daughters compared to that of the dams. The "index number" of the bull is the same amount above or below the daughters as they average above or below their dams, on a mature basis. If 4000-pound dams had 6000-pound daughters the bull's milk index would be 8000 pounds. Fat is calculated the same way. Example of index: King Ona Burton Hartog, 9 pairs: 18,326 lbs. M.-3.61%—662 lbs. butterfat.

Mr. Prentice's establishment at Mount Hope, near Williamstown, Massachusetts, has been visited by learned foreign commissions who have turned in glowing reports of his work.

Breeders have paid tens of thousands of dollars for bulls they hoped were good, they will pay more readily for those they know are good. If teachers can spare time from judging dairy cattle to acquaint their students with this plan the prosperity of some of them will be assured. *Breeding Profitable Dairy Cattle*, Prentice. Houghton-Mifflin, Boston. $2.50—H. E.Gholson, Clarksville, Tenn.

Part-Time Schools

Part-Time Agricultural Classes in New Jersey

By H. O. SAMPSON, Supervisor of Agricultural Education

H. O. Sampson

WHEN I returned from the Out-of-School Farm Youth Conference held at Washington in September, I determined that our New Jersey agriculture teachers would, if at all possible, organize a number of part-time agricultural classes this year.

My first move was to send each teacher a report of the Washington conference, accompanied by a letter telling them of the needs, importance, and possibilities of part-time classes in agriculture. The next step was to contact each teacher personally and discuss with him why he should or should not attempt to organize one of these classes this year. In a small state with comparatively few teachers, this personal visitation is, of course, possible. Naturally these discussions brought out many interesting points. Some teachers were lukewarm about the possibilities; others were enthusiastic. Some saw only the difficulties; others saw ways and means of getting groups started. During these visits I also made it a point to contact the school principals, and, in a few cases, to meet boards of education and explain our plan of organizing part-time classes.

The next step was to call the teachers in conference in two groups, one in the northern and the other in the southern part of the State, and invite Dr. C. H. Lane, our Regional Agent, and Mr. J. H. Pearson, at that time Specialist in Part-Time Education of the United States Office of Education, to attend these meetings. At the meetings we had a frank discussion of the problem, with Dr. Lane, Mr. Pearson, and the members of our staff, explaining the ways and means of organizing and conducting such classes and answering questions as to difficulties, etc. Also, each teacher outlined plans he had developed for such work in his community.

By this time, several of the teachers had started classes and others started later. In all, we had 13 part-time agriculture classes in operation with an enrollment of approximately 200 young men from 18 to 25 years of age. This is a good percentage of our schools, for we have only 24 high schools and three county vocational schools where agriculture is taught.

The methods of securing the groups and conducting the classes varied, of course, in the different schools, but in general, the procedure was about as follows: The teacher, by personal visitation, newspaper stories, and letters, announced an organization meeting to discuss plans for a class. In all cases, all former pupils of the agriculture classes living in the community were contacted, and, in addition, other young men of the age group were invited. The former students were a big help in securing enrollment of those who had not been members of the high school agriculture groups. At the organization meeting, the teacher explained the plan he had in mind for the part-time class and asked for suggestions as to enterprises and jobs to be included, time and frequency of meetings, methods to be followed, etc. At all of these organization meetings there was too much content listed, but it was gradually narrowed to the number of specific units that could be covered in the number of meetings to be held. Some of the groups formed young farmers' clubs; one organized as an associate F.F.A. chapter; another became an agricultural alumni association of the school. In one center the meetings were held cooperatively with the county agricultural agent.

Following the various organization meetings, the groups met regularly, in spite of much bad weather. Most of them met at night, one night a week. One group held its sessions in the afternoon. The number of meetings varied from 10 to 15 during December, January, February, and March, with one meeting a month scheduled throughout the balance of the year. The units discussed also varied. The aim of each teacher was, of course, to give the young men what they requested. Farm shop work, consisting chiefly of repair work, was requested by one group; another class asked for information about marketing farm products; another dairying, another poultry, another fruit, and so on.

Supervised practice is, of course, a part of the work. The teachers visit these young men on their rounds when visiting high school pupils and check on improved practices and otherwise help the pupils with their farm problems.

Following the meetings and after a plan for supervised practice had been arranged for each pupil, certificates, provided by the State Department of Public Instruction were awarded to those pupils whose records warranted receiving them.

An in-service training course dealing with part-time education was carried on by our staff during the months the part-time meetings were conducted, and I feel sure that a large part of the success of the classes was due to this feature of our teacher-training program.

In New Jersey, it is easy for our staff to organize any type of in-service teacher training work we desire, for we have charge of both teacher-training and supervision. The work given this year was an organized extension class and the men received graduate credit from Rutgers University toward the Master's degree. We give similar courses every year, the subjects stressed differing, of course, for the different years.

Vocational Agriculture for out-of-school farm youth in New Jersey was the title of this year's course. Special emphasis was placed on the planning of long-time programs for specific school areas in the state.

The following units were considered: The Part-Time School Situation in Agriculture in the United States; Interpretation of Standards and Conditions for Part-Time School Instruction under the New Jersey State Plan (1932-1937) for Vocational Education in Agriculture; Characteristic Differences between Pupils in Part-Time Groups and Pupils in All-Day, Day-Unit, and Evening Groups; Difficulties and Needs of Workers Engaged in Farming; Educability of Out-of-School Farm Youth; Locating the Out-of-School Farm Group; Assembling the Out-of-School Group for Instructional Purposes; Providing a Meeting Place for the Group; Arranging a Teaching Schedule for the Group; Functional Content in Vocational Agriculture for Part-Time Class Pupils; Related Agricultural Instruction for Part-Time School Pupils; Teaching Procedures for Part-Time Classes in Agriculture; Directed and Supervised Farm Practice for Part-Time Class Pupils; Organization of Lesson Units in Vocational Agriculture for Part-Time Class Pupils; Planning Long-Time Educational Programs in Vocational Agriculture for Out-of-School Farm Pupils.

The class meetings consisted of discussions, reports of assigned readings, and descriptions of part-time classes in operation. The classes met once a week from four to seven o'clock in the afternoon for ten meetings at two centers, one in the northern, and the other in the southern part of the State. The distances the teachers traveled varied from five to forty miles. (We have good roads in New Jersey.)

This plan of operating part-time classes and having the teachers attend in-service classes during the same period was very satisfactory.

Our experience thus far with part-time classes in agriculture has been very gratifying. We have seen keen interest develop among the boys and among the teachers, and I think it is safe to say that such classes have become a permanent part of our state program in agricultural education.

New Specialist on Part-Time and Evening Class Work

J. B. McClelland

OUR best wishes are extended to Mr. John B. McClelland in his appointment as Specialist on Part-time and Evening class work in the Office of Education. His training and experience well fits him for this position and the workers in vocational education in agriculture are glad to have his services in this important phase of our work.

After graduating from Ohio State University in 1921, Mr. McClelland served as teacher of vocational agriculture at Sidney, Ohio, and for three years as critic teacher in charge of the vocational agriculture work at Grove City.

He taught part-time and evening classes each year while employed as a vocational agriculture teacher and in 1924 organized the part-time class at Grove City as a Young Farmers group. This group, which has been active over a period of eleven years, is now the oldest of more than 100 similar organizations that have been established throughout the state.

He received his Master's degree in Agricultural Education at Ohio State University in 1927, writing his thesis on the subject: "Agricultural Instruction for Part-Time Groups in Ohio."

During the eight years as Assistant Supervisor of Vocational Agriculture in Ohio he was assigned the responsibility for the development of the part-time and evening program. Last year 92 percent of the teachers in the State taught one or more part-time or evening classes.

How I Organized a Part-Time Class

J. W. BAUDOIN, Vocational Teacher, Cloutierville, Louisiana

BEFORE tackling the job of organizing a part-time class, I thought it was the greatest task an agriculture teacher could undertake. What puzzled me the most was how to approach boys who had quit school for various reasons and get them interested in school again. The first thing was to work out a method of approach and the F.F.A. boys came to my rescue. I used them in locating the out-of-school boys on the farm. Then I made a survey of all the boys who were interested enough to talk part-time work with me when I approached them. I let each boy understand that this class was a special privilege offered him and that it was for his benefit.

Two or three days before we met, a circular letter was mailed to each boy explaining fully the purpose of the class and the date and time of the first meeting. I might add that this circular letter was dittoed in longhand to make it more personal.

My first meeting was rather discouraging as only one boy attended. I felt like calling the whole thing impossible, but then regained my spirits when the boy said he would help me in getting two or three other boys. We talked at length and I found out that he was interested in journalism and was taking his first lessons in a correspondence course in this subject. An idea struck me to help him in this study by having him report our meetings to the local weekly papers. I used him as a "key-man" and he helped a great deal in urging other boys to attend. I sent a postcard to each prospective pupil and again asked them if they wanted such a class. At this second meeting nine boys attended. Part-time work was explained and discussed. A day and time to meet were set.

Thirteen boys were present at the third meeting and I was never so overjoyed in all my teaching experience as to have those thirteen young farm boys intensely interested in become part-time students. A survey of the group showed that their ages ranged from seventeen to twenty-three, their previous schooling ranging from the fifth grade to former college students. All of them were helping their parents on the farm and several had a few acres in cotton and corn.

The boys worked out their own course of study and planned to meet every Thursday night until the course was completed. Their program follows:

1. Controlling hog cholera.
2. Controlling insects and diseases on the farm.
3. Grafting and budding.
4. Studying varieties of cotton.
5. Spacing of cotton.
6. Culling poultry.
7. Canning meats.
8. Home gardening and orcharding.
9. Studying the A.A.A. and cotton adjustment.
10. Oral expression, spelling, letter writing, and arithmetic.

They formed an organization and named it the Part-time Club of Cloutierville with a president, secretary, and reporter. They planned to organize a baseball team and compete with the F.F.A. boys and other part-time classes in this section. We did not overlook the social welfare of the group, because this is very important in a small community far-removed from amusements. The F.F.A. chapter entertained the part-time boys and the home-economics club at a party held at school. This helped to promote a great feeling of friendship among the younger people of the community. The part-time boys and their fathers will attend the annual F.F.A. father-and-son banquet.

My idea is that this part-time class will do more toward selling vocational agriculture to the community than any other undertaking. I might add that this is the most interested group of young men with whom I have ever come into contact.

Types of Articles Needed on Part-time Work

AT least 500 people in the United States have had some experience in part-time teaching in agriculture. There must be considerable of this experience which should be written up in order that it may help others.

The editor, by talking with various people interested in part-time work, has attempted to list the types or articles which he thinks might be written. He is anxious to get some good part-time articles.

I. General
   Articles dealing with philosophy fo and need for part-time work, results obtained, etc. The purpose of these general articles should be to arouse more interest in the work.

II. Specific—to point the way to improvement of the work.
   A. Surveys of Part-time Needs: how the surveys were made, findings and use made of data.
   B. Building Course Content: how the course was worked out to meet the needs of the group.
   C. Related Instruction for Part-time Classes
   D. Making Instruction Function in a Part-time Class
   E. An Effective Program of Supervised or Directed Practice
   F. Recruiting the Part-time Group: selling the idea and promoting
   G. Part-time Class Instruction as an Opportunity for a Continuation of the All-day Work
   H. How Boys in Part-time Classes Formulate their Farming Program
   I. Types of School Organization for Part-time Classes

—*Editor*

Farm Mechanics

Building Job Sheets for Farm Mechanical Work

F. B. WRIGHT, Department of Agricultural Engineering, Cornell University

F. B. Wright

WELL constructed job sheets are very valuable aids to a shop teacher. A job sheet which a pupil can take in hand and follow to the completion of a job, including the securing of tools and materials needed, serves almost as well as a shop assistant.

As a brief guide in preparing job sheets the following points are suggested:

1. The job should be clearly defined at the beginning, as to name and objective.
2. For some jobs a brief discussion of variations of materials, processes, and uses of the products of the job should follow the statement of objectives.
3. There should be a complete list of tools and materials needed.
4. The directions for procedure should be set up in successive steps.
5. Directions for each step should be briefly stated. Too much detail discourages reading.
6. Difficult steps should be illustrated with drawings or pictures or both.
7. At the end should be a list of questions on the job and the related subject matter.

In order to prepare job sheets, the teacher should be thoroughly familiar with the job and be able to analyze it into the various necessary steps. He should be able to give directions for the various steps in clear, concise English and to prepare the necessary illustrations.

The illustrations (drawings or pictures or both) in a job sheet are very important. A well-made illustration talks more effectively to boys than pages of written material. At every point in the job where it is difficult to give written directions in brief statements or where the teacher feels that he would need to say, "Look, this is what I mean," there should be an illustration. In the accompanying job sheet an attempt has been made to carry out this idea.

As a check on the job sheet, after it is written, the teacher should take it to the shop and try it out on himself, that is, follow it through step by step exactly as written, just as he would expect the pupils to do. In this way weak spots may be discovered and eliminated before the sheet is put into the hands of the pupils.

In using the job sheets, the teacher should train his pupils to follow the directions step by step to the completion of the job. It is only in this way that the sheets will be most useful.

It is not intended to convey the idea here that the job sheets will relieve the teacher entirely of the responsibility of giving direct instruction to the boys while doing the jobs. There will be plenty to do in keeping the related subject matter coordinated with the jobs and in helping the more backward pupils.

The following job sheet is submitted as a sample of what the author has in mind.

Making an Extension Cord

An extension cord is a very handy piece of equipment because with it one may extend the wiring of the house to any desired point where an extra light or power is needed.

In selecting the materials for extension cords, one should keep in mind the uses to be made of the cord. If the cord is to be subjected to hard usage or moisture, as would be the case in a garage or shop, it should be of the tough, weatherproof, rubber-insulated type so that it will stand up under the strain. If it is to be used for ordinary purposes around the house, on the radio or for portable lamps, etc., the ordinary cotton or silk braided cord is sufficient. If it is to be used in heating appliances, it should be of the asbestos-insulated type. All of these types of cords are so constructed that they are flexible. The wires are stranded, and the rubber insulation is usually separated from the wires by layers of cotton thread, so that the cord will bend easily. The better grades of cords are usually constructed as shown in Fig. 1, having a primary and a secondary insulation. Some of the cheaper cords are made up of two separately insulated wires twisted together. This type will not wear in service as well as the better grades of cord.

No cord should be used which does not bear the little tags with the stamp of the "Underwriters Laboratories." All good cord material bears this stamp.

A cord should never be detached from an outlet by pulling on the cord itself. Always pull on the plug cap. If plug caps of the type shown in Fig. 3 are used, they can be more easily removed.

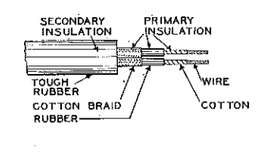


Fig. 1.

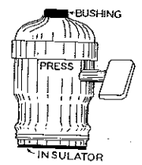


Fig. 2.

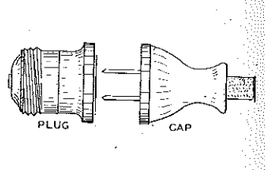


Fig. 3.

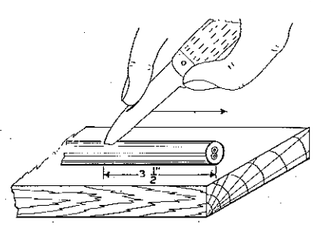


Fig. 4.

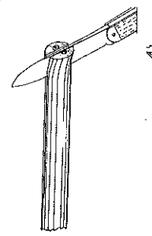


Fig. 5.

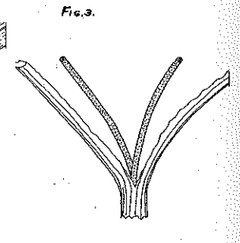


Fig. 6.

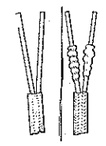


Fig. 7.

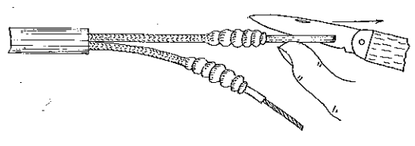


Fig. 8.

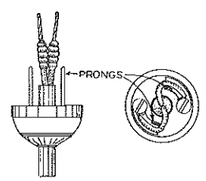


Fig. 9.

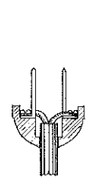


Fig. 10.

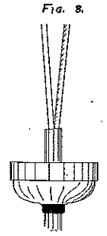


Fig. 11.

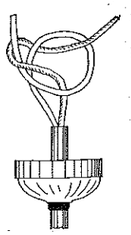


Fig. 12.

Fig. 13.

Materials Needed:

1. One brass shelled socket with rubber bushing in cap. See Fig. 2.
2. One separable attachment plug. See Fig. 3.
3. One wire lamp-guard, with hook if to be used for a light.
4. A piece of extension cord of the desired length.
5. One lamp.

Tools needed:

1. A knife.
2. A screwdriver.

Procedure:

1. Attach the *plug* to the cord as follows:
   a. Remove about 1½ inches of the secondary insulation from one end of the cord, being careful not to cut the small wires. A safe way to remove the secondary insulation is to first split the outside cotton braid as shown in Fig. 4.
   b. Split the end of the cord between the two wires as shown in Fig. 5.
   c. Pull on each half of the split cord, to tear the secondary rubber insulation back as far as the cotton braid is split. See Fig. 6. Cut the secondary insulation off at the end of the tear. This will expose the primary insulation.
   d. Remove the primary insulation from the ends of the wires. The cotton braid on the primary insulation may be pushed back from the ends of the wire, thus exposing the primary rubber insulation. See Fig. 7. Remove about one-half inch of the rubber insulation by scraping with a knife. Place the wire between the thumb and the knife blade as shown in Fig. 8, and by pressing on the wire with the knife blade as it is pulled toward the end of the wire, the rubber may be pulled off.
   e. Twist the small wires into a cable.
   f. Thread the cord through the hole in the plug as shown in Fig. 9.
   g. If one of the screws in the cap is brass and the other nickeled, place the identified wire under the nickeled screw and the other wire under the brass screw.

Before placing the wires under the screw, snub them around the posts of the plug as shown in Figs. 10 and 11. The object in snubbing the wires around the post is to take the strain off the small wires under the screws. Wrap the wires around the screws in the same direction that the screw turns to tighten down. If this is not done, the wire may work out from under the screws as they are turned down.

When finished, the secondary insulation should extend well up into the plug as shown by the cross section in Fig. 11. This is done to protect the end of the insulation.

2. Attach the *socket* to the cord as follows:
   a. Remove the cap from the socket by pressing with the thumb by the side of the key where the word "Press" is stamped on the socket shell. See Fig. 2.
   b. Remove about 3½ inches of the secondary insulation in the same manner as for the plug.
   c. Thread the cord through the hole in the cap, as shown in Fig. 12.
   d In order to prevent a strain on the wires under the screws, an "Underwriters knot," should be tied in the wires close to the end of the secondary insulation, as in Fig. 13. This knot will be larger than the cord and should not pass through the hole in the cap, thereby placing the strain on the cap rather than the wires under the screws. If the knot itself will pass through the hole in the cap, then wrap friction tape around it until it is too large to pass through the hole.
3. Attach the lamp guard.

When a lamp bulb is used on the cord, the bulb should be protected by a wire lamp guard. The type of guard which has a hook or clamp attached to it is better because the lamp can then be supported on something near the work, thus leaving both hands free for work.

4. Questions:
   1. What is an extension cord?
   2. What type of cord material should be used in making an extension cord for rough usage?
   3. Why are stranded wires used in an extension cord?
   4. Explain how to properly detach a cord from an outlet.
   5. List the steps in making an extension cord.
   6. How is a good cord identified?

Fitting Farm Work Shop Into the Agricultural Curriculum

REX. E. MURRAY, Instructor of Agriculture, Milton, Indiana

I AM in favor of a vocational agricultural curriculum in which subject matter is offered seasonably, as nearly as possible, rather than under the head of technical course subjects such as animal husbandry, farm management, and farm shop. Following this idea I am especially pleased with the injection of farm shop work into the course as the need appears, in connection with any seasonal subject that is being offered, in any subject matter field.

To supply examples of what my thoughts are, let me suggest that the proper time to teach the making of poultry feeders is in conjunction with the job, "Feeding Laying Hens." Likewise the proper time to teach repair and adjustment of the mower is along with the job, "Making Hay." Again, when would the construction of an individual hog cot be more timely than when students are already considering "Preventing Roundworms in Swine"? The fertile and alert mind can think of many parallel examples to fit the conditions that are found in any community.

A detailed example is fresh in my mind. This year a class of sixteen boys, made up of freshmen and sophomores, had just finished work on the job, "Feeding Hens for Winter Egg Production." The next job assigned involved some farm shop work and was entitled, "Making Equipment for Feeding Hens." An outline of the procedure for this job follows:

1. Survey of the class to determine the number and size of feeders needed on the home farms represented in the class.
2. Determination of the type of feeder needed in each case.
3. Assignment of responsibility for construction of a definite feeder to groups in the class.
4. Making a bill of material needed for each group.
5. Demonstration on the use of tools involved.
6. Supplying materials needed to each group.
7. Construction of the feeders.
8. Computing the cost of materials used by each group.

The time required to complete the job was ten ninety-minute periods. The survey of feeders needed at home yielded the fact that seven could be and should be used. The class of sixteen was divided into eight groups of two boys each. Eight feeders were made, and one member of the class had talked his parents into purchasing the extra feeder before the job was finished. Those who bought the feeders paid the cost of materials.

This example of how shop work can be intermixed with other subject material may suggest to the minds of some that such a method requires too much bother and care on the part of the teacher in preparing for such a procedure. Undoubtedly the teacher does have to be "on his toes" to keep things going without any loss of motion or time. However, I feel that the benefits offset the disadvantages.

To explain these benefits I must mention two facts that were quite apparent in my department until such a plan was adopted. First there was a tendency for pupils to consider shop as a "snap course," because little preparation and study was required for it. This may have been the fault of the teacher, but, regardless, there is now no such course. It is integrated into each agricultural course. In the second place, students who were not so adept at meeting the requirements in other subjects were often more adept in the use of shop equipment. This plan makes it possible for such pupils to hold their average up, and in some cases may prevent them from "flunking out" entirely.

In addition I believe that a better job of teaching can be accomplished in both the case of the mediocre student and the exceptional student, largely because the administration of farm shop material is more timely, which adds interest to the curriculum and in addition makes it more practical.

METHODS of Teaching and Organizing Farm Shop Work is a recent publication by the Vocational Agricultural Division, Jefferson City, Missouri, which brings together some ideas on the best methods and practices now being used in that state in farm shop work.

I PITY no man because he has to work. If he is worth his salt, he will work. I envy the man who has a work worth while and does it well. There never has been devised, and there never will be devised, any law which will enable a man to succeed save by the exercise of those qualities of hard work, of keen intelligence, of unflinching will.—Theodore Roosevelt.

Future Farmers of America

The Organization and Development of the "Future Farmers" of Greece

WAYNE W. ADAMS, Supervisor,
Macedonia, Greece

TODAY, in Macedonia, Greece, a serious economic condition, combined with disease and illiteracy, has forced the standard of living of the peasant to a level of bare existence. This situation has resulted in a crying need for rural leadership. For three years, the American Near East Foundation, in cooperation with the Greek Government, had experimented with an athletic program including health sanitation, home welfare, recreation and agricultural work organized in an area of 54 refugee villages. In promoting the recreational part of the program, which included village reading rooms, community playgrounds, organized athletics and home projects with the young men it was evident that some reorganization of these activities around a focal point was essential if sufficient interest was maintained to attract, challenge, and train future leaders among the young men. Consequently, the first "Future Farmers of Greece" organization had its beginning. A national charter was written up by the supervisors of the Near East Foundation work, and presented to the Greek courts for approval in accordance with Greek law. By the end of 1933, two chapters had been organized and some experience gained in developing rounded out long-time programs of work.

In Macedonia, the rural population is composed of 95 percent peasant farmers who live in small villages composed of mud huts with few windows, and under congested conditions. The peasant travels to and from his field each day on the backs of donkeys. With community life thus centered in villages the purpose of Future Farmers clubs became not only one of training young men to be more proficient in the art of farming, but also to meet the need for developing rural leadership and community responsibility.

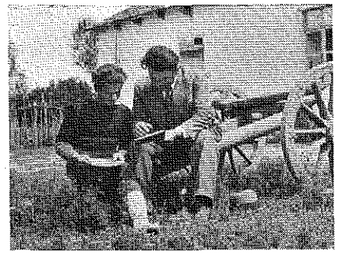
In 1934, five new clubs were organized making a total of seven chapters, with an enrollment of 140 boys. Many additional chapters could have been organized at the request of other villages, but it was thought best to begin in a small way and proceed only as fast as sound programs could be organized and supervised closely.

In conducting work with Greek boys many difficulties were encountered. Each chapter was supervised by a Greek agriculturist employed by the foundation, none of whom had had any experience in promoting clubs. One of the first problems, therefore, was to train the teachers who were to direct the boys in the beginning and who were later to become only chapter advisers. A second problem was with the boys themselves. The Greek is by nature very individualistic and in several chapters the majority of the enrollment felt that they should be club presidents and direct the others in doing the work. This attitude had, in the past, contributed to the failure of many athletic clubs and naturally constituted a major problem in organizing F.F.G. clubs.

The following is an outline of one chapter's program carried through to completion last year. Each chapter organized its yearly programs along four lines—recreation, agriculture, cultural improvement and health sanitation.

Recreational activities

1. Five football games with neighboring villages.
2. One field day and picnic (Representatives from 10 villages).



3. Two volley ball contests with neighboring villages.
4. Village play and entertainment by F.F.G. members for raising club money.

Agricultural activities

1. Village tree planting project. More than 3,000 ornamental pine and cyprus trees were planted as a result of the club boys' organization of the villagers into groups and advertising special community tree planting days.
2. Construction of club house for F.F.G.
3. One group experimental project on potatoes (one acre planted in the community garden).

Cultural improvement activities

1. Organization of village reading room in the F.F.G. Club house. The equipment, including library cases, tables, and chairs were constructed by F.F.G. boys and a revolving supply of books printed in simple Greek were furnished by the Near East Foundation. The reading room was open twice a week for village service.
2. At least one book read and reported on by F.F.G. members.
3. Two debates by F.F.G. members on local community subjects.

Health sanitation activities

1. Directing and promoting draining of a small swamp near the village to eliminate malaria mosquito breeding.
2. Repair of village water fountain to provide clean drinking water for the village.

As a rule the failure of young men's clubs, regardless of where organized, can be traced to one or more of the following factors.

1. Lack of definite purpose and consequently no definite program organized.
2. Lack of proper supervisor or advisory committee.
3. Lack of leadership.

In organizing F.F.G. clubs among peasant boys, a great amount of attention was given to the first two factors above with the hope that time and training would produce the third, the necessary leadership.

Other chapters completed programs which included the building of school latrines, the opening of village reading rooms, the planting of community vegetable and ornamental gardens, and the directing of inter-village athletic meets. One chapter known as the Makrigalos chapter persuaded the village committee to give them a piece of land for the construction of a library and a garden. In addition to this 1250 drachmas ($13) was donated to be used for fencing the area and for seed for planting a lawn. The building was started by the boys and farmers and the land plowed and planted under the direction of the Near East Foundation supervisor. Another chapter organized an unusually strong football team and also introduced volley ball into several nearby villages. On a certain feast day known as "All Saints Day" volley ball was the main feature of the afternoon and since many village peasants had never before seen the game, more than 400 were present to see the F.F.G. members do their stuff. In still another club, the members took as one of their village improvement projects, the beautification of the village cemetery, the main work of which was the planting of 200 cyprus trees, and as a second project organized an orchestra which was financed by each member selling refuse tobacco grown on his father's farm. Five instruments were purchased and arrangements made for weekly practice by a local music teacher.

Thus far, the number of chapters has been small and the work as a whole considered as experimental, but the programs made by several clubs in starting and carrying through to completion definite village improvement projects have aroused an unusually favorable attitude on the part of village authorities and meant much toward encouraging and inspiring the young men to make their villages a place in which they are proud to live, and in so doing developed responsibility as community leaders. As a means of keeping in contact with the programs being made by all chapters, a small magazine is published by the N.E.F. office at Salonica, composed entirely of material sent in by the respective chapters. This has been of great help to all chapters, and especially has it been of value in spurring up the weaker clubs.

In trying to make the F.F.G. an organization which would really function and mean something to the young men, strict attention has been given to the following rules:

1. Have something definite to do at each meeting.
2. Make the business meeting brief.
3. Include in every club meeting entertainment as well as business.
4. Require the participation of every club member as often as possible.
5. Have an adviser present at every club meeting.
6. Endeavor to make each club meeting so interesting that members of the club will be honored rather than ignored by the other village boys.
7. Make the club house the cleanest, most interesting and worth while place for the young men of the village.

Future Farmers of America at the Ohio State Fair

THE F.F.A. and vocational agricultural exhibits have won a place of high standing as a part of the Ohio State Junior Fair. The Ohio State Junior Fair was organized in the summer of 1929 with vocational agriculture as one department, including F. F. A. exhibits, poultry, swine, and potatoes.

There has been a steady growth from less than 100 exhibits the first year to more than 1,200 exhibits in the two departments of F. F. A. and vocational agriculture classes at the fair. It was necessary the first year to confine the exhibits to less than a dozen classes. The last premium list contained 82 classes. The classes were divided as follows: F. F. A., 4 classes; swine, 12 classes; poultry, 6 classes; sheep, 20 classes; market lambs, 1 class; wool, 2 classes; dairy cattle, 12 classes; beef cattle, 1 class; potatoes, 3 classes; apples, 2 classes; corn, 2 classes; and farm shop, 16 classes.

In addition to the supervisors' spending the week at the fair grounds, it was necessary to call upon eight teachers to assist with the handling and organizing of the exhibits after they arrived on the grounds. The first exhibits started arriving Friday evening before the fair and continued to arrive until the closing hour at eight o'clock Monday morning. The teacher or person in charge assigned the pen, coop, or place to the exhibitor and instructed him as to the care, time of judging, and any other information he might want.

The 45 exhibits by F. F. A. chapters proved that it was possible to exhibit year after year, using some phase of the F.F.A., and build an original exhibit of high quality. The F.F.A. exhibits were of an educational type rather than a farm products display. They were organized to explain or illustrate to the public some single aim or activity of Future Farmers of America. Previous to 1933, all chapters competed in the same class. This year four classes were provided and have proved to be much more satisfactory. The classes are Farming Ability, Leadership, Scholarship, and Thrift. Ten premiums were provided in each class, and transportation was allowed each exhibitor. Each first-place winner in the four classes received $25 and a large silver trophy cup.

The following score card was used as a basis for judging the exhibits:

1. Power to Attract Attention, 30 points.
   a. Presents original, unusual, or striking method of exhibit..... 10
   b. Features one central F.F.A. idea 10
   c. Uses life, motion, color, or light without detracting from the main idea to be presented..... 10
2. Power to Arouse and Hold Interest, 40 points.
   a. Develops curiosity or recalls past experience of average person..... 10
   b. Uses familiar illustrative material..... 5
   c. Interests all classes, young or old, rural or urban..... 5
   d. Brings out clearly a definite purpose..... 15
   e. Presents material conveniently arranged for observers to follow logical sequence of thought..... 5
3. Development of Exhibit, 30 points.
   a. Title sign gives idea of what exhibit is about..... 5
   b. General appearance of interior of booth artistic, neat, attractive 10
   c. Exhibit is adequately labeled (Proper degree of prominence given to name of chapter making exhibit)..... 5
   d. Labels, charts, and maps short and simple enough to be read and comprehended by average person. (Consider size of letters and cards in relation to importance of idea)..... 10

   Total Points..... 100

Each chapter was allowed a space seven feet deep and six feet wide, with electricity available in each booth. Several chapters constructed booths with motors to provide moving objects as a means of attracting attention. The building and removal of the exhibit was assumed by the local chapter.

There were 13 farm shop class exhibits at the 1933 Fair. The shop class was added to recognize workmanship and practicability or utility in farm shop teaching. The rules state that the exhibit shall represent the work of a minimum of five students and at least 50 percent of the students enrolled in the class during the current school year. The exhibit shall consist of not less than 12 nor more than 15 articles of which not more than three shall be from any one of the following groups: shop appliance, drawing, metal work, harness repairing, rope work, general repair jobs, tool fitting and sharpening, and crop, field, or granary appliance. The department which won first in this exhibit received $25 and a trophy cup, in addition to transportation allowance.

Army tents and cots were provided for boys with exhibits who wished to camp on the grounds. Over 600 boys took advantage of the camp.

Pollom Aids Government

STATE ADVISER L. B. Pollom of Kansas has always been known as a man possessing a practical turn of mind. For some months he has been dissatisfied with the slowness of the government's program in slaying meat animals. He became convinced that there ought to be a method of attaining the goal of reduced numbers of livestock with more certainty and dispatch. Recently he had an opportunity to try out one of his methods. In this project, he found that certainty and dispatch rated one hundred percent plus, but the financial summary showed the new method a trifle uneconomical.

It seems that Adviser Pollom had attended a father-and-son banquet given by the Blue Rapids Chapter. Next to the meal, he was supposed to be the chief attraction on this occasion—in other words, he was the principal speaker. The meeting came to a close about 10 o'clock p.m., and Mr. Pollom headed his Chevrolet toward Topeka.

While in the midst of delivering his third speech (not the one prepared, nor the one delivered, but the one he wished he had given), he was suddenly confronted with the outline of a yearling steer in the middle of the road about one hundred and fifty feet in advance of his car. Almost instantly there was a thud, and the details of what followed are not exactly clear. The steer was hurled high into the air, and the direction of flight would be interpreted by any good football referee as a forward pass. Considerable dexterity and skill were put into play by Mr. Pollom in keeping the car in the road and bringing it to a standstill. Before he could bring the car to a standstill, however, the steer again appeared in front of the car, but this time it was occupying a prone position in the middle of the road. A firm believer in thoroughness, our Adviser proceeded to drive his trusty Chevy over the hapless form of the already dead steer. A few rods further down the road the car was brought under complete control, and a perfect landing was executed. The instrument of death had to be towed into Manhattan. The driver of the death car, fortunately, was not injured.

The following project summary has been duly recorded in the office of the State Department of Vocational Education:

Name of student: L. B. Pollom
Kind of project: Beef animal

Project Score Card and Grade:

	Percent
a. Planning project	0
b. Execution	100
c. Financial outcome, $68.90 loss, not counting the steer.	

P. S. This project story might be slightly overdrawn in spots. If so, it will not be the first time a teacher has been guilty of having too much lead in his pencil when he tells of his project attainments—The Kansas Future Farmer.

"THINKING is past experience guiding present effort. Through thought man is self-directing and effective in a sense and degree true of no other organism."—*Wm. H. Kilpatrick.*

THE BUSINESS MANAGER'S MESSAGE

(Continued from page 178)

SUBSCRIPTION DATA BY STATES

STATES	Number of Teachers 1934-35		Minimum Subscription Expectation	Subscriptions April 1, 1935	Percentage of Expectancy Col. 4 Col. 3
	Wh.	Col.			
Alabama	116	28	128	116	90
Arizona	21		23	8	35
Arkansas	101	75	111	22	20
California	208		229	41	18
Colorado	49		54	35	65
Connecticut	19		21	11	52
Delaware	14	1	15	19	127
District of Columbia				11	
Florida	43	16	47	67	143
Georgia	155	45	171	146	85
Idaho	27		30	24	80
Illinois	253		278	152	55
Indiana	168		185	179	97
Iowa	110		121	75	62
Kansas	118		130	94	72
Kentucky	154	2	169	135	80
Louisiana	87	55	96	87	90
Maine	28		31	5	16
Maryland	40	3	44	23	52
Massachusetts	48		53	24	45
Michigan	186		205	211	103
Minnesota	97		107	30	28
Mississippi	209	27	230	144	63
Missouri	136	3	150	128	83
Montana	39		43	22	51
Nebraska	76		84	51	61
Nevada	9		10	9	90
New Hampshire	17		19	12	63
New Jersey	29	1	32	22	70
New Mexico	33		36	30	83
New York	213		234	197	84
North Carolina	213	40	234	85	36
North Dakota	39		43	33	77
Ohio	210		231	283	123
Oklahoma	114	20	125	77	62
Oregon	36		40	52	130
Pennsylvania	146		161	119	74
Rhode Island	9		10	0	0
South Carolina	165	88	182	104	57
South Dakota	35		39	22	56
Tennessee	150	21	165	167	101
Texas	242	113	266	194	73
Utah	44		48	42	87
Vermont	27		30	13	43
Virginia	133	32	146	156	107
Washington	58		64	43	67
West Virginia	62		68	67	99
Wisconsin	111		122	112	92
Wyoming	31		34	31	91
Hawaii	35		39		
Puerto Rico	55		59		
Alaska and U. S. Possessions				85	
Foreign in Postal Union				2	
Foreign				8	
Total	5291			3815	

The total number of subscriptions, 3815, is 565 more than the number of subscriptions a year ago and 183 more than on November 1, 1934, the date of the last annual report. How does your state rank? How does your region rank? If your state ranks below 100% will you not attempt to improve its ranking at your next annual conference? Renewals or new subscriptions may be sent in at any time. Remittances should be made to Mr. M. A. Hunnicutt, Meredith Publishing Company, Des Moines, Iowa. Let's make 1935 the *best* year for AGRICULTURAL EDUCATION.—W. F. Stewart, Ohio State University.

OUR COVER

CAMP COUCHDALE, ARKANSAS

MEN of wealth and power almost invariably indulge in some kind of recreation that is associated with the camp life idea, but most farm youth seldom have the opportunity to participate in well directed recreational and leadership training activities. In Arkansas this door of opportunity has been opened to several thousand F.F.A. members through the interest of Honorable Harvey C. Couch in the future of Arkansas Agriculture. A most beautiful camp site was given to the State Association on Lake Catherine near Hot Springs, Arkansas, with the only provision that they develop and use it for educational and recreational purposes. Through the loyal cooperation of teachers of vocational agriculture and their live local F.F.A. chapters the Couchdale camp has been developed as a state cooperative project.

Local F.F.A. Chapters are actually learning by doing, how to plan, manage, and support this enterprise as a part of their state program of F.F.A. work. They now have a very interesting and valuable camp with many cabins, a large state chapter house, a keeper, and a trained recreational director. Through cooperating in a small way at minor costs these boys have available to them facilities that would cost much for wealthy persons to have. They are not only learning practical lessons in cooperative effort, but developing that group consciousness so necessary for a sound democratic society.—R.B.S.

SUMMER SCHOOLS

(Continued from page 178)

er Trainers in Agricultural Education. August 10–17. This is a reunion and invitation conference. At each day's session a different theme will be taken up and also time allowed for committee meetings and recreation. Plans are being made to have something of interest for the whole family. Make it a real vacation.

2—Conference on Problems of School Attendance and Pupil Adjustment. July 29—August 2.

3—Conference of County Leaders of Home Economics Teachers. July 29—August 2.

OHIO

Ohio State University offers opportunities in the field of agricultural education, designed to serve several distinct objectives. For teachers in service who are seeking professional improvement. For graduate students preparing for positions as teacher trainers, the organization of teacher training departments. For administrators and supervisors. Special problems in the field of research are also pursued under the direction of staff members. In addition to the library facilities and the five training schools, the complete program of vocational education in agriculture in Ohio is available as a source of data or of observation in all courses as it may be found appropriate.

IOWA

Iowa State College at Ames is providing more extensive summer session offerings in 1935 for workers in agricultural education.

The needs of teachers of agriculture and county extension agents are being stressed particularly during the first term, June 11 to July 18. A three-weeks course in International Economics will be taught by Dr. John D. Black of Harvard University at the request of a group of Iowa county agents. A ten-day short course for agents and teachers will run from June 24 to July 3, providing help for those who cannot attend longer.

There is being initiated this year a Country Life Institute, which is expected to become an annual affair, with some of the best talent in the country appearing, including Dr. O. E. Baker and Dr. T. B. Manny of the United States Department of Agriculture, Dr. J. H. Kolb of the University of Wisconsin, Dr. Paul R. Mort of Columbia University, Dr. Reinold Niebuhr of Harvard University, and Dr. John D. Black. The general theme of the institute will be "The Outlook for Country Life in the Cornbelt." The dates are June 19 to June 22.

The Vision of a Future Farmer

(Continued from page 183)

abilities necessary for the highest type of rural life. We must give our students the kind of instruction that solves immediate life problems and helps them to secure now the greatest possible use and pleasure from the economic and social resources that surround them. We have hundreds of former Future Farmers who are reaching their goals in spite of all the many handicaps of the super major depression. Let us therefore study this picture, absorb some of the courage it should inspire, and work hard in helping many to reach their coveted goal.