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Agricultural Education

Oscar Schieni of Salisbury, Missouri,
Early American Farmer
(*See editorial comment*)

The biggest difference in men is their willingness to work and work planfully.

EDITORIAL COMMENT

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OUR COVER

OSCAR Schieni of Salisbury, was one of Missouri's first American Farmers, having received the degree in 1929. It seems that Oscar's vocational training is really going to "take," as he has been engaged in farming since enrolling in high school and is now farming in partnership with his father.

Oscar naturally has been greatly interested in the F. F. A. As a student he served as local secretary while a junior and as local treasurer while a senior. In his junior year he was state treasurer as well. He represented his chapter at the American Royal in his senior year where he had won a free trip over the Wabash because of an outstanding project story. His interest in F. F. A. activities did not cease with graduation, as he has attended every Father-and-Son banquet, every annual barnwarming except one, and practically all initiatory and other major chapter meetings of the local chapter. He is developing a fine type of Duroc hog from the purebred gilt which he received as a reward for producing the champion Duroc litter at the Midwest one year. Needless to say, Oscar is still attending Midwest shows and enjoying them.

Edwin, a younger brother of Oscar's is in his junior year now and is patterning his activities after those of his brother. There is a third youngster not yet old enough for high school but who is interested in vocational agriculture and its possibilites, nevertheless.

Oscar's Story

It is four years now since I sat in a class in vocational agriculture. There were seven agriculture students who graduated in the class with me. Two are now enrolled in the College of Agriculture at Missouri University and are studying in preparation for vocational teaching, one is operating a farm for another man, and three of us are farming as partners with our fathers. As one of the latter group I may say that my training in vocational agriculture has been of very considerable value to me. My farming operations at present are along the same lines covered by my project work. I had projects in corn, hogs, and baby beef production and now am following these same lines, having 2 purebred Duroc sows, 20 shoats, 1 purebred Shorthorn cow and calf, and 23 acres of corn for my own.

Of the various activities making up the course in vocational agriculture I believe that I enjoyed the F. F. A. work the most. It is with pleasure and much interest that I have noted its growth and development as an organization since I was an active member. The cooperative training and experience furnished by this organization made it very easy for me to sign the corn-hog reduction program as no doubt it did for many others.

I enjoyed all my vocational work and feel that I am benefited by this work every day now. Any boy who contemplates farming should certainly endeavor to make this a part of his high school training. The F. F. A. work means much to me, and I hope that in the near future every vocational school will have an active chapter.

PREDICTING TEACHER SUCCESS IN AGRICULTURE

EVERY teacher of agriculture should be interested in the question of what it takes to be successful in his chosen field. First, to serve as check on himself, and his fitness for the job. Second, our future teachers of agriculture must come from his own vocational students. The selection of students personally qualified for teaching agriculture is important to our profession—it may be more important than the training received. The teacher of agriculture today may have a profound influence through guidance on the success of agricultural instruction some years hence, by guiding into the profession those who seem to be personally qualified for it.

The determination of qualities in a college freshman which will make for success in teaching agriculture is difficult. Clarence S. Anderson, Pennsylvania State College, has made a study of some of the possible influences on success in teaching agriculture. He secured data from the college registrar; sent a questionnaire to all graduates in agricultural education from his institution; and secured data from records in the teacher-training and state supervisory departments.

Three measurements of success were assumed. The longer the teaching experience, the higher the salary, and the longer the average service in one location, the greater the success in teaching vocational agriculture.

Anderson then arrived at these conclusions from his study of teachers of agriculture trained at Pennsylvania State as to certain characteristics of the more successful:

1. "Their elementary school training is not received in the rural elementary, particularly the one-room rural school (but more commonly the grade school);
2. Their secondary school training is received in a large consolidated high school or an urban high school, rather than in a small rural high school;
3. They are farm reared and spend the summers during their college years on the farm;
4. They make early and settled decisions concerning teacher preparation;
5. They are at least average and preferably above average in general intelligence;
6. Their scholastic achievements expressed in terms of grades are above the average (especially in professional courses);
7. They are interested in participating in extra-curricular activities, particularly those activities referred to as intellectual activities;
8. They have limited resources with which to attend college, finding it necessary to borrow funds or work their way in part." (Those who borrow do better than those who work their way.)

Some criticisms might be offered of the study. All such studies are difficult. The three assumptions as to success are a bit subject to question, especially under some state systems of ranking and salary awards. Probably the individual and his characterists are more important than most of the facts produced. We are yet to find ways, through study, of recognizing and measuring personal characteristics and of determining their influence. It is hoped that more scientific study will be made of Anderson's topic—it is very important.—E. C. M.

THE AMERICAN ROYAL

THE 36th Annual American Royal Live Stock and Horse Show will be held at Kansas City, October 20 to 27, a month earlier than last year. A much larger attendance than in previous years is expected. The American Royal is not strictly an animal exposition. There are many educational and entertaining features.

Professional

The Possibility in Teaching Agricultural Cooperation in Secondary Schools

C. B. GENTRY, Director of Instruction and Dean of Division of Teacher Training, Connecticut State College

C. B. Gentry

ABOUT eleven years ago the pupils in the vocational classes in agriculture in the New Milford Connecticut High School decided to form a local juvenile cooperative selling association to market the eggs produced by the boys in their home projects. New Milford is a small city in western Connecticut and caters largely to farmer trade. The prevailing custom at that time was to market such commodities as eggs and poultry in trade for goods sold at the store. It was alleged by the boys that the merchants were taking advantage of this situation and exploiting both the farmers and the boys in the purchase of their eggs and poultry.

Under the advice and guidance of the teacher, the boys studied cooperative organizations of different types and decided what features to incorporate in their own cooperative. A constitution and by-laws were adopted, boy officers were elected, including a president, a secretary-treasurer, and an executive committee which was also the sales committee. In the beginning, eggs were brought to the laboratory, graded and packed, and the cases of eggs were delivered to the railway station where they were shipped to Bridgeport. Later the boys who produced a greater volume of eggs packed them at home, subject to inspection by the sales committee before being marketed by the sales committee. The by-laws provided that 4 cents a dozen should be retained by the cooperative, to pay expenses and to furnish the nucleus of a reserve fund. The by-laws provided also that a percentage of the reserve fund should be distributed annually as a patronage dividend upon vote of the membership. The boys took great interest in the study of the organization of cooperatives and in the organization of their own association. The president elected was a junior of outstanding ability and leadership; the secretary-treasurer was one of the "good fellow" type, prominent in athletics and popular with all the student body. The sales committee performed its duties exceptionally well, and the prices received for eggs in Bridgeport were enough better than the local prices so that the boy cooperative showed a very substantial margin. This made everybody happy.

Soon a boy member noticed an advertisement in a New England farm paper offering to purchase eggs at a price considerably higher than the sales committee was receiving at Bridgeport. After a little investigation and confirmation of the higher price, two cases of eggs were shipped to the Springfield market and the dealer was billed for the purchase. After a reasonable time, the dealer was reminded that he had not paid his bill, and thus began a series of negotiations, the ultimate result of which was that the dealer never did pay for the eggs and the boys were out two cases of eggs. They credited the loss of the money to experience. Previous to this incident, a number of the members had been quite critical of the prices which the sales committee had been able to net. After this experience and after the negotiations had been carried on in an effort to collect for some six months including negotiations by the farm paper, the boys were less critical of the sales committee's efforts in their behalf.

AS the end of the fiscal year approached, each boy counted how much he was ahead through having become a member of the cooperative and looked forward to the liberal patronage dividend which was to be his. Some two or three weeks before the annual meeting when the patronage dividend was to be declared, it was discovered that the "good fellow" who was secretary-treasurer had not been too conscientious in keeping his books, indeed they were so mixed up that an auditing committee was not able, after several hours of strenuous labor, to straighten them out in order to tell how many dozens of eggs each boy had sold through the cooperative during the year. I happened to be present as a silent spectator during the annual meeting. I have never observed a more earnest or interested discussion than during the two and a half or three hours that the annual meeting consumed. Each boy had his say, and each said plenty, particularly about the secretary-treasurer and his book keeping. It looked to me and to the teacher several times during the afternoon as if the cooperative venture was decidedly on the rocks and that it never would survive this annual meeting. Finally the president arose and stated that everybody seemed to have had his say and he assumed from the way they talked that the cooperative association was at an end, but for his part he still believed in cooperation and it was up to everybody to decide whether they were going to continue or to liquidate. He said that they had talked long enough, and that those who intended to stay by the organization would please stand. To my surprise, in the light of the discussion, every boy stood up in response to this challenge. Some modifications were made in the constitution and by-laws, a secretary-treasurer was elected who was much less of a "good fellow" but much more careful in his figures in bookkeeping, the patronage dividend was turned over to the athletic association for the good of the entire school, and the organization was on its way for a second year of service.

Egg Marketing Organization

Some three or four years after this, a similar cooperative organization was organized at the Newton High School. At first this was merely an organization for grading and packing eggs produced by the boys, in order to market the very select eggs through a merchant catering to a high-class trade in the neighboring city. Later a constitution and by-laws were adopted and a juvenile cooperative organized. The eggs were graded into three grades,—those weighing 23 ounces and above, those weighing 20-23 ounces, and a cull grade in which were put eggs having blood spots, cracks and checks, and small eggs. The eggs weighing 23 ounces and above were stamped on the large end with a rubber stamp. These were packed in pasteboard cartons holding one dozen and were sold to a very exclusive grocer in Darien for the top wholesale price as reported in the current state marketing bulletin. This grocer agreed to take all the eggs the class would produce at this price and to pay cash for them at the end of the month. The cartons were printed in a very attractive way, and after the first few weeks the class was unable to supply the demand for these eggs even at a considerable premium. The 20-23 ounce eggs were packed in cases, were not stamped, and were sold to the same man as "Newlaid Medium" eggs. The blood spot, checked, cracked, small eggs were returned the boys who produced them. During September and early October about 34 per cent were stamped and sold in cartons, about 30 per cent were sold in crates, and the remainder were returned to the boys. The high percentage of low-grade eggs was due to the facts that the producing birds were pullets and that the boys in this early stage cracked a large number of eggs. After the middle of October the number of eggs stamped and sold in cartons increased steadily week by

week. It reached as high as 82 per cent stamped eggs and 15 per cent eggs sold in the case. The boys used out-of-school time in grading and packing the eggs after the first two weeks. The grocer charged the consumer from 10 to 12 cents a dozen more than he gave the boys for the high-grade eggs. Everyone seemed well pleased with the arrangement.

I have described this case in detail because it offers two features which are different from the New Milford situation, first, the eggs are more carefully graded and the best grade sold to a better market, and second, there is a local adult cooperative dealing in eggs in Newton, where none existed in New Milford when the other cooperative was formed. A number of questions arise, such as:

(1) Would it not have been better for the boys to have joined the Connecticut Egg Producers' Association, a local adult cooperative, rather than to have set up a small school cooperative of this type?
(2) Could this system of marketing be indefinitely expanded, for example, if eight of the boys of the class were to become farmers with 1,000 hens each?
(3) If each man could and would do this, what effect would this have upon the Connecticut Egg Marketing Association?
(4) Is all of the extra time and trouble actually paid for, or is boy-time under-estimated and undercharged?
(5) Considering the fact that hundreds of Connecticut farmers have contacts with markets similar to the one described above, is it wise to teach boys to market in this way or would it be sounder practice to encourage them to join a statewide cooperative or to market in some other way, such as peddling from door to door or on a roadside stand?
(6) Should other methods of marketing have been exemplified in the teaching?
(7) Would it pay this class to sell broilers in this way? The same merchant has approached them for well-dressed, well-fattened broilers, stamped to identify the agriculture class as the producer.
(8) Does the fact that this is an agricultural class give it some advertising (sentimental) prestige in the market that a private individual would not have?
(9) Would it pay this group to purchase feed and other equipment cooperatively? Many of these are as yet unanswered questions, but they serve to emphasize the complexity of the problem, particularly the problem of whether we are teaching the boys to do the right thing in such marketing enterprises.

Signing a Milk Contract

Four or five years ago I visited a class at Woodbury, Connecticut. It was just before the local meeting of the Connecticut Milk Producers' Association in which the cooperators were expected to sign or refuse to sign contracts for the succeeding year. The teacher of agriculture, Mr. Clark, was directing a very carefully planned and excellently worked out lesson based upon the problem of whether farmers should sign or should not sign this contract. The cooperative association, at the request of the teacher, had furnished enough copies of the contract so that each boy had one of his own. It was studied paragraph by paragraph so that the conditions were well understood by the boys. Vigorous, if not violent, debates were engaged in from time to time between the boys, reflecting not only their interest but evidence that the same problems had been up for discussion at home. The teacher was not entering the discussion to any great extent except occasionally to stimulate the boys or to lead them into a new line of thought. He made little or no effort to settle in any way, certainly not in any final way, the many problems being raised by the boys. The whole procedure was on a very high educational plane. I could not detect in any statement that the teacher made any effort to promote or to propagandize. Every question was open for full and frank, sometimes painfully frank, discussion. At the end there was frequently a vote with more often than not divided opinion.

I was told by the teacher that this lesson centering upon the signing of the milk contract had occupied the larger part of three two-hour sessions. Among other proposals that year was a proposal to reduce the number of districts and the number of district representatives. This question was debated by the boys. The question arose as to who (what adult) would make the best representative for the enlarged district. The teacher asked the question, "What should be the characteristics of a man who could most effectively represent the Woodbury-Southbury districts?" The characteristics of a good district representative were listed on the board by the teacher as the boys enumerated them. I have never seen a better list or one which if followed would be calculated to secure a better representative. Character traits, intelligence, business experience, gumption, cooperativeness, prestige, and many other factors came in for discussion and relative consideration. Soon a boy suggested that nominations be made and that they have an election within the class. This looked a bit dangerous, but three nominations were made, and the election was carried out. The winner in the class subsequently turned out to be the district meeting's choice for the adult cooperative. The local officers of the district meeting very kindly consented to have Mr. Clark's class present, to observe the proceedings of the meeting. I understood that the class had a further profitable discussion based upon what they had seen that evening.

Buying a Corn Planter

When I was supervisor in New Jersey, the teacher at Newton conducted a class in which the problem of the cooperative use of a corn planter was introduced. The Newton community produced some silage corn and some corn for grain. The topography, character of soil, and amount planted per farm does not quite justify the use of a corn planter on each farm, and yet the amount planted is too great to make it economical not to have one. Some member of the class suggested that three men might cooperatively use the same planter if they could agree upon an equitable basis for purchase and use. The teacher suggested that the class attempt to write a contract for the cooperative purchase and use of a corn planter by three farmers, one averaging to plant 20 acres, another 15, and another 10 acres per year. In the attempt to write this contract, such problems as how much each should pay for the original planter, what provision should be made for storage, what provision for priority in use, what provision for replacement of worn parts, what provision for replacement of parts broken in accidents, what provision for the purchase of oil, among others, came up for consideration. If you think this would be an easy contract to write, try it sometime. The boys had plenty to think about in the process of attacking this problem. After a fairly satisfactory contract had been written, it was suggested that such things as wire stretchers, crowbars, post hole diggers, etc., might be cooperatively and economically purchased and used.

THESE four examples are typical of much teaching of agricultural cooperation which is being done in secondary schools in the United States. I have cited these examples in order that you might have a concrete picture of what is being done. Unfortunately no surveys have been made within the past year or two of the amount and character of this work in vocational departments of secondary schools. I am confident that an increasing amount of such work is being done each year.

The findings from a survey I made two years ago indicate that agricultural cooperation is being very effectively taught in connection with vocational agriculture work in many parts of the United States. Undoubtedly the teaching of agricultural cooperation in the secondary school has great educative values. When accompanied by the proper amount and kind of participation, the boys are likely to learn more about cooperation through becoming members of an adult or of a juvenile cooperative than by any other means. I think that you will agree with me that the New Milford boys who elected the "good fellow" as secretary-treasurer of their association in place of a careful, conscientious student will not repeat this error when they become members of an adult cooperative. Indeed the boys in this juvenile cooperative had just about the same problems and the same successes in the operation of their organization that adult cooperatives have typically had. Poorly chosen and careless officers, inexperienced sales managers and sales committees, dishonest dealers, failure to keep the membership informed and sympathetic with the movement, efforts of outside agencies to break the morale of the membership and to induce members to patronize outside organizations, troubles in securing uniform, honest, and well graded and packed products, and finally

the exhibition of essential loyalty and understanding of the whole cooperative movement and of resolution to go ahead with the organization—all sound like familiar experiences of adult cooperatives. The lessons learned through such experiences and the vital study which the boys made of constitutions, by-laws and organization of adult cooperatives in connection with organizing and conducting their own enterprises are certainly of great educative value. If no other lessons had been learned except lessons of holding office, conducting meetings according to good parliamentary practice, and the principal of "one man, one vote," the enterprise would have been worthwhile.

MAY I now discuss some of the larger and more fundamental implications of the teaching of cooperation, both agicultural cooperation and other types of cooperation in secondary schools. Cooperation is much broader and more fundamental than has been indicated by the description which I have given of some of the activities of boys in the organization of a juvenile cooperative and in the study of adult cooperative marketing organizations. All of our adult social activities are becoming more and more cooperative in nature and in spirit. Cooperation is a point of view, an ideal, as well as a method of organization for the accomplishment of some particular service. Without the cooperative ideals and cooperative points of view thoroughly habituated in the minds and activities of the people, cooperative enterprises of all kinds will always be in trouble. The title of this article is "The Possibility of Teaching Agricultural Cooperation in Secondary Schools." It is not merely the possibility of teaching cooperation in vocational agriculture classes in secondary schools where such work is organized. A sympathetic understanding of cooperation and the cooperative movement is increasingly necessary if we are to live in any kind of modern society. It is just as necessary for the general public including consumers to understand and appreciate cooperation and cooperative effort as it is for the members of cooperative organizations to do so.

This point of view is so well emphasized in some work which was done by a committee of the American Institute of Cooperation meeting at Durham, New Hampshire, summer before last, that I am going to quote freely from the committee's deliberations. Dr. A. K. Getman of New York State was chairman of this committee and was largely responsible for guiding the committee in the discussion of fundamental principles and aims and objectives in addition to the concrete illustrations and suggestions for procedure.[1] It was the function of the committee to consider the "place and content of teaching cooperation in the public schools." The introduction to the report presented the following point of view: "The principles of cooperation are demonstrated in all organizations and groups where people work together for a common purpose. Such principles are clearly an integral part of all types of education designed to train persons for happy and useful living. . . In normal life one is a member of many groups in which cooperation is desirable: the state, the family, labor union, service club, commercial group, political party, church, fraternal organization, and the like. Frequently there is conflict in the 'common good' of the several groups of which one is a member. It appears that loyalty and vigorous support of the welfare and interests of one group may be contrary to the welfare of a different group. One faces the problem of determining what the common good really is, and how he shall distribute his loyalties . . . Activities involving cooperation should constitute a part of pupil experience at many points in the curriculum. Perhaps the field of social studies presents the richest opportunity for teaching cooperation to the general school group. In this field pupil activities are centered about social and economic relations in such units as economic citizenship, economic geography, civics, economics, and history. In our complex modern life the appropriate presentation of these subjects constitutes one of the most difficult tasks of education. It is undoubtedly also our major educational responsibility. A second important field of study in which cooperation activities should be stressed is found in the specialized vocational courses, including agriculture, industry, commerce, and home economics. The profession of education is diligently at work seeking objectives and content and methods of teaching adequate to meet the present demands which society is making upon citizens to cooperate intelligently and effectively."

1. For complete report of the committee, see "Report of Round Table Committee on Place and Content of Teaching Cooperation in the Public Schools," **American Cooperation**, 1932, 600.

THE committee had in mind something much broader and more fundamental than the teaching of a narrow phase of the work such as the marketing of a particular product. This is also the point of view taken by the teachers and administrators in the schools in Denmark where cooperation is said to be more successful than in any other part of the world. Dr. H. O. Larsen, Professor of Agricultural Economics at the Royal Agricultural College, Copenhagen, Denmark, speaking on the topic "Dairy Cooperation in Denmark" at the American Institute of Cooperation, 1925, states:

"First, I want to call attention to the fact that Denmark is one of the first European countries to have a really free constitution (1849), and in connection with this, a rather independent freedom in the government of the local communities, which has given the rural population an excellent training in self-government, and promoted a sound and rapid development of cooperative organization and leadership.

"Second, I want to mention the great influence which the free Danish folk high schools and agricultural schools have had on the general education of our farm population in the last two generations. After the unhappy German war in 1864, these schools developed very rapidly, first the folk high schools and later the agricultural schools, so that a large number of farmers' sons and daughters could take part in the free form of teaching, education, and character building which are characteristic of these schools and which have influenced the cooperative movement in Denmark very much. This influence is perhaps a little difficult to explain. The schools have not been teaching cooperation, but the spirit of their teaching has really made the people better cooperators; and it is not too much to say that practically all the leading men in our local cooperative societies have been pupils of these schools, very often getting their first initiation there."[1]

1. Larsen, D. O. "Dairy Cooperation in Denmark," **American Cooperation**, II: 1925, 45.

This viewpoint is also expressed by Mr. C. L. Christensen, who had charge of the Division of Agricultural Cooperation in the Bureau of Agricultural Economics of the United States Department of Agriculture, in a paper entitled "How the Danes Farm and Cooperate": (Mr. Christensen is now Dean of the College of Agriculture, University of Wisconsin.)

"Students of Danish agriculture and cooperation are all agreed that Denmark's agricultural progress and the cooperative movement owe their rapid growth to the People's High Schools. This form of education has given great aid to the economic and political movement since the middle of the last century. These schools brought the suspicious, individualistic country people together in a homelike atmosphere where they came to know each other. Their minds were opened to new worlds outside their experience. Their imaginations were stirred, and at the same time they were helped to an appreciation of what is best in life: integrity, loyalty, service, the good of the many above the will of the individual; all of which, I believe, are essential to the success of the cooperative movement."[1]

In another paper, entitled "Rural Education in Denmark," Mr. Christensen states:

"The schools have pointed the way. Today, the Danes as a nation stand on the highest level of education reached by any nation. The Danish farmers as a class are undoubtedly the best informed group of agricultural people on the face of the globe.

"In olden days, back in the 17th century, the upper classes had good schooling, including the landlords. But the peasants had very meagre school facilities. In the 18th century it is estimated 8 per cent of the rural people and 40 per cent of the town and city people could neither write nor read. Today, less than one-tenth of one per cent of all people are illiterate."[2]

1. Christensen, C. L. "How the Danes Farm and Cooperate," **American Cooperation**, I: 1925, 102.
2. ———. "Rural Education in Denmark," **American Cooperation**, I: 1925, 186.

THE committee in durham two summers ago, in addition to outlining the aims of the cooperative movement as taught in the public schools, enunciated some general principles which ought to guide us in the conduct of the work. These principles are:

"(1) The ability to cooperate intelligently and effectively with others in desirable ways is developed chiefly by providing opportunities for pupils to

actually cooperate in carrying forward activities and projects socially and economically worthwhile to them here and now.

(2) In teaching the abilities outlined, we should understand that back of all social, political, and economic action and reaction there must be: (a) right attitudes, appreciations, desires, and ideals, and (b) adequate knowledge of the forces, influences, movements, relations, causes, facts, consequences, and policies which explain present or desirable group action.

(3) General principles of cooperation will be formulated on the basis of concrete experience accumulated by pupils as they progress through the sequence of school studies, and not at a particular time or in connection with any special subject. Generalizations may be reached by pupils through many experiences, especially in reference to problem solving in social and economic case studies. Whenever generalizations have been made by pupils, they should be further utilized in interpreting new and changing social and economic situations in which cooperative activity is a major factor.

(4) Since the facts of economic, political, and social welfare are needed by all persons in normal life, pupil activities in which cooperative action and reaction are encouraged should become a part of the general training of all citizens. Such activities should be so selected that pupil experience may be graded to the end that they may grow in ability to think clearly concerning decisions which must be made in the interrelations of group action, to feel courageously in relation to the discharge of responsibilities, and to act vigorously and decisively to achieve worthy group purposes especially in relation to harmonizing the interests and welfare of specialized groups with the interests and welfare of the larger social and economic unit."

Before outlining in some detail suggestions for the teaching of agricultural cooperation in connection with vocational agriculture, vocational home economics, and other specialized units of instruction, the committee added the following very significant principle and warning:

"(5) Specific abilities necessary to the effective cooperation of specialized groups should be made an important aim of vocational training, in order to equip persons to meet adequately the increasingly complex problems and conditions in the cooperative buying and selling of supplies and products among farmers, cooperation to promote business welfare in chambers of commerce and similar groups, cooperation for mutual benefit in trade guilds, unions, and associations, cooperation in industry to safeguard capital and to provide continuous employment under wholesome working conditions and the like. It is imperative, however, in teaching such specialized abilities to safeguard the interests and welfare of the larger social and economic units of society. At all times and in all places extreme caution should be exercised in presenting content of teaching that may be characterized as propaganda for a specialized group at the expense of the larger social units, or that may be construed as prejudicing pupils against the motives and actions of competing groups. Social and economic fact finding, sound judgment forming, and high ideals and aspirations for the common good should constitute basic elements in teaching cooperation in all types of specialized groups."

THE point of view is that a teacher is a public servant who must see the larger social implications of what he teaches and must not become a party to the propagandizing or promotional endeavors of any particular group or class. This same idea has been expressed clearly by Mr. J. H. Pearson of the Federal Board for Vocational Education in a paper before the American Institute of Cooperation in 1931, entitled "Relations of Cooperatives and Smith-Hughes Workers":

"Our function, as educators, is to bring facts to the boys and the adult farmers in our community, and to present those facts in such a way that they can make their own decisions about any cooperative movement. It is not our function to go out and take sides and tell the farmer that he should do this or that."[1]

1. Pearson, J. H. "Relations of Cooperatives and Smith-Hughes Workers," **American Cooperation**, I: 1931, 104.

The same point of view is expressed by Mr. W. P. Beard, State Supervisor of Agricultural Education, South Dakota, speaking at the same Institute on the subject, "Teaching Cooperation in South Dakota":

"It must further be kept in mind that the job of the teacher of agriculture is primarily educational and not one for promoting, organizing, or propagandizing. Cooperative workers have kindly recognized this limitation of our work. An exception to the rule might be the case in which the farm organizations of the community ask a teacher to hold an evening school on cooperative marketing. As an outcome of such an evening school, a cooperative may develop. In this case, of course, the agricultural teacher might be looked upon as a promoter, but unless he took an active part in organization, he could not be so considered. Ordinarily, promotional and organization work in cooperative marketing is not the function of the teacher. This statement does not apply to those organizations set up in connection with the class or group for educational purposes or to those set up in a community to supply a service to farmers."[1]

1. Beard, W. P. "Teaching Cooperation in South Dakota," **American Cooperation**, I: 1931, 117.

Dr. Ray Fife, State Supervisor of Vocational Education, Ohio, in a paper entitled "Cooperation between Schools and Marketing Organizations" states:

". . . . The principal obligation of any teacher in his relation to the marketing movement is, of course, educational. He should not be expected to act as an agent for cooperatives, nor should he accept election as an official in a cooperative organization. By so doing, he may lessen his effectiveness educationally, and he retards the development of lay leadership in the community."[1]

1. Fife, Ray. "Cooperation between Schools and Marketing Associations," **American Cooperation**, I: 1931, 123.

In conclusion I would say that it is not only possible but highly desirable that cooperation in agriculture as well as in other social situations should be taught in the public secondary schools. Our entire social system is a gigantic cooperative social endeavor. Much of it is carried on through the cooperative agency that we call "government," through which we provide cooperatively such things as roads, schools, police protection, and courts of justice. Children growing up in the public schools should appreciate the wider implications and ideals of cooperation as well as some of the more specific programs of cooperative endeavor organized to meet the needs of special groups. It is the function of a school to *educate* in the best sense of that term, not to promote and propagandize. We must, therefore, be very cautious in the introduction of content and in our methods of instruction. Children must be taught to think for themselves, the truth must be presented as clearly and impartially as possible, and then the people, including the children, must make their own decisions. In connection with these principles, schools will appreciate the sympathetic interest and help of any cooperative agency, such as agricultural cooperatives, in providing points of view and facts which may be used in their educational endeavors.

Effective Recruiting of High School Pupils

H. H. BEANE, Guthrie Center, Iowa

THE recruiting of rural pupils for the high school has become increasingly the responsibility of the teacher of vocational agriculture in Iowa.

At Guthrie Center a method has been worked out for reaching these prospective pupils which has resulted in an increase from 290 to 355 high school pupils during the past two years, a 22 per cent increase. At the same time the enrolment in the department of vocational agriculture has increased from 52 to 72 boys, a gain of 38 per cent. The general procedure has been as follows.

During the basketball season, the instructor gets the names of the rural eighth grade pupils in ten townships. These names are supplied by the county superintendent. To each of these pupils is sent a personal letter, inviting him to be a guest of the high school at a basketball game. This letter, signed by the instructor, is used as their free pass to the game. Approximately 50 per cent of those invited attended in 1933.

Later in the spring this same group of pupils is invited to attend a program of the music department.

When they gather to take the eighth grade examinations in the local schools, the teacher of vocational agriculture escorts the group through the building, showing them the facilities of his department. When the shop is visited, the high school pupils demonstrate some of their work, such as glass cutting, knot tying, upsetting iron, adjusting plane bits, sharpening plane bits, and painting.

Soon after school is over in the spring, the superintendent sends a letter of congratulations to each rural eighth grade graduate, inviting him to attend the local high school the following year and indicating that the teacher of agriculture will call on him in the near future.

During the latter part of the summer, the vocational agriculture teacher calls on each pupil for a personal interview and preliminary enrolment. The parents are also interviewed. Mimeographed lists of problems to be dealt with in the farm shop and home management courses in the high school are left for consideration.

Attendance has also been promoted through the organization of bus routes in communities where large numbers of students reside. These are cooperatively managed by the parents. The agriculture instructor has acted as adviser and coordinator in starting the bus lines. One bus last year hauled 43 pupils, and another 24.

Gutrie Center is a rural town of 1,800 people. The large high school enrolment is mainly rural.

A A A News Digest Edited by Former Vocational Agriculture Boy

TEACHERS who read the News Digest of the Agricultural Adjustment Administration will be interested to learn that the editor of this publication is a former vocational agriculture boy. He is Nathan Koenig, a graduate of the vocational agriculture course of the Freehold, New Jersey, High School, and the Connecticut Agricultural College. Not many years ago, Nate, as he is called by his close associates, was studying agriculture in high school, carrying excellent home projects, making the state judging team, and doing the other things required of successful vocational agriculture pupils. Following graduation, he attended the Connecticut Agricultural College, graduated, and became interested in agricultural journalism. He was a member of the State Legislature of Connecticut, secretary to a Congressman, and now is helping Secretary Wallace by editing the AAA News Digest.

Is This a World Record?

R. W. STIMSON, Supervisor of Agricultural Education, Massachusettes

APRIL 20, 1934, I attended the large Annual Meeting and Banquet of the Alumni Association of the Norfolk County Agricultural School, at the School in Walpole, Massachusetts.

Mr. Roy T. Argood, Head of the Poultry Department, there reported remarkable Rhode Island Red poultry breeding progress.

It will be remembered that Mr. Argood was awarded a gold medal by the Massachusetts Department of Agriculture in 1929, in recognition of the record made under his management by "Lady Norfolk" of having laid 305 eggs within 365 days—the first 300 egg hen in Norfolk County,—and by 43 other birds of having laid over 200 eggs. The past year he had in the school flock 148 that laid 200 or more; and 86 that laid 240 or more; with a high individual record of 315. Mr. Argood's fuller tabulation follows:

"Official Massachusetts Record of Performance (R. O. P.) Report 'Norcoaggie' Strain of R. I. Reds for 1932-1933

R. O. P. Report—200 eggs or more

Average production per bird. . . .246.66
Average egg weight, ounces per dozen. 26.47
Total pullets kept. 660
Number entered in R. O. P. 338
Percentage entered in R. O. P. . . 52
Number passed R. O. P. 148
Percentage passed R. O. P. 43.7

Advanced R O. P. Report—240 eggs or more

Number of advanced R. O. P. . . . 86
Percentage of R. O. P. passed to advanced R. O. P. 58
Average production of all advanced R. O. P. 262.79
Average egg weight, ounces per dozen, of all in advanced R. O. P. 25.83
Number laying 200 to 224 eggs. . 27
" " 225 to 259 " . . 57
" " 250 to 299 " . . 61
" " 300 or more eggs 3
High individual bird record. . . .315

Layer and chick mortality light,—fair average for good poultry keeping."

Replies to inquiries addressed to high officials in Record of Performance circles, indicate that here is not merely a Massachusetts and a New England record but a World Record. It is the more remarkable because made by a small flock used primarily for teaching more or less unskilled learners.

Vocational Education Booth Exhibits at Fair

FIVE vocational exhibits at the Iowa State Fair last year again brought to the attention of people visiting the Fair a picture of the vocational agriculture program in a pleasing and attractive manner. The Woodbine booth, showing the value of terracing based on the community terracing demonstration, was awarded first place. The Collins booth, "Farm Shop Training for Our Machine Age" was awarded second place. The exhibit entitled "The New Day—The Evening School Way," from Sac City ranked third, followed by the Sigourney booth, "Lighting the Way to a Good Soil System," and the Maquoketa exhibit on "Stop Those Farm Leaks."

All of the exhibits carried worth while stories, were very pleasing in appearance, showed community results and student participation, and included novel attention-getting devices.

The Room

THE high-cost-of-living excuse comes in handy a great many times. But it doesn't cost much to keep the agriculture room clean, neat, and attractive. Let's take a 1934 look at the agriculture room. How does it score if we give one point for each affirmative answer to the following:

1. Are the floors clean?
2. Are the walls clean?
3. Are the window shades in good repair?
4. Are the windows and sills clean?
5. Is the blackboard clean?
6. Are the walls free from messy samples of products?
7. Are the desks and tables clean and in orderly arrangement?
8. Are the chairs well arranged and equipped with silencers?
9. Are books neatly arranged?
10. Are bulletins neatly filed?
11. Are magazines neatly arranged?
12. Is the bulletin board material neatly arranged?
13. Are the walls free from a mass of miscellaneous pictures, charts, and other free materials?
14. Is the teacher's desk neatly kept?
15. Are the side tables or bookcase shelf free from miscellaneous illustrative material?
16. Is the milk testing equipment kept clean and put away?
17. Are supplies, such as corn, soils, and grains, put away?
18. Are the seed corn hangers put away when not in use?
19. Are all your charts put away when not in use?
20. Would you be proud to have your friends inspect your agriculture room right now?

—Selected

Agriculture In Our Largest Inland City

A. C. HOFFMAN, Vocational Agriculture Instructor, Indianapolis, Indiana

SITUATED 1½ miles from the center of Indianapolis lies a tract of 76 acres. This area is occupied by the Arsenal Technical Schools which consists of the Technical High School and 14 vocational schools with an enrolment of approximately 6,000 pupils.

One of the vocational schools is that of agriculture, established in 1915 with Mr. E. C. Stair as teacher. At the close of his second year Mr. Stair became an instructor at Purdue University, and the work in vocational agriculture was taken over by A. C. Hoffman.

In order that the pupils may receive experience, the school maintains a garden and market in a corner of the grounds. About three acres of land are occupied by the garden, hotbeds, market and tool house.

One might wonder why agriculture is taught in a high school in a city as large as Indianapolis. In 1915 much emphasis was being given the various productive phases of agriculture. The war emphasized the necessity for greater production, and the work was of that nature. Pupils of the city were prepared to go on the farm and assist in farm work. Others were taught how to maintain home gardens and to grow vegetables for home use. This course was highly satisfactory, and though many changes have been necessary and many adjustments made, it has continued to the present.

Quite a variation of pupils take the work in agriculture: boys from farms; boys from truck-growing areas; boys interested in landscape gardening and floriculture; and even city boys who intend to pursue some form of agriculture on the intensive or extensive scale. Quite naturally this calls for a widely varied course of study. In the spring special emphasis is given to gardening. During the summer, pupils have the opportunity for securing experience in growing and marketing vegetables by working in the school garden. Boys who do not live on farms on which they can carry out programs of supervised farm practice are urged to do garden work at the school. Pupils really interested are generally glad of the oppor-

(Continued on page 48)

Methods

Some Inefficiencies in Class Procedure

F. G. BURD, State Supervisor of Agricultural Education, Kentucky

IT HAS been the privilege of the writer to visit departments of vocational agriculture for the past ten years. He has seen teachers and pupils at work in the classroom, in the shop, and in the field. He has observed classes attempting to solve practically every farm problem in the region, from that of culling poultry to chemically analyzing the soil. Observation through the years convinces him that there are at least two inefficiences in the class procedure of a rather large number of agriculture teachers that should be corrected. One of these inefficiencies relates to the lesson assignment, and the other one relates to the directed study.

Class procedure in vocational agriculture means the course of action by the class from the time it starts work until the close of the ninety-minute period. A common procedure of the teachers mentioned is to divide the ninety-minute period into three divisions averaging about as follows: 10 minutes for lesson assignment, 45 minutes for so-called directed study, and the rest of the time, 35 minutes, is left for class discussion, which too often is not class discussion but lecture by the teacher.

This procedure is inefficient in two respects: in use of time, and in obtaining desired results. Lesson assignments are made too hurriedly as a rule. Too little is done to create interest in the problem assigned. Often no attempt is made to determine what the learner already knows about the problem, nor to discover what he does not know about it. He is permitted to attack the problem without first considering its practicability, scope, and difficulty of solution. This is like assigning the next lesson in the book to a class studying spelling, which means that the learner spends the same amount of time and energy in studying the words he already knows how to spell as he spends in studying the ones he does not know how to spell.

It has been said that a lesson well assigned is half taught. It might be said equally truthfully that unless a lesson as been well assigned it cannot be well taught. Certainly ten minutes is not sufficient time for making good assignments in most problems.

The 45 minutes spent in so-called directed study by these teachers is too long, as a rule. The writer's observation of the 45-minute "study period" that follows poorly made lesson assignments is about as follws: One-third of the class quits work after the first ten minutes; another third quits in about twenty minutes; and the rest of the class studies perhaps ten minutes longer. The attempt at discussion which follows the "study period" soon reveals that very little thinking has been done and very little has been gathered by the class. As a result, the teacher lectures on the problem, in order to save the lesson from complete failure.

In attempting to correct these inefficiences, the following standards and procedures are suggested:

Standards for Class Procedure

1. All the pupils interested in understanding and solving the problems under consideration.
2. Teacher and pupils working with a minimum loss of time.
3. A reasonable certainty that all the pupils have acquired the abilities needed to solve the problem at any future time the occasion may arise.

Practices That Will Help In Attaining These Standards

1. The lesson well prepared and well planned by the teacher.
2. Teaching materials—library books and bulletins, laboratory equipment, shop tools, and collections from the farms—made ready for immediate use.
3. Lesson assignment—the problem analyzed by the pupils, with the aid of the teacher—determine what the pupils already know about the problem and carefully isolate the points not understood by the class.
4. Directed study—the study directed to the end that the problem will be solved and understood by each pupil in the class.
5. Discussion—during the discussion the pupils, under the direction of the teacher, present the facts they have found on the factors, evaluate the relative importance of the points submitted, and arrive at a satisfactory solution of the problem.

A Suggestive Method for Teaching Poultry Culling

C. B. CAMPBELL, River Falls, Wisconsin

HERE are many methods of procedure in teaching poultry culling, but the method which has given me most satisfaction is outlined in the following steps:

1. Recognize the need of selection.
2. Decide on the best time to cull.
3. Become familiar with the points which distinguish good layers from non layers.
4. Have birds of both types in the classroom for study.
5. Make a carcass demonstration to further convince students.
6. Culling at a farm with the class under the instructor's supervision.
7. Students interested in culling own flock to arrange for instructor's service.
8. Offer some inducement to student who culls his own or neighbor's flock.

Most pupils recognize the individual differences in livestock and realize that the hen that does not lay eggs will not pay for the 70 or 85 pounds of feed required to keep her for a year. Figures from well-managed flocks show a production of 150 to 200 eggs per hen per year.

The best time to cull, if culling is done but once a year, is in July or August, but most schools start in September. Therefore, poultry culling is one of the first jobs in the animal husbandry course.

Bulletins and books are used to familiarize the pupils with the points in culling. Two birds, one a good layer, the other a typical non layer, are placed in a show crate on a table in the room where the boys make comparisons as they study.

Before class time the following day, the birds are killed and plucked except the primary wing feathers. The wing feathers are left on so the molting state can be recalled and comparisons made with laying activity as evidenced by the condition of the laying organs.

We carefully compare the body characteristics more easily observed with the feathers removed. We note the depth and width of the body, the pelvic bones, and distance to keel bones, the texture of abdomen, and color of skin.

Now we open the birds and examine the internal organs and note the effect of laying activity upon the size and texture of the ovaries. I shall not forget the eagerness with which the first class awaited the opening of the birds after two days study, to see whether or not all we had said about the laying hen was really true. The finding of an egg well on its passage through the oviduct in the laying hen was as valuable as the testimony of a star witness in an important court case.

The carcass demonstration to some may seem unimportant, but I believe it is the most convincing evidence we can present of the correlation of external characteristics with egg production. I have an idea the instructor rates higher with his pupils for the conclusive proof offered in a simple, understandable way.

The class must now have an opportunity of testing their skill with the knowledge gained. To do so we select a flock that some boy expects to keep over winter, and make arrangements for the class to do the culling. Each boy selects a bird and after making his decision whether to "cull" or "keep," passes the bird on to the instructor for final judgment. On the first bird he is required to review the points sufficiently to prove he is not guessing. If a boy has a doubtful bird or makes a wrong decision, the instructor goes over the points with the class. After culling a flock, most boys are in a position to do fairly good work on their own flock.

At this point however, there is an opportunity for the instructor to render a service to the community. A boy may not have enough confidence or feel competent to cull his flock, so a demonstration is arranged for a Saturday or after school when 6 to 12 people in the boy's community will attend the culling demonstration and assist with the work.

Frequently the boys who have gained experience will be called upon to cull their neighbor's poultry. In a school using the honor point system or contract plan, additional credit can be given a boy who performs these extra services.

Agricultural Bulletins

Mole Control. 1933. (Farmers' Bulletin 1716.)

Pocket-gopher Control. 1933. (Farmers' Bulletin 1709.)

Range Sheep Production. 1933. (Farmers' Bulletin 1710.)

Dairy-cattle Breeds. Revised, 1933. (Farmers' Bulletin 1443.)

Tuberculosis in Livestock, Detection, Control and Eradication. Revised, 1933. (Farmers' Bulletin 1069.)

Market Classes and Grades of Pork Carcasses and Fresh Pork Cuts. 1933. (Agriculture Circular 288.)

Growing Alfalfa. 1934. (Farmers' Bulletin 1722.)

Growing Barley for Malt and Feed. 1934. (Farmers' Bulletin 1732.)

Farm Practice With Lespedeza. 1934. (Farmers' Bulletin 1724.)

Forage-Crop Field Experiments at West Point, Miss. 1934. (Technical Bulletin 419.)

Methods and Cost of Filling Silos in the North Central States. 1934. (Farmers' Bulletin 1725.)

A Pasture Handbook. 1934. (Agriculture Department Miscellaneous Publication 194.)

Parasites and Parasitic Diseases of Horses. 1934. (Agricultural Circular 148.)

Determining the Age of Farm Animals by Their Teeth. 1934. (Farmers' Bulletin 1721.)

Feeding, Care, and Management of Young Dairy Stock. 1934. (Farmers' Bulletin 1723.)

Selecting Hens for Egg Production. 1934. (Farmers' Bulletin 1727.)

Greenhouse Construction and Heating. 1934. (Farmers' Bulletin 1318.)

Diseases and Insects of Garden Vegetables. 1934. (Farmers' Bulletin 1371.)

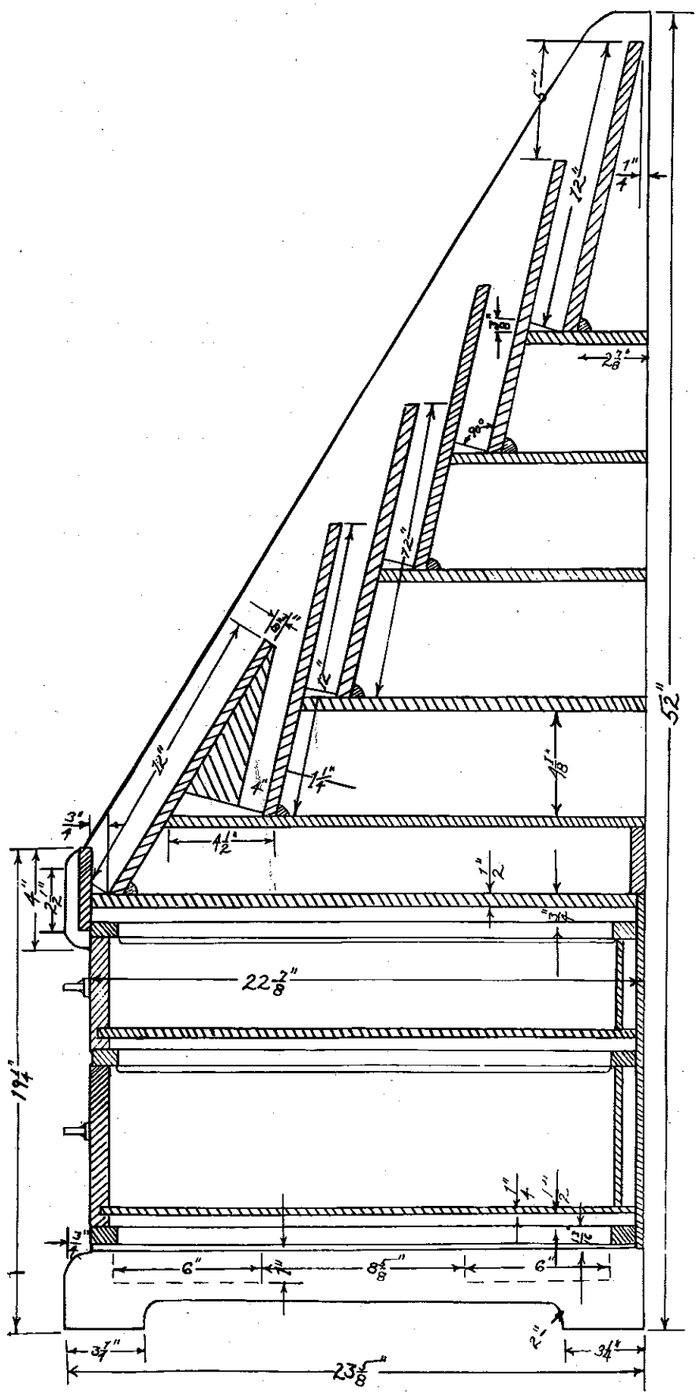
The Oriental Flowering Cherries. 1934. (Agricultural Circular 313.)

The Chinch Bug and How to Fight It. 1934. (Farmers' Bulletin 1498.)

Planning a Subsistence Homestead. 1934. (Farmers' Bulletin 1733.)

An Insect Exhibit as an Aid in Class Instruction

AS a class project, each boy in the soils and crops class has been assigned four different insect pests to secure and bring to the agriculture room to be mounted and classified. The boys have been asked to secure as many of the life stages as possible. Any additional insects, not assigned, which they can obtain are to be classified along with the other insects. The insect pests will then be grouped according to plants or animals they attack. This collection will be used as an aid to class instruction, and should make a very interesting and instructive exhibit of the vocational agriculture department.—Claude L. Nelson, Blandinsville, Illinois.



A magazine Rack. This rack has four drawers in the base, two to the left and two to the right, 52 inches over all. It was designed by H. S. Nelson, instructor in agriculture, East Weymouth, Massachusetts.

Supervised Practice

A General Basic Outline for Developing a Home Project

L. R. DAVIES, State Supervisor of Agricultural Education, Colorado

SUGGESTIONS as to what may be be anticipated as problems and their use in home project work are given below. In class work, sections I-VI should be considered first; VII and VIII should be developed individually as the need arises in the pupils' supervised practice programs.

I. Cooperation of the parents.
  1. What is the advice of your parents as to a project-training program?
  2. Correlations
    a. To home crops and livestock
    b. To the boy's ability—physical and financial
    c. To the size of the home farm
  3. Financial needs of the project
    a. What backing will the parents give?
    b. What is your financial resources—money, investments?
    c. Will it be necessary to borrow money?
  4. What available land and livestock may you obtain?
    a. Is the land irrigable? Drained?
    b. Are the animals purebred?
  5. Have you permission to use your own initiative?

II. Possibilities of making money on selected project.
  1. Estimate the cost items of your project, and total.
  2. Estimate the total income.
  3. Using 1 and 2, estimate profit or loss.
  4. Make your decisions as to any changes necessary for profit.

III. Training values.
  1. Will the project profit help me get started in farming? How?
  2. Will the project provide training experience for successful farming? How?

The following problems should be developed by the students rather than the teacher. Teachers should not think for the pupils.

IV. Choosing a breed or crop variety.
  1. What are the local conditions?
    a. Feeding, market, demand, soil, weather, moisture, and harvest.
  2. What breeds or varieties are available?
  3. What is your personal preference?
  4. Select breed or variety to meet the above conditions.

V. Selecting a type.
  1. Study type in judging work.
  2. What are the market demands?
  3. What types are being selected by the foremost producers?

VI. Availability of equipment.
  1. List all necessary equipment for stock or crop production.
  2. List all available equipment for stock or crop production.
  3. Where may you obtain equipment which you need to get?

VII. Feeding and cultural methods.
Animal husbandry
  1. What rations must be fed at different ages?
  2. Make a list of the feeds that may be used.
  3. What feeds do you have that you may use and not buy?
  4. When to market the product, see VIII

Agronomy
  1. Test your soil for available phosphates, nitrate nitrogen, organic matter, lime, total alkali and Ph. values.
  2. What fertilizer will be needed?
  3. When will you plow?
    a. How deep will you plow?
    b. What kind of a plow will you use?
  4. Seeding and planting the crop.
    a. What do the leading farmers use and where do they get it?
    b. When do the local farmers plant, and what are the results?
  5. When will cultivation and irrigation be necessary?
  6. When to market the product. See VIII.

VIII. Marketing.
  1. Time to harvest
    a. Study market conditions
    b. Study crop conditions
    c. What will the labor conditions be?
  2. Where shall products be marketed?
    a. How do the successful farmers market their product?
    b. When do the successful farmers market their product?
    c. What are the prevailing prices?

Increasing the Accuracy of Project Records

J. R. REES, Vocational Agriculture Teacher Columbus, Indiana

ONE of the problems confronting most teachers of vocational agriculture is to get accurate records from the members of their classes in supervised farm practice work.

A scheme found to be useful for me is that of having a committee of boys check the record books as they were turned in by each pupil. This committee checked each book for completeness and mathematical accuracy; and if the summary figures did not check, the book was returned to its author for correction. Sometimes a book would be returned as many as three or four times before it was finally accepted by the committee.

Another step that helped in making and checking the progress reports and individual student record blanks was to have a similar committee go over each of the blanks to see that they checked in every way with the financial summary in the record book.

This plan was found to be particularly helpful in a large department where record keeping of necessity has become rather extensive. It also reacted very favorably upon the pupils.

Long-Term Projects as a Community Improvement

M. E. GARDNER, Farmer City, Illinois

I HAVE, during the past three years, endeavored to get established long-term projects which would carry on with these boys for years after their graduation from high school. In other words, the boys plan the nucleus for their live stock and crop farming which they will follow later in life. I have each boy select from one to three projects and insist upon his carrying them through to completion once he has them started. However, we spend from 6 to 12 weeks with boys, studying and planning their projects. I have found that in order that a boy have success with his project, I must keep in close contact with him and his parents relative to the outcome of the projects. I ask questions nearly every day during the noon hour or before school about the projects. This keeps the boy's interest aroused and prevents that negligence which I have found will result in nearly every case after the project has been carried about three-fourths of the way to completion. I do not blame the boy for this; it is youth to start the job with a lot of vigor and then give up. By keeping up this interest, I find that other boys also take interest, and during the noon hour they collect in my room to discuss with one another their problems. And this is where, I feel, my best teaching is taking place—in the self-activity of these boys. At least once each year there are stories written for the local paper of those projects that are successful, and in this we give congratulations to the boy and generally run a picture along with the story. This interests the parents and others of the community. I have found that this is one of the best methods of teaching adults. When these boys make a success with their proper feeding and care of animals, they teach these same things to the parents and to other people in the neighborhood. Above all things, I never scold a boy for the things he does, even though they may be wrong. I help him try to find out his fault and make it right. Generally, I find that the fault of the boy is too much of the parents' telling him what to do and not doing what he knows is correct. I think if we advertise by use of good projects, we have not only helped the boys, but we have helped to improve the community in which we live, and results will come to everybody in the community, for they must, under this plan.—The Fan Mill.

THEY'S dependable road guides on farming', tu, ef a feller's interested enuf tu ast fer 'em. It wun't hurt even th' feller thet's plum sure thet he jest natcherly knos it all to check up on his information occasion'ly—saves gas.—W. W. Shay.

Writing Preliminary Plans for Projects

Nebraska Teachers of Vocational Agriculture

EXPLANATORY Note:—The following are the important features of the outline for writing project plans in Nebraska.

1. It furnishes the boy with a definite guide in planning and arranging his project program.
2. It furnishes him with a list of the important things he should include in his plans, leaving him no excuse for forgetting something important.
3. The points are arranged so that it is necessary for the boy to rearrange them for use in his plan, thus preserving the individuality of his plans.
4. The plans are separated into the preliminary plan and the job plans. The preliminary plans deal with the general arrangements which require little subject matter study. They can be (and should be) written at the beginning of the school year. The job plans depend upon the study of subject matter and are a part of the class work. They are to be written when each job is studied in class.
5. It supplements the Merit Schedule devised by Mr. Spidel, making definite the requirements for a perfect score on plans.

Directions

Write a separate plan for each one of your projects.

The following outline is prepared for your convenience in writing your preliminary project plans. It is not required that you follow the points through in the order given. It *is necessary* that you include *all* the points in your preliminary plans. Your preliminary plans will be checked over carefully. If they are incomplete, it will be necessary for you to rewrite them and return them for approval.

It is essential that, at this time, you plan a supervised farm project program to cover the next two or three years. The one-year project has never satisfactorily accomplished the three major aims of our supervised practice program, which are:
1. To get a start in farming
2. To make money
3. To gain valuable farm experience

The reasons for writing preliminary project plans are:
1. To get you to study the possibilities and limitations of your home farm for carrying on a satisfactory farm project program over a period of several years.
2. To give you the opportunity to organize your farm project on a business basis.
3. To permit your parents, yourself, and your instructor to agree on all details of your supervised project program. This must be done *before* rather than *after* the actual start of any of your projects.
4. To emphasize the necessity of carrying more than one project in your farm project program. Growing feed for livestock or producing livestock to consume the crops grown on the farm is most economical in a balanced system of farming.

Outline for Writing Preliminary Plans

1. Talk over your plans with your parents and instructor.
2. Explain the agreement with your parents—cash or share rent, who will get the profits, who will do the work, etc.
3. Give the kind and size of project.
4. Give reasons for choosing this kind of project.
5. When will your project begin?
6. List the equipment you will need to carry on your project, and opposite each item list the equipment you now have.
7. Make a list of all of the jobs you will do, from the start to the finish, in completing your project.
8. Make a list of the jobs in which you want further experience or information before you complete your project.
9. List all the different records you will keep.
10. Explain your plans for carrying your project over a period of years.
11. Explain that you are going to study cost-of-production figures carefully and try to produce livestock or crops on an economical basis.
12. Make a carefully analyzed estimate of probable expenses and receipts, or, in other words, a project budget based on state and local enterprise results.
13. Give a description of the kind and number of animals, acres, etc., and location of your project.
14. Include a statement of the adaptability of the enterprise to the home farm and to the community.
15. Add any other information not included in this outline *which will explain further your individual plans.*

Outline for Writing Job Plans

1. Explain in detail the procedure you will follow in carrying out each of the jobs you have listed for your project.
2. Tell what you expect to do, how you expect to do it, why you expect to do it that way, and when you expect to do it.
3. Write your plans for each job *after* you finish studying it in class but *before* you need to perform the job in your project.
4. *In a sow and litter project, explain:* When your sows should be bred. How to feed the sow before and after farrowing. How to feed weaner pigs. How to fatten pigs. Where and how you will get your feed. Where you will sell your hogs. How you are going to prevent cholera, thumps, worms, etc.

—L. L. Rulla, Geneva, Nebraska

TOO many of us pat ourselves on the back for carrying the load we cannot avoid, instead of kicking ourselves for getting into such a fix.

YOUNG or old, your chances of succeeding are about the same. Age feels it is too late to start now, but youth feels there is plenty of time to start later. That's fifty-fifty.

CREEPING paralysis of the ambition is more common in after life than hardening of the arteries.

Selling Long-Time Directed Practice to Freshman

A GREAT weakness in our program for vocational agriculture is the fact that our directed practice does not lead to the farming objective. Too often we are satisfied with some farming fragment that ends nowhere. Too often it would be difficult to distinguish the directed practice program from 4-H club work. The number of boys with real long-time programs has increased splendidly in the past five years, but we have a long way to go. Each and every teacher has his opportunity in the freshmen. What are you doing to sell the freshmen the long-time program? Here is a good suggestion from C. B. Campbell of River Falls High School, Wisconsin.

Innoculating the Freshman

One of the most difficult tasks of the teacher is to get boys to select supervised practice work of sufficient scope to be practical for training purposes.

The finest foundations for supervised practice work in high schools is the 4-H club work of the boy in the country school, but at high school age the boy is ready to rise above the one calf or one pig idea to that of enterprise proportions. We tried a visitation plan this fall which I believe has considerable merit.

We chose five boys who have been in project work for two or three years and who were doing good work along their particular line. We went over each boy's work carefully, and arranged the data so that he could do the talking to the people on visiting day.

An afternoon was selected for the trip. The 45 students in the agriculture department, with several of the dads and other visitors, made the trip of 20 miles in the circuit. The boy having the project related his experiences and answered questions. There was a variety in the work presented by the boys, and it showed results of the instruction in agriculture.

The apparent advantages of the trip are:
1. Real projects were visited in their natural setting.
2. A larger vision was gained of the possibilities of project work.
3. Less difficulty in getting the freshmen to select challenging projects.
4. The variety of projects visited offered wide field of thought for boys in their selections.
5. The boy who had not been doing good work saw opportunity for improvement.
6. The boy whose farm was visited gained confidence in himself and the value of the demonstration idea.
7. It gave recognition to the boy who was doing above average work.
8. It motivated the whole group toward better project selection.

—Wisconsin Projector

WE are apt to mistake stolid endurance for thorough going wholesouled effort.

One reason that our dreams do not come true is that we do not wake up.—

Farm Mechanics

Determining the Content and Scope of a Farm Mechanics Course for an Individual Pupil

S. S. SUTHERLAND, Supervisor of Agricultural Teacher Training,
University Farm, Davis, California

Before attempting any discussion of a procedure for determining what a pupil should be taught in a course in farm mechanics, let us consider for a moment the purpose of this instruction.

The past few years have seen some significant changes in the methods, the content, and the scope of our program in vocational agriculture. They have seen a rather definite trend away from formal classroom instruction, and toward more emphasis on supervised practice and community improvement. They have seen the abondonment in most of our schools of the traditional courses in "crops and soils," "animal husbandry," and "farm management." They have seen the Future Farmer chapter become an integral part of the vocational agriculture program. The effect of all these changes should be reflected in our farm mechanics courses.

In spite of these changes, our objective remains the same. We are all pretty well agreed that the primary aim of vocational education in agriculture is "to train present and prospective farmers for proficiency in farming," or to go a step further, that it is "to improve *agriculture* by training present and prospective farmers for proficiency in farming."

The sole purpose of instruction in farm mechanics should be to contribute, in its field, toward the attainment of this larger objective. Our problem, therefore, is to select the content that will accomplish this end. To do this, let us study the boy for a moment. He will probably go back to the farm after he finishes high school, as about 70 per cent of our agriculture graduates to this. If he does farm, he will probably be located in the community in which he goes to school, and will engage in the type of farming common to that community.

This gives us one signficant lead to follow in determining the training he should receive in farm mechanics. Dr. Theodore H. Eaton.[1] in discussing principles in making a vocational course of study in high school agriculture, makes the following statement, "It is a fairly safe assertion that no school in the United States can give a boy in 2, 4, or 20 years adequate preparation to follow every or just any vocation within the bounds of our country. For effective teaching, every high school is restricted to the teaching of those particular farm vocations to which its pupils have access."

1. **Principles in Making the Vocational Course of Study in Agriculture in the High School,** Bull. 98, Agri. Ser. 22, Federal Bd. for Voc. Edu.

He goes further and says, "Whatever principles and practices are fundamental to *all* farming are to be found in any variety of farming, otherwise they are not fundamentals. Therefore, so far as fundamentals are concerned, teaching in a specific vocation does all that a general course can do, and in addition has some advantages."

Most communities, regardless of how diversified they may be, derive the major portion of their farm income from not more than two or three enterprises. Thus, if our pupil is going to farm in a community which derives 40 per cent of its income from dairying, and an additional 30 per cent from poultry products, will we go far wrong if we give him the training in farm mechanics that will help make him a more efficient dairyman and poultry producer?

Assuming that he has been carefully guided in his choice of projects, we have still another indication of the type of farming in which our pupil will probably engage—his program of supervised practice in agriculture.

From a vocational standpoint, our duty is clear. We must give this boy the training that will enable him to manage the farm equipment in these one or two enterprises in such a way as to (1) reduce or keep at a minimum the cost of producing the main products of these enterprises, and (2) to produce better quality products. The farm mechanics course that does this makes its full contribution to the primary objective of vocational education in agriculture.

TO determine the content and scope of this course, we need the following information, in addition to what we know about his own interests, experience, ability, and other personal characterists:

1. The supervised practice program which the pupil is conducting, and his plans for future project work.
2. The amount and kind of repair, construction, and other mechanical work done by *successful* farmers in the community.
3. The enterprise or enterprises on the pupil's home farm which furnish the cash income for the family.
4. The practices followed on that farm in conducting these enterprises with regard to:
   a. The amount and kind of equipment, buildings, or machinery used.
   b. The efficiency with which this equipment is used.
   c. The care and repair this equipment receives.
5. The major farm enterprises of the community as shown by the per cent of cash income derived from each, and their probable future importance.
6. The practices followed in these enterprises as to:
   a. The amount, kind, and quality of equipment, buildings, and machinery used.
   b. The amount and kind of use made of this equipment.
   c. The care and repair this equipment receives.
7. The practices in 4 and 6 which need to be improved in order to reduce the cost of production in these enterprises and to produce a better quality product.

Most of us, however, will not devote the time and effort required to get this information. If this pupil enrols in our classes, he will receive a course in farm mechanics, the content of which is determined about as follows:

He will be taught:

1. Those phases of farm mechanics which the teacher is trained to teach, and which he likes to teach. If the instructor is skillful in sheet metal work and likes it, his pupils will receive at least their share of sheet metal instruction.
2. Those phases of farm shop work which the state supervisor advises and upon which a state program or course of study lays special emphasis. If the supervisor seems to feel that instruction in machinery repair is an essential part of the farm mechanics course, most teachers will make an attempt to include it.
3. And to some extent, at least, by means of projects that have a "goodwill" or publicity value. If the building of a machine shed for a board member will provide the basis for a good article in the local paper and win a friend for the department, the chances are that the farm mechanics class will build a machine shed, whether they have already done this type of work or not.

The practice work he does in the shop will be guided largely by:

1. *The opportunity he has to secure good shop projects.* If the boy's father happens to want a hog house built, and has the money to buy materials, it is quite likely this pupil will build a hog house.
2. *His own likes and dislikes and interests.* If he wishes to make a butcher knife from an old file, he will probably be given an opportunity to do so.
3. *The shop facilities and equipment.* If the shop is equipped with a pit or a hoist and auto repair tools, it is more than likely the pupil will try his hand at repairing the family car.
4. *The amount of construction and repair work which the principal feels should be done for the school by the farm mechanics class.* Lucky indeed is the pupil who escapes his turn at building stage scenery or revarnishing desks.
5. *His mechanical ability.* A boy who happens to have a "knack" for filing handsaws will probably be assigned the job of keeping the department saws sharp or at least be given plenty of opportunity to keep in practice on saws brought in from farms.

Now perhaps these are the factors which *should* determine the training a pupil receives in farm mechanics. Perhaps we must continue to justify the instruction we now give by saying, "It is the best we can do under the circumstances." Certainly it would be foolish to expend the time and effort necessary to organize a vocational course, if it were impossible to teach it.

Can we offer our pupils vocational instruction in farm mechanics, or must the content of our courses, by virtue of the fact that they are a part of a definitely organized high school curriculum, continue to be largely "farm shop work?"

Editor's Note: This is the first of a series of two articles by Mr. Sutherland on this subject. Read the second article in the next issue.

Developing a Course of Study in Farm Mechanics

L. J. SCHMUTZ, Wakefield, Kansas

IN preparing a course of instruction in farm mechanics for farm boys, one must keep in mind certain fundamental principles. Farmers spend more time on repair work than on construction work. One of the real needs of most farmers is the ability to reduce the depreciation of farm equipment and buildings. Another desirable quality in the farmer is the knowledge of how to construct, install, and repair conveniences in farm home and farm buildings. A course in farm mechanics given as a part of the agriculture course, should cover instruction in ordinary repair and construction work, with such tools as the average farmer may have at his disposal.

The Survey

Since most farmers spend more time on repair work than on construction work, it would seem logical to determine the repair experiences which farmers will encounter, and to teach the students how to do these jobs by including similar jobs in the farm shop course

The type of farming in each community will determine the kind and amount of machinery available and the skill of the worker. The repair and construction work of the apple grower differs in many respects from that of the farmer in the beef cattle or wheat-producing region. Each teacher will need to familiarize himself with the farm enterprises carried on and their intensity in his particular locality.

Another point that should not be omitted from the survey is that of the social or living conditions of the home. How many farm homes are equipped with water systems, either gravity or pneumatic? How many have electricity available through power lines or through farm unit lighting systems?

Other points that should not be overlooked include: The makes of farm machinery most common in the community, the kinds of farm power used, condition and needs for repair of farm buildings, and the construction jobs needed that will correlate with the enterprises operated by the farmers in the community.

Content of Course in Farm Mechanics

The next step after the completion of the survey is that of organizing the enterprises in the order that they will be taught for each year given to this work. The following is a list of farm mechanics enterprises suggested for a three-year course of full-time vocational agriculture.

FIRST YEAR
Drawing
Woodwork
Tool fitting
Painting
Rope work
Glazing
Harness repair
Belt work
Sheet metal
Iron work
Motor mechanics
Concrete
Farm machinery identification

SECOND YEAR
Blue print reading
Wood work
Tool fitting
Rope work
Glazing
Harness repair
Belt work
Sheet metal
Pipe fitting
Iron work
Motor mechanics
Concrete
Farm machinery identification

THIRD YEAR
Estimates and budgets
Principles of mechanics
Power transmission
Electricity
Measurements
Terracing
Water systems and pumps
Plumbing
Sewage disposal
Babbitting bearings
Farm fences
Farm buildings
Iron work
Farm machinery identification
Special skills

As soon as each year's work is blocked out, the next step is to list the jobs, exercises, and projects each student will perform in each enterprise during the years it will be taught. The following will illustrate a list of jobs and exercises necessary in tool repair.

1. Learning parts of tools
2. Filing auger bits
3. Grinding edge tools
4. Whetting edge tools
5. Grinding twist drills
6. Cleaning files
7. Fitting new handles
8. Redressing screw drivers
9. Filing cross-cut saw
10. Filing rip saw
11. Replacing handles
12. Removing rust

Each enterprise should be outlined in a similar manner, and the jobs classified according to the time they are to be taught.

The Teaching Procedure

Shop Notebook—The loose-leaf notebook used in the classroom may have one part set aside for the farm shop section. Division of this section may be tabulated for each farm shop enterprise, and pages included in each division to care for the jobs, exercises, and projects taught. To illustrate, the page on filing auger bits may appear as follows:

TOOL CARE

Date 2-4-34
Points:———

Job No. 2—Filing Auger Bits
Materials: Dull auger bits
Tools: Small flat mill file
Method:

1. Study parts of an Auger Bit. (In addition to auger bits, have a good drawing with the parts labeled.)
2. File spur on inside, to avoid reducing diameter
3. File the lip with screw down, to avoid losing clearance on the bottom
4. Follow angles used by manufacturer as nearly as possible.

Questions:

1. Why not file the outside of the spur?
2. Why will a regular triangular file be unsatisfactory?
3. What is wrong if a bit does not cut a clean hole?
4. What is wrong if a bit needs to be forced into the wood?

References:

1. Roehl, *Farmer's Shop Book,* pp. 315-316.
2. Struck, *Construction and Repair Work for the Farm,* pp. 27-28.

Student's Name: _____

When the students and teacher, in the classroom or around a shop table, have outlined each enterprise into jobs, exercises, and projects indexed and tabulated into the note-book, it will then be advisable to make a calendar of jobs according to the season and number of shop periods available. Each student will then have an outline of the work required and the amount he will need to cover during each six-weeks period.

Demonstrations

It is usually advisable for the instructor to conduct a demonstration once before the entire class on each job. The development of each job can be done together in a group to save time, and each student may work out his job when his turn comes to use the tools in that particular department of the shop. This will save the teacher much time by avoiding a lot of repetition and will develop more self-reliance among the students.

Future Farmers of America

How to Get the Most Out of F. F. A. Membership

ARTHUR P. WILLIAMS

Arthur P. Williams

A previous issue of this magazine carried the announcement of Mr. Williams' death. The article here published was to have been a talk to F. F. A. boys in Deleware at their state meeting in May. When the time came, Mr. Williams was ill and could only send the paper with the note, "I am very sorry to disappoint you."

THERE are many general advantages in membership in the F. F. A. organization. Probably most of you were persuaded to join because it is a vocational agricultural boy's own organization. It is an organization run and managed by you, and it is national in scope. You have a feeling of pride in belonging to this great organization. You are cooperating with every other F. F. A. member throughout the nation. The significance of these considerations should grow on you as the influence of the F. F. A. develops on a nation-wide basis year by year.

But today I do not want to dwell too much on these broad and general advantages of the F. F. A., important as they are, lest you may feel, and rightly so, that I seem to be putting the cart before the horse. That is not the case, for I believe that the effectiveness of the national organization depends primarily on the work of the local chapters or even more specifically on the achievements of the individual members. However, the state and national organizations give us a means for capitalizing on the best achievements of individuals and for giving a real incentive to do our best.

Now let us consider local chapter programs of work, for it is here that each member can find the most immediate expression of his abilities. One of the best ways to formulate a chapter program is to follow the eight major purposes of the organization as set forth in the chapter contest score sheet. It should be remembered also that a chapter program should deal not only with what you propose to do but also with ways and means for doing it, and especially ways in which the chapter working in the interests of the group may encourage individual members to participate in as many as possible of the activities sponsored by the chapter. In other words, the chapter as a group should be able to furnish incentives to individual members and should be able to accomplish certain things as a group which could not be accomplished as individuals.

The first item on the score sheet is supervised practice. This, of course, is one of the most important activities, since it is one which figures largely in the advancement of members to the several degrees of the organization.

Regardless of whether your school offers a two, three, or four-year course of agriculture, why not plan on a long-time program of supervised practice for its own sake and in order to get in line for State Farmer and American Farmer degrees? Decide which shall be your major projects and which minor. Get major projects started early that you expect to continue and develop for several years. Arrange for financial and managerial control of your farm enterprises. The West Virginia association has organized an F. F. A. cooperative financing subsidiary in connection with the Farm Credit Administration at Washington. In any case, when your chapter is working on its program, discuss all of these needs and possibilities and don't hesitate to set for yourselves some worthy goals on this item of supervised practice.

THE next item is cooperative activities. In many ways this is quite as important as supervised practice, because one of the big advantages of havhaving a chapter organization is to enable you to learn how to work together to advantage and to do things as a group that you could not do as individuals. Every chapter program should include some worth while group activities in the field of buying, selling, and service.

Our next item is community service. This calls attention to the mutual obligations of every member of a rural community. You expect the support and cooperation of your parents as well as the goodwill and encouragement of other rural organizations. Hence, it is desirable for your chapter to show its good will to the community which supports the school, by including in its program of work some items of unselfish service.

Leadership activities also should hold an important place in the chapter program. This should include a consideration of the qualifications and duties of officers, the provision for various standing and special committees, participation in meetings, encouragement of public speaking, participation in appropriate contests, and the distribution of responsibilities among the members.

Among the other items which should appear in the program are the goals and procedures for promoting earnings and and savings, conduct of meetings, scholarship, and recreation.

Of course, it is not advisable to overload a program just for the sake of having something on paper. Everything that goes into the chapter program should be put there with a reasonable intention and certainty of its being carried out. Ways and means must be visualized and anticipated for carrying out these intentions. It is expected also that considerable variation and originality will appear in the programs of different chapters, depending on local conditions and the ambitions and ingenuity of the members. However, valuable suggestions should be utilized from any source. Program making should receive considerable attention and and should not be rushed through in a perfunctory manner. A good procedure is to have the chapter president call for written suggestions from the members, then have an informal meeting in which the group resolves itself into a committee of the whole in order to discuss these suggestions freely, then appoint a committee to draw up the program and vote on it or on appropriate amendments at the next meeting. Since the school year represents the period of maximum chapter activity, it would seem desirable to have the program ready at the beginning of school. If feasible, work on the new program might well start the latter part of the old year, say during the summer, and be finished soon after school opens in the fall. A good program should be a product of growth and development from year to year.

I'd Like to Think

I'd like to think when life is done
That I had filled a needed post,
That here and there I'd paid my fare
With more than idle talk and boast,
That I had taken gifts divine,
The breath of life and manhood fine,
And tried to use them now and then
In service to my fellow men.

—Selected

New Jersey F. F. A. Summer Camp

NEW Jersey held an F. F. A. camp in June, immediately following the close of the school year. The purpose of the camp was to provide recreation and leadership training for the boys.

The camp was held at the Monmouth County Boy Scout Reservation at Allaire, situated on the beautiful wooded estate of Arthur Brisbane, well-known editor. The boys lived in tents and were furnished meals at the scout commissary at a nominal cost. Swimming, baseball, quoits, and zellball, were the chief recreation. A half day was spent at nearby coast resorts where every boy had a dip in the Atlantic Ocean.

The camp was run by the boys themselves. The chief officer was a camp governor, Raymond Russo of the New Brunswick High School. Each camp village, of which there were two, had a mayor who was in direct charge of the activities of his village.

Each night a large camp fire was built, and a program held with the boys seated in a circle about the fire. These programs consisted chiefly of brief talks on nature study, boy leadership, and the like. "Stunts" given by the various chapters were also a feature of the camp fire programs.

Once each day a brief program of talks and music was held in the scout chapel. Two outside speakers were secured for these talks. One was our national adviser, C. H. Lane, who told the boys about the national organization and gave them some ideas about how the chapters can better function in the future than they have in the past. The other was Dr. O. H. Benson, National Director of Rural Scouting, who talked on "Adjustment Necessary to Our Future in America" and "Leadership and Pioneering for Our Young People." Dr. Benson's long experience as leader of 4-H work in America and as leader of rural scouting, coupled with his lifelong study of rural youth, made him an ideal speaker for such a gathering.

The most popular recreation was baseball. Teams were selected from the various chapters, and a series of games played for the championship of south and north Jersey. Naturally there was much competition.

Music at camp consisted of songs, led by one of the teachers, and a brass choir orchestra from the Mt. Holly Chapter. So much interest was shown in the orchestra that the boys now hope to start a state F. F. A. band.

Those in charge of the camp feel that the undertaking was so successful that the plan will be continued with added activities in future years. In other words, a state camp has become a feature of the New Jersey F. F. A. program.

Salem, Virginia, Kiwanis Club Program

THE Salem, Virginia, Future Farmers through their adviser, T. E. Burke, was asked recently to put on a program for the Salem Kiwanis Club on the subject: "F. F. A. Work and Workers." The Kiwanians wished to devote an evening to being informed on the F. F. A. movement.

At the June meeting the following program was presented:

1. Brief history of the Future Farmer movement—T. E. Burke, Adviser, Salem Chapter
2. Purposes of the F. F. A.—John Eller, member, Salem Chapter
3. The Future Farmer Creed—James Martin, member, Salem Chapter
4. Address, "Vocational Agriculture"—Dr. Walter S. Newman, State Supervisor, Department of Agricultural Education, Richmond, Virginia.

Arkansas' First American Farmer a Teacher of Vocational Agriculture

ELSTNER Beall of Wilson, Arkansas was the first F. F. A. candidate from Arkansas to receive an American Farmer Degree. He received his degree at the first annual convention of the Future Farmers of America at which time he was made Regional Vice President.

Elstner Beall

Elstner first enrolled in vocational agriculture in 1925 under Fred T. Mitchell. He was then a day-unit student in the classes and won the State Cotton Contest with a yield of 1083 pounds of lint cotton per acre. The average for the state that year was only 205 pounds. In 1926 he took up the regular all-day vocational agriculture work under Mr. E. Y. Fitch and won third place in the State Cotton Contest. In 1927 he competed in the State Three-acre Corn and Cotton Growing Contest. That year his yield of cotton was 1010 pounds of lint, compared to an average of 157 pounds of lint for the state. This gave him also the Southern Regional prize. Elstner's corn average was 165 bushels, compared to a state average of 19 bushels. Likewise in 1928 he won the corn and cotton contest in the state.

Young Beall was president of the First F. F. A. Association in Arkansas. Having been reared on one of the best cotton plantations in the state, he has always been interested in the problems of the cotton farmers. After he graduated from the Wilson High School in 1930, he entered the College of Agriculture at the University of Arkansas with the idea of fitting himself to become a teacher of vocational agriculture, and he says "I like to work with people." He is a member of the Agricultural Day Association and a very active worker in college. During his freshman year, Elstner was a member of the football and basketball teams, and during the last three years won his letter on the varsity basketball team. Elstner graduated last spring with several people offering him positions, but he says it is his plan to accept a position as teacher of vocational agriculture.

Winner of North Carolina Chapter Contest Has the Pep

A FEATURE of the North Carolina F. F. A. program is an annual State Chapter Contest with a prize awarded to that chapter which scores the largest number of points. Points are given for supervised practice, cooperative activities, home work and community service, leadership activities, earnings and savings, conduct of meetings, scholarship, recreation, and publicity. The 1933 award was won by the Perquimans County Chapter of Young Tar Heel Farmers of the Hartford High School.

Each member of the Perquimans County Chapter took part in the Public Speaking Contest, the Cotton Essay Contest, and the Livestock Judging Contest. During the school year, the chapter held weekly meetings, with two additional meetings during the summer. The boys had three complete sets of officers, and each member of the organization took part in one or more local programs. A special program was presented before the Parent-Teachers Association, in addition to the giving of two demonstration programs in the presence of visiting members and teachers from six other chapters. The father-and-son banquet was highly successful, with 96 per cent of the members and fathers present. The chapter gave three socials other than the father-and-son banquet.

In the way of homework and community service the chapter members culled poultry for farmers, gave advice on feeding livestock and on controlling diseases and insects affecting livestock and crops, field selected seed corn, held post-mortems on hogs, poultry, and turkeys for farmers to determine and then give remedies and treatment for diseases, and gave demonstrations and information on pruning and spraying trees.

Each member enlarged the scope and number of his projects, and kept careful records on all projects. Fifty per cent of the members visited other members' projects. Seeds were bought cooperatively, and all members paid their dues by October 1. The agriculture classroom was improved, and students assisted the agriculture teacher in organizing evening classes. An agricultural museum was also established.

At the summer camp held at White Lake each year, 50 per cent of the members attended, and the chapter won first place at the camp.

Members made an average grade of 85 in agriculture and an average grade of 78 in other subjects. Each member read two books relating to agriculture and read regularly two agricultural journals.

Seventy-five per cent of the Green Hands became Future Farmers. Thirty news articles on the doings of the chapter were written by members.

During the year, members of the board of education, county commissioners, and the county superintendent were invited to attend the chapter meetings.

G. C. Buck is the vocational agriculture teacher.

Alabama Chapter Promotes a Pig Contest

AT the beginning of the school term of 1932-1933, an F. F. A. pig contest was promoted through the business men of Citronelle, Alabama. The merchants contributed to a fund to buy five purebred Duroc Jersey gilts. The five boys having the highest grades in the freshman class were to get the gilts. Each of the boys was required to give back two gilts to the agriculture department out of the first litter. These ten gilts were then given to the ten pupils having the highest grades in the 1933-34 freshman class, and each of these pupils was in turn required to return two gilts to the agriculture department. Thus, in a few years every pupil taking agriculture will get a gilt. If there is a surplus of pigs, they will be sold and the money put in the F. F. A. treasury. The people in the community think this is a fine method of promoting interest in vocational agriculture work.

Future Famers and Grangers Take Part in Rural Life Sunday

ON Sunday afternoon, June 10, Granges and Future Farmers of America from the counties of Delaware, Franklin, and Licking, Ohio, took part in a Rural Life Sunday at Pierces Grove near Centervillage.

Ralph A. Howard, assistant state supervisor, read the Future Farmer Creed, and boys from various schools gave talks on different parts of the creed, telling what their chapter had done to live up to that part of the creed. Schools represented were Gahanna, Sunbury, Harlem, Johnstown, Croton, Westerville, and New Albany.

In connection with the Grange part of the program, an interesting talk was given by Walter F. Kirk, Master of the Ohio Grange.

Songs were sung by the Kilbourne Grange quartet, and the University Grange from Columbus presented a Grange Pantomine: "The Angelus."

Granges participating in the Rural Life Sunday were New Albany, Gahanna, Alton, Westerville, Central Jersey, Johnstown, Reynoldsburg, Groveport, Madison, University, and Berlin.

Future Farmer Camp

WILLIAM D. ROSS, Conrad, Montana

ONE of the big events of the year for Future Farmers of North Central Montana is the annual summer camp sponsored by the Future Farmer Chapters at Valier, Browning, Simms, Choteau, and Conrad, Montana.

This year over fifty boys from these schools attended the fifth annual camp held in Sun River Canyon twenty miles south of Augusta. The location of the camp site was picked with great care, and it proved ideal, as it provided the boys with excellent fishing, and an open park nearby was large enough for the several chapters to settle old rivalries on the baseball diamond.

The boys were divided into small groups, and each group took its turn cooking, chopping wood, hauling water, and other jobs around camp.

Under the "tutorage" of Chief Riek, the agriculture instructor at Browning, the boys became very adept fishermen and kept the cooks well supplied with fish during the three days at camp.

Next year it is planned to hold the annual summer camp on Big Badger Creek south of Browning. With memories of the big fish caught there two years ago the boys are already beginning to save their nickels to buy Royal Coachman and Brown Hackles.

The Nature of Real Leaders

BARTON MORGAN, Iowa State College

THE word "leader" brings to the minds of many men a certain picture. They see a uniformed military officer with sword in hand, mounted upon a spirited horse. The officer and horse stand at the head of a large army of infantrymen and are ready to lead an attack upon a strong fortress at the top of a steep hill.

It has been a long time since even leaders in the army presented such a picture, except in sham battles or on parades. At present when real action is taking place, the commanding officers are several miles behind the lines of battle directing the movements of the men. This is not because they are cowards but because they can do their work better.

An artist once wanted to paint a picture of Wallington as he appeared on the battlefield of Waterloo when he defeated Napoleon. The artist asked Wellington to pose for the painting sitting on a beautiful horse. Wellington told the artist that if he wanted to get a true picture of him upon that memorable occasion he should paint him crawling on his belly along a small ravine with a pair of field glasses in his hand.

Today the real leaders in social and civic affairs are not uniformed and perched upon horses. They do not assume a haughty air and order people about in commanding tones. They are more likely to be quiet people working behind the lines and out of the limelight. They are tactful, tolerant, courteous, and kind persons. They have good judgment, they have worthy convictions, and they are eager to serve others. They know when to lead and when to follow. They know how to get things done.

Perhaps the best way to become a leader is to forget about being a leader and try to improve your personal qualities, to study and learn all you can, and to mingle with and help other people at all times.—The Iowa Future Farmer.

Headed with Emblem

HEADED with F. F. A. emblem, the following recently appeared in THE BEMENT REGISTER: The Vocational Agriculture Department of the High School brings you this column of timely hints each week of the school year and sincerely hopes that the column will prove helpful to you. If there is any other information you would like to have concerning agriculture, the department will be very glad to help you to the best of its ability.—Illinois.

F. F. A. Chapter Plans to Support Itself

N. J. SMITH, Fairfield, Illinois

A PROBLEM we have with our F. F. A. membership is to be able to collect state and national dues. Our F. F. A. Live Stock Corporation has paid 20 per cent dividends each year since its origin five years ago and has made about 50 per cent interest on its yearly investment. At a meeting of the active stockholders this month, it was voted to pay the state and national dues, next year, of each member of the F. F. A. who was also a stock holder in the F. F. A. Live Stock Corporation, out of the surplus earnings. We believe that this will stimulate interest in the Live Stock Corporation and will relieve the feeling that membership in the F. F. A. is somewhat costly.

MEMBERS of the Tranquility chapter, California, purchased an old house for $10. The boys are making eight brooder houses out of the lumber, and three electric brooders were made in the shop. The net result will be inexpensive, adequate brooding facilities.

A SYSTEM of vocational education in the public schools will help, rather than hinder, general education. It will supply in a concrete, practical way the motivation which, as far as the majority of boys and girls are concerned, has been so far either highly artificial or sadly lacking—John Dewey.

Agriculture in Our Largest Inland City

(Continued from page 39)

tunity. In the fall semester some emphasis is given the planting of trees and shrubs and to various phases of landscape gardening. Ample opportunity is, however, offered those boys interested in other phases of agricultural work.

An unusual opportunity to study marketing, the handling of farm products, and other economic phases of agriculture is possible in Indianapolis. The class makes repeated visits to the stockyards, large packing plants, creameries, food and vegetable markets, and other places where agricultural products are bought and sold.

Not all summer students in agriculture are vocational. Each year more and more non-vocational pupils take the summer course and eventually enrol as vocational students.

When vocational agriculture was first instituted in the Arsenal Technical School, it met a specific need, that is, the training of boys for agricultural work and the production of more food products. The picture is not very different today, for it fills the need of people who are seeking the means for a livelihood.

Note

PROFFESSOR L. M. Roehl has designed a new (small, bench) harness stitching clamp. You will find it on page 784, Sears and Roebuck Spring Catalogue.