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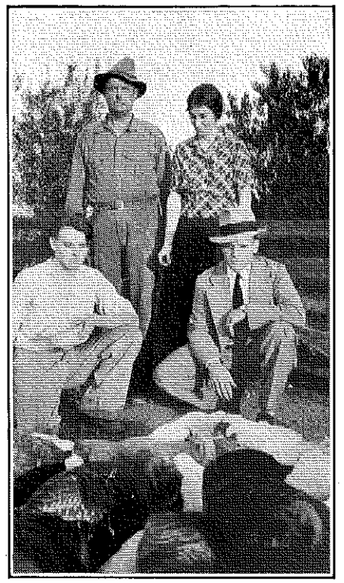
Agricultural Education



The teacher, the father, the mother, the boy, and farm practice — an educational combination hard to beat.

Where a whole industry becomes efficient, society, not the individual, is the gainer, but all rise in the scale of living in proportion to efficiency, and the more general the efficiency the greater the benefit.
— B. H. Hibbard

EDITORIAL COMMENT

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CHANGING OBJECTIVES

EIGHTEEN years of vocational agriculture under the Federal Act have provided a period of trial and experience out of which we are able to distinguish significant changes and trends. Brief mention of a few of the more apparent changes may be appropriately made.

In teaching content the emphasis has shifted markedly from quantity production to economic production; from operative ability with less or more reasoning, to judgment ability with the necessary operative skill. In the earlier years of this change the shift was made by a few states as a movement desired and planned. In more recent years the change has been forced by national and world conditions. That it has been for the best is now admitted, at least in theory.

In a manner somewhat similar, marketing problems and the possibilities of cooperative effort have been given recognition in the classroom. Consequently, in a study of local enterprises the students now see that their income is often as greatly influenced by the few decisions related to marketing their products as by the numerous decisions in production. Attitudes and abilities in cooperative marketing still deserve larger recognition, while the ability to cooperate in many other aspects of living is only in its first stages of development. Much more is promised in this direction in the early future.

In the contact of each student with farm practice, there has been a measured shift from "taking a project" each year to building a supervised practice program in terms of pupil needs and home farm conditions which is first planned for the full period of high school attendance and then revised as experience points to possible improvements of benefit to the student. This long view of supervised practice has produced beneficial changes in the attitudes and intercsts of the students and has aided greatly in centering instruction in the supervised practice program.

Without doubt, the most spectacular accretion to the program of vocational agriculture is the organization of Future Farmers of America. Its rapid growth testifies to its appropriateness in meeting a need. That need was for a means of incorporating breadth and enrichment in the narrow, limited program of education for productive farming. With the F. F. A. came opportunities for group action and achievement; for recreational, social, civic, and avocational achievements; for leadership, competition, cooperation, and a wide development of other personality traits. With vocational instruction centered around planned supervised practice programs and the F. F. A. providing possibilities of enlarged and enriched living, the total educational program as a preparation for rural life becomes more nearly adequate to prepare for the goal of the citizen farmer. The future in this field appears to hold great promise.

In the past few years emphasis has been generally increasing in the kind and amount of instruction given to young farmers and adults through part-time and evening courses. It is apparent that federal activity in the adjustment of agriculture has made a demand for, if it has not forced, the aiding of adult farmers in the reorganization of their business. Equally noticeable is the great activity recently shown by organizations here and there to "mother" the young farmers of the out-of-school group. That vocational education in agriculture has been gradually increasing its service to this 16- to 25-year age group through organized instruction and the organization of young men's farming clubs and similar agencies for the promotion of a broader educational experience to these members is a distinct tribute to the program of agricultural education. The immediate concern is that that program shall be kept functioning by poviding the most desirable educational experience for these young farmers.

These are a few selected changes in emphasis in vocational teaching in agriculture which seem abundantly justified in terms of the quality of vocational instruction offered. Continued careful analysis of the present program of agricultural education in meeting the shifting objectives in vocational education is necessary if the program is to render its maximum service.—W. F. S.

INTELLIGENCE OF FARMERS

IT seems to the editor that teachers of vocational agriculture should be interested in the following statements by Secretary Wallace in his *New Frontiers*, reviewed in a recent issue of this magazine.

> One who did not know farmers might have been amazed at the high degree of intelligence and ability shown in these production control association meetings. From a casual observation of corporation directors, I would say that the average level of intelligence of the farmer committee-men as displayed in their own country meetings is at least as high as that of the directors of the one hundred largest corporations of the United States. Not only have the farmers shown ability to master the problems of production adjustment, but they have proved they can survey the world situation and make their decisions on the basis of long-time as well as immediate factors.

YOUR POEMS

SEND in your favorite bits of poetry which you think would be of interest to our readers. We present the following two stanzas as our selection.

FLOWER IN THE CRANNIED WALL

Flower in the crannied wall,
I pluck you out of the crannies;
Hold you here, root and all, in my hand,
Little flower—but if I could understand
What you are, root and all, and all in all,
I should know what God and man is.
—Alfred Tennyson

MORALITY

We cannot kindle when we will
The fire which in the heart resides;
The spirit bloweth and is still,
In mystery our soul abides.
But tasks in hours of insight willed
Can be through hours of gloom fulfilled.
—Matthew Arnold

Professional

A Study of Rural Education in Illinois with Special Reference to Vocational Agricultural Education for the Fifteen-Year Period 1917 to 1933

A. W. NOLAN, University of Illinois

Note: These are general conclusions taken from "An abstract of a Thesis", by Colvin, submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education in the Graduate School of the University of Illinois, published in 1934.

THE following general conclusions are, in the judgment of the writer, justified by the data presented in the thesis:

A. W. Nolan

1. The data relating to expenditures for vocational agriculture indicate that the cost of such education is excessive when compared with general education costs. Federal and state subsidy has aided in instituting and organizing courses in agriculture and in establishing policies. Special supervision has shown the value of centralization in education and of careful supervision. It seems clear that in the future the local communities should take more of the responsibility for this type of rural education. Agricultural education should be considered as one of the regular units in the total high school program.

THE high school must be a unified agency in order to succeed, and any tendency toward a dual system will, in the judgment of the writer, depreciate the value of the high school to the community which it serves. Special supervision, in the sense that specially trained supervisors are employed to aid the schools in vocational agriculture, may be continued. Special supervision has proved to be effective in agricultural education.

If federal and state aid is continued, it should be distributed to local units upon the basis of rural population in a manner similar to the basis used by the federal government in distributing the funds of the federal appropriation to the states. Special supervision and help should be given to all communities. The need for such special aid should be the only basis upon which aid should be given, whether educational or financial. Such a redistribution of aid would make possible a much greater enrolment in agricultural education. The special training of agriculture teachers has been an important factor in the success of the program and should be continued under any revised plan that may be effected in the future.

2. Rural education as defined in this study is being promoted by various agencies of which the high school is one of the most important. The agricultural extension service is conducting the most extensive program for rural education. Other agencies are participating in the program as their financial support permits. It is evident that there is need for a more balanced program and a recognition of the responsibility of each agency concerned. There is enough machinery or organization among rural people to care for all the educational needs, but an extension of the efforts of all agencies is necessary in order to reach all the rural people of the state. Definite objectives should be made the basis for a coordinate program with respect to the objectives accepted. It is evident that while for the most part the objectives set forth in this thesis are recognized as worthy ones, an undue proportion of time and effort is directed toward the attainment of certain ones, such as the strictly vocational aims, thus minimizing the situation to others that seem as truly important.

3. A duplication and overlapping of the programs of the agricultural extension service, particularly the 4-H Clubs, and of vocational agriculture is apparent. This duplication of effort may prove to be a disadvantage to both agencies. Since only about 10 per cent of the farm boys are being reached by vocational agriculture and approximately 15 per cent by the 4-H Clubs, there is ample opportunity for expansion in both organizations without duplication of effort. This duplication is evidence of the need for a better coordination of effort. It would be difficult to further centralize the administration of rural education under existing provisions of legislative origin. However, from the viewpoint of educational policy, it seems clear that the rural education projects which are supported in part from state and federal funds should be grouped under one administrative head, thus making possible a higher degree of efficiency and a more satisfactory coordination of effort. The expense of administration and supervision would be lessened under such a plan.

4. With regard to vocational agriculture as it is now organized, certain conclusions seem evident. That it has been effective in stimulating an interest in better farming and in training boys to farm is the firm belief of the writer. The results of farm projects indicate that the boys have made a real effort to learn the farming process from the vocational point of view. Records of individual projects show that boys do have an opportunity to learn the processes of farming through experience and at the same time to develop proper social attitudes and ideals. One of the outstanding results of vocational agriculture has been the activity of students in actual projects outside the schoolroom. Not only have all students conducted individual projects, but thousands of students each year take part in judging contests, state conferences, farm tours, expositions, demonstrations, cooperative buying and selling projects, club activities, recreational projects, and community social developments, thus indicating that vocational agriculture has been effective in attaining the goals in rural education in these districts where it has been made a part of the high school program.

IT is evident that special supervision from the office of the State Board for Vocational Education, directive planning by the State Association of Agriculture Teachers, local supervision by teachers of agriculture, as well as the advisory and directive influence of the Federal Board for Vocational Education have had a part in creating interest in and in encouraging activity in rural education. All these agencies deserve credit for the development of the program in vocational agriculture.

5. The preparatory training of teachers and other leaders has been for the most part the responsibility of the University of Illinois. Approximately 500 teachers of vocational agriculture who have taught in Illinois received their training in the University of Illinois. Most of the club leaders and farm advisers in Illinois have been graduated from the University of Illinois. Under the provisions of the certificating law it is necessary that rural teachers at-

tend a teachers' college at least two years or receive equivalent training, in order to obtain a certificate to teach. High school teachers are trained by colleges and the universities as well as by teachers' colleges. Thousands of local leaders in rural education are trained in service each year by the paid leaders and teachers mentioned above. Thus the institutions of higher learning are responsible for the training of leaders in rural education.

It appears from the data presented that a readjustment of the curricula for the training of agriculture teachers is advisable. If the objectives for rural education are accepted as presented in this study, there should be included in the teacher-training curricula those courses which emphasize these objectives in their proper proportions. Courses in Rural Sociology, Health and Hygiene, Rural Recreation, Farm Cooperatives, and Farm Economics should be made a part of the required training. Whether the training department remains a part of the College of Education or be transferred to the College of Agriculture seems relatively unimportant and should be considered as an administrative matter within the University, although the data presented indicate that it would be more in keeping with the demands of those who are preparing to teach to transfer the department to the College of Agriculture. It is important that teachers of other subjects in high schools that serve rural communities should have as a part of their preparatory training, courses which will enable them to appreciate the problems of the farm and to take part in rural education in its most unique meaning. Teachers' colleges should have rural education departments in which prospective rural teachers may receive special training and practice in the type of work which they will be called upon to do in rural communities other than teaching the elementary subjects. Practice teaching in actual rural schools would seem to be an important part of such training. So long as large numbers of teachers remain in the rural schools because they are unable to secure positions in the city schools, rural education must suffer the consequence of untrained leadership. Definite conduct objectives in rural education should be set up by the teacher-training institutions, and the curricula made to meet the demands of these objectives.

Penn State's Young Trainee

ENROLLED at The Pennsylvania State College is a young man who is believed to be one of the youngest trainees, if not the youngest, in agricultural education in this country. Robert Elkins was born November 10, 1919. He comes from a family of school teachers and gives much credit to his mother, formerly a teacher, for helping him to complete the eight years of the rural school in four years. Leaving the one-room school at the age of ten, Robert entered the Plumville high school from which he was graduated four years later in the upper brackets of his class.

At fourteen Robert matriculated as a student in the agricultural education curriculum at Penn State. If his work goes well and he is uninterrupted, he will be fully qualified as a teacher of vocational agriculture at eighteen. Upon entering the course, he passed an entrance examination indicating a general intelligence well above the all-college freshman group.

Elkins has lived all his life on a farm and has taken part in all of the important general farming activities. He is particularly interested in horticulture. He is a member of the Grange and has already become identified with the Penn State Student Grange. He is much interested in sports. While the small high school which he attended did not offer him much opportunity along this line, Robert hopes to make up for this lack before he leaves the Penn State campus.

Robert is shown in the accompanying picture, with members of the agricultural education staff of The Pennsylvania State College. Reading from left to right they are: Professor W. F. Hall, Professor H. S. Brunner, Dean R. L. Watts, Robert Elkins, Professor W. A. Broyles, and Professor C. S. Anderson. (One man is needed to make the picture complete. Professor H. G. Parkinson, head of the Department of Rural Education, is at present on leave serving as acting dean of the College of Agriculture, University of Puerto Rico.

English Is Essential

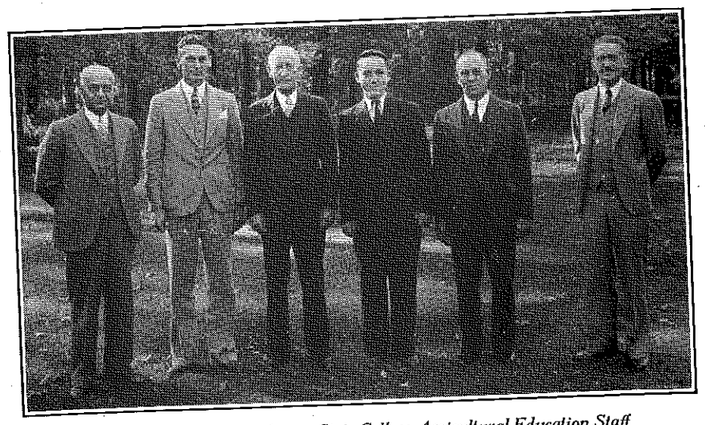
TEACHERS are not likely to be professionally successful unless they possess a reasonably high degree of mastery of English. Doctor C. S. Anderson, of the Department of Rural Education at The Pennsylvania State College, recently studied the records of three-hundred teachers of vocational agriculture, comparing their teaching success with the grades they earned in English when attending college.

In order of difficulty expressed through college grades, the physical sciences and the biological sciences were more difficult for the students than was English. However, when grades were compared with some of the commonly accepted measures of teacher success, English ranked first in order of importance.

Good grades in English correlated closely with promotion, with long teaching experience, with permanency in a position, and with high and regular salary increases. English, the means of our communication and expression, seems basic to teaching, regardless of the subject.

Stimulating Interest in Vocational Agriculture

ONE way to stimulate interest in high school is to give the eighth grade student an opportunity to visit the high school in session, and see the different subjects being offered. The local high school each year sponsors a Big-Brother-and-Sister-Day, to provide this opportunity. This plan is of great value in the vocational agriculture work. Farm boys, who would frequently quit school after completing the eighth grade, become interested in the high school work. While they are attending school on the visiting day, a tentative schedule of subjects is selected. By this means, the names of all new agriculture students are secured. My plan is then to visit all prospective students before registration day and try to answer questions concerning the school and encourage attendance. At this time the new agriculture students make a selection for project work. The vocational agriculture plan is explained to both the parents and the boy. Those prospective students are visited right along with the regular agriculture project visits. In this way a minimum of time is taken from the agriculture projects, but an enormous amount of good can be done in the communities where some people question the value of a high school education. I have had many actual experiences where the boys decided to come to high school because of these visits. Indifference or shyness are often overcome by means of these personal contacts with the teacher, and it is our aim to reach as many boys as possible with our work.—H. R. Alleman, Stockton, Illinois.



Members of the Pennsylvania State College Agricultural Education Staff With Young Trainee

Suggestions to Teachers on Building an Annual Program of Work

E. C. MAGILL, Virginia Polytechnic Institute

E. C. Magill

THE writer had the good fortune of sitting in on a conference of the teachers in the peanut area under the leadership of Mr. T. V. Downing, District Supervisor. They seemed to be quite successful in adapting ideas to their own local situations. The *program of work* formulated by Mr. J. J. Gwaltney, Emporia, Virginia, seems an ambitious one. Fifty per cent accomplishment would well justify the work.

The county high school located at Emporia has a large patronage area in a moderate sized county. For this reason, Mr. Gwaltney's program is a county program. Remember it is, as shown here, only tentative.

Mr. Gwaltney has a real advisory committee, not a paper one, because he uses it. They modify the proposed program as shown here and finally act on it. He or a member of his committee submits it to the school board. And finally it is put to the following uses:

1. Personal, continuous checking on progress. Important seasonal features will not be overlooked.
2. The advisory committee at each meeting is furnished individual copies with notations in the "progress column" as to the status of progress. This is discussed.
3. It is used in reporting to the school board. This is done at least twice a year.
4. In case one did not have the superintendent or principal on the advisory committee, the program could be used in keeping him informed.

PROGRAM OF WORK— AGRICULTURAL DEPARTMENT
Greensville County High School
Emporia, Virginia, 1934-1935

Present Agricultural Situation:

1. Too much emphasis is placed by the farmers on the production of cash crops—peanuts, cotton, and tobacco—and not enough emphasis on feed crops, livestock, and home living conditions.
2. Compared to surrounding counties, more of the farms are operated by tenants.
3. There are no farmers' organizations functioning.
4. There is need for the further development of the farm poultry flock.
5. While there is a lot of poor land in the county, it responds readily to fertilization and can be made much more productive.
6. In the upper end of the county there is a need for terracing, while in the lower end there is a need for drainage.

[Editor's Note: A "Progress" column, to the right of the following items, has been omitted here, to save space. Such a column seems highly desirable and should be used by the teacher.]

Adult Instruction:

Help each farmer set up a long-time farming program which will enable him to more nearly secure the maximum income his farm can be made to produce, by working with the following enterprises:

A. Peanuts:
Teach the following units with adults:
1. The present peanut situation
2. The various schemes that might be used in the event of an oversupply, with the idea of helping the farmers decide on the scheme best adapted to their needs
3. Help farmers draw up a plan of control, and submit to proper persons
4. Producing quality peanuts, emphasis on grading
5. Marketing peanuts cooperatively

B. Corn-Hogs:
Teach the following units to adults:
1. The present situation and the aims, provisions, and results of the reduction program (See Corn-Hog Commodity Report)

C. Cotton
Teach the following units to adults:
1. The present situation (See Cotton Commodity Report)
2. Production control under the Bankhead Bill, with its provisions
3. Problems of farm reorganization, which have developed as a result of the Cotton Adjustment Program
4. Results of the voluntary 1933 program, and the 1934 program
5. Keeping records

D. Tobacco:
Teach the following units to adults:
1. The present situation (See Tobacco Commodity Report)
2. Production control under the Kerr Bill with its provisions
3. Problems of farm reorganization, which have developed as a result of tobacco adjustment program
4. Results of 1934 program
5. Keeping records

E. Farm Credit:
Discuss the possibilities of the various ways by which money can be secured for production credit, emphasizing especially the wise use of credit and how to maintain credit

F. Land Utilization:
1. Encourage more hay crops that are adapted to this section, especially legumes which will build up the land
2. More attention to soil improvement crops in the rotation
3. Help farmers to use to better advantage their submarginal land, as:
   a. Keep this land out of cash crops, and encourage its use for pastures, and soil improvement crops
   b. Permanent pastures in low lands
   c. Terracing rolling land
   d. Lespedeza on land too poor to grow clover
   e. Planting trees on gullied land or land not adapted to cultivation

G. Emergency Relief:
1. Help with relief gardens
2. Keep up with Emergency Relief program, co-operate when requested, and be in a position to advise patrons, when opportunity presents itself, of facts in the case
3. Discuss with proper persons, the possibility of establishing a barter group in county
4. Keep check on C. C. C. boys coming back to county from camp, with the idea of helping those interested in farming

H. Production Problems:
In connection with the production of enterprises the following will be emphasized:
1. Hogs:
   a. Five farmers and boys to feed minerals
   b. Ten additional purebred sows
   c. Four purebred boars
   d. Five hog pasture rotations on farms
2. Poultry:
   a. Five hundred certified hens to furnish eggs for hatchery
   b. Forty purebred cockerels from trapnested flocks, certified, mated with the above hens
   c. Establish a certified hatchery
   d. Help all certified flock owners to give proper attention to feeding, housing, etc.
3. Corn:
   a. Two farmers grow certified seed corn
   b. One hundred acres of corn planted with certified seed
   c. Fifteen hundred ears of seed corn tested for germination
4. Soil Improvement:
   a. One hundred fifty acres of crimson clover seeded
   b. Five hundred acres of small grains seeded
5. Hay:
   a. One hundred acres of fall hay crop
6. Cotton:
   a. Hand select and hand pick enough good cotton seed for 10 acres
   b. Side dress 25 acres with potash as recommended by experiment station
7. Peanuts:
   a. Ten acres of Holland Experiment strains of Jumbo peanuts planted from seed produced in county

(Continued on page 111)

Methods

Comparative Reliabilities of Two Methods of Judging Dairy Cows

JOEL S. COFFEY, Department of Animal Husbandry, and LYMAN E. JACKSON, Department of Agricultural Education, Ohio State University

DURING the college year 1933-1934 an investigation was carried on by the departments of Animal Husbandry and Agricultural Education of the Ohio State University to discover some of the facts relative to procedures in judging livestock. In the course of the judging work reported here, the objective has been to judge dairy cows from the standpoint of *quality of conformation* rather than from the standpoint of *production*. Numerous studies as reported by Gowen[1] furnish statistical evidence which indicates that *the standards commonly used in judging dairy cattle have a very low relationship to milk production*. In other words, it is not possible to be consistent or reliable in predicting the producing ability of a cow from an inspection of the observable characteristics commonly used in judging.

Two types of judging cards were used in the investigation. Judging card No. 1 is the type of card commonly used by teachers and students of vocational agriculture during recent years for teaching and for contest purposes. Judging card No. 2 was developed for use in this investigation with the values established by the American Dairy Science Association. It may be assumed, within the limits of the objective as defined, that the standards used in the two cards may be considered as being valid for the purpose because they represent the consensus of opinion of qualified judges.

IN order to study the relative value of the two judging cards, 49 students in a class in animal husbandry judged two rings of four aged Ayrshire cows. In this instance all students received the same instruction, judged the same cows, and the results were determined by using the same official judge. In recording their judgments of the cattle, the students used judging card No. 1 first and followed that with judging card No. 2. In both instances the students used all the time they desired in making their placings.

The reliability of the two forms of judging cards was determined by finding the correlation between the student scores on the two rings for each type of card. The results are presented in Table I.

From the results presented in Table I it may be concluded that the method of judging dairy cows involving the use of judging card No. 1 has no reliability. The reliability coefficients are practically 0, which indicates that the scores on either ring are of no value for purposes of prediction. These results are corroborated by data secured from an extensive investigation of the reliability of this form of card in connection with the Ohio contests for students of vocational agriculture. The highest reliability coefficient yet discovered indicates that the results from judging about twenty rings of dairy cows with such a card would be needed in order to secure a reasonable degree of reliability.

TABLE I
RELIABILITY COEFFICIENTS FOR TWO FORMS OF JUDGING CARDS FOR DAIRY COWS

	Correlation Between Scores from Ring 1 and Ring 2 (Reliability Coefficients)
Judging Card No. 1	
a. Total scores (final grades)	—.035 ± .09
b. Scores from final placings only	—.021 ± .09
Judging card No. 2	
a. Final scores from judgment of animal as a whole	.843 ± .03
b. Final scores from addition of scores given on 21 standards	.838 ± .03

According to Table I the reliability coefficient for the method of judging involving card No. 2 is .84. Such a degree of reliability is very satisfactory. With such a coefficient of reliability the scores upon one ring are a good index of what scores may be expected to be upon comparable rings. If four rings of dairy cows similar to the rings used in this experiment were judged with the use of judging card No. 2, the predicted coefficient of reliability would be .953 with a probable error of estimate of 3.39. Judging card No. 2 proved to be far superior to card No. 1 as a means of judging dairy cows.

An inspection of judging card No. 2 reveals that two types of final placings are obtainable. One final placing is secured by adding the scores given upon the 21 standards, and the other is obtained by giving a final placing upon the animal as a whole. In this experiment the students made a final placing by judging each animal as a whole before making a final placing by adding the scores from the 21 standards. Table I reveals that there is no difference in the reliability of the two final placings. In this case, the analysis of the animals according to the 21 standards preceded the making of the final placing by judging each animal as a whole. What would be the reliability of such final placings if they were not preceded by such an analysis This question is under investigation at the present time. It may be possible to simplify card No. 2 without reducing its reliability.

Some comparisons of the two judging cards are as follows. The distinctions in the qualities of the animals are made on card No. 1 by ranking the animals, and on card No. 2 by scoring each animal. The method of ranking is *too coarse* in its indications of observable qualitative differences in animals. This is probably the greatest single weakness of judging card No. 1. The type of measurement which it provides is not refined enough to distinguish between the actual abilities of individuals to judge differences in dairy cows. (Editor: This refers to grading cards such as those devised by the Department of Agricultural Education, Pennsylvania State College.) In marking such cards, tables of values are used to give a grade to the various rank combinations. In some instances special tables have been developed with values assigned for particular conditions as, for example, when the differences between the four animals in the ring are not uniform. The difference between animal A and animal B may be small, while there may be a wide difference between animal B and animal C.

SUCH arbitrary devices for scoring are fundamentally weak in that the evaluation of actual differences is more a *function of scoring than of judging*. The device used to record the results of judgments should be designed to permit the individual doing the judging to record the finest distinctions of which he is capable.

Judging card No. 2 makes possible the recording of very fine distinctions. If, for example, certain characteristics of two animals are alike and the judge can see no observable difference, the animals may be scored the same. Wide differences may be recorded with a flexibility suited to the needs of the judge. For these reasons card No. 2 is much superior to No. 1 in differentiating between the judging abilities of individual students.

The judge using card No. 2 needs to know how to use the values assigned to various points or standards. Many scoring systems are encumbered by numerous directions as to how much to cut in the case of specific weaknesses. If the head and the neck of a cow were assigned 30 points upon such a score card, then 30 should be given to an animal which has an ideal head and neck. If, in the opinion of the individual doing the judging, the head and neck of the animal is the poorest he ever saw, or, in other words, it represents the bottom of the range of quality as to head and neck, then the value 0 should be given. An animal should not be given a score of 15 just because it has a head and neck. Such a procedure limits the possible range from 15 to 30 instead of 0 to 30. If the cow as a whole is to be scored, 100 should represent the best cow or the ideal in the mind of the judge, and 0 the poorest cow or the opposite of the ideal. The question to be decided by the judge has to do with where on the scale of 0 to 100 the cow belongs. Obviously, the check on the ability of the student judge is to compare the student score with that of the official judge. A deviation of 0 means that the student judge and the official judge are in perfect agreement. There is an opportunity for wide deviation, but in the case of such measurements the distribution tends to follow the normal curve of distribution. Very few individuals will be found in exact agreement with the official judge, and likewise very few will be found at the other extreme of such a distribution.

Such a card as No. 2 is especially useful for teaching purposes in that it is diagnostic. The detailed scoring of the various points makes it possible for the instructor and his individual students to find the specific sources of agreement or disagreement.

This article should be regarded as a report of progress. Investigations are under way which should furnish additional information. Further facts are needed for making a more complete evaluation of procedures used in judging livestock and to simplify the No. 2 card.

JUDGING CARD No. 1 DAIRY COWS

POINTS OF COMPARISON	First	Second	Third	Fourth	Grade
1. General appearance and breed characteristics					
2. Dairy temperament					
3. Body and capacity					
4. Mammary development					
Average of Above Grades					
	First	Second	Third	Fourth	Grade
Final Placing Order					
Final Grade					

JUDGING CARD No. 2 DAIRY COWS

	Value*	Animal A	B	C	D
1. HEAD erect, clean cut; neck slender; eye prominent, alert and placid.	30				
2. BACK straight and strong; hips wide apart and level.	40				
3. RUMP long, wide and level; thurls wide apart and high; level tail setting.	50				
4. LEGS straight; bone fine.	30				
5. GENERAL BUILD rugged and large for the breed, without coarseness; Jerseys, 950 pounds; Guernseys, and Aryshires, 1100 pounds; Holsteins, 1350 pounds.	50				
6. THE COW should be clean cut with feminine appearance; absence of tendency to lay on fat.	50				
7. SHOULDERS, withers, vertebrae, hips, and pin bones prominent and free from fleshiness (period of lactation to be considered).	40				
8. LOIN wide; ribs long and wide apart.	30				
9. DISPOSITION active, with good nerve control.	30				
10. CHEST broad and deep, with well sprung ribs.	80				
11. NOSTRILS large and open.	20				
12. CONDITION thrifty and vigorous; in good flesh but not beefy.	50				
13. MUZZLE large; mouth broad.	10				
14. SKIN mellow, loose, medium thickness, show good circulation and secretion; hair soft.	40				
15. BARREL deep, wide and long, well supported; ribs far apart.	100				
16. UDDER CAPACITY—large in size.	70				
17. UDDER QUALITY—pliable, free from lumps.	70				
18. UDDER SHAPE—extending well forward and well up behind, level on floor, not pendulous; quarters full and symmetrical.	60				
19. MILK VEINS—large, long, crooked and branching; milk wells large and numerous.	70				
20. MILK VEINS on udder crooked, numerous and large.	30				
21. TEATS—convenient size, uniform and well placed.	50				
Final placing. Add above					
Final placing. Animal as a whole.	100				

*Values established by American Dairy Science Association.

A Teacher's Responsibility

J. H. ADAMS, Erie, Illinois

CHILDREN, like grown ups, must be fired with enthusiasm to do a thing well. It is the duty of the vocational agriculture instructor to instil in his boys a desire for a worthwhile project, and the desire to carry it through in a business-like manner. Naturally, the profit to be realized on the project will give the boy a motive for carrying on, but nevertheless, as the days and months pass, ideals should be growing and developing just as surely as the projects develop. There is no limit to the opportunity an agriculture teacher has, in this seeming routine work, to influence these boys' tendencies; and these ideals once instilled are most apt to color the boy's entire life. Let us then, we who are engaged in vocational agriculture, take account of ourselves each day, for if we have not "vision" we cannot be leaders.

Supervised Practice

Scope and Content of Supervised Farm Practice for All-Day Pupils

J. F. CORBIN, Agriculture Teacher, Leicester, North Carolina

THE object of the all-day vocational agriculture course is not essentially to teach the theory of agriculture, but to train boys for the management and operation of a particular type of farming. In the following discussion the writer is attempting to show how he is carrying on his work in training boys in farming.

Farm-Training Programs

The writer believes that it is necessary that a boy survey his home farm and set up his supervised farm practice program early in his freshman year and rework this program each year thereafter, if necessary, as new situations and problems arise.

Unless a mistake is made in the selection of projects the first year, the major enterprises should continue throughout the training period. Yet the course should be so arranged that at the termination of the training period each boy will have had classroom planning and field practice in from twelve to fifteen projects in half as many different enterprises. Individualized instruction should be used generally, resulting in the boy's doing his own investigating, solving his own problems, and carrying out his own plans under the supervision of the instructor.

Classification of Pupils

As shown by the students' farm survey and community surveys, the instructor will prepare a list of the adapted, recognized enterprises, together with the necessary important jobs required to be done in each enterprise. Supervised practice will be classified, and students will be rated according to class 1, 2, 3, and 4. In class 1 will be placed pupils carrying four projects; in class 2, pupils with three projects; in class 3, pupils with 2 projects; and so on.

Each enterprise and job will be scored and given a number of points of value, depending on its difficulty, to be used in grading the pupils. Half the score will be given for planning, and half for doing the job. This will result in almost half the grades not being available for school files until about the first of the calendar year following the school year. This has the advantage of tying up closely the school work in vocational agriculture with home work, and getting a definite check on the doing part of the jobs planned, which is the original intention of the Vocational Education Act as it pertains to agriculture. A study calendar will be made for each enterprise, showing the jobs to be studied and done each month by each pupil. Both pupil and teacher should have a copy of this calendar.

The supervised farm practice program or home farm work of a future farmer is the hub of the entire class work or training period. Without this, one has no course of study, no motivated study, little interest, no training in the true sense of farming; and there will be very little carry-over from the school to the farm or home. If this is true, and if the boy is going to work most of the time in the agriculture class on his own home farm plans and problems, it is necessary that his program be large enough to keep him busy for the entire school year. Individual instruction will have to be modified, and, as a result, the course will become less effective in proportion to the extent to which the per cent of the class does not adopt a supervised practice program large enough to consume its time in making plans.

To secure a farm-training program of sufficient scope, it will be attempted to get a supervised practice program of three projects per year for each boy. Should this be required instead of attempted, it would drive many of the most needy boys from the class. Yet a larger program can usually be secured on every farm home, if gone after properly. The better boys will generally carry supplementary practice in addition to projects.

I. *Major Projects*: The program will include major projects. These should be in line with the main type of farming which the boy wishes to follow for each of the four years and even longer possibly. In livestock projects the number of head should be in keeping with the situation on the home farm. A small beginning with an increase in size, value, and improved practices is better than a big size at the start and not growing. Then, too, if a livestock project is selected, this naturally carries with it a project which provides feed.

In major projects the crops should be adapted to the locality and market.

All of these major projects, whether animal or crop, should be selected as an outgrowth of a thorough analysis of the farm home survey, community surveys, studies of types of farming in the state, and trends of farming as result of world conditions.

II. *Minor Projects*: In case a crop project is selected as a major, it must carry with it a minor project, to be fair to the boy who has an animal project and carries a contributory project. This minor project should be his second best estimate of a possible major project in case the first does not prove successful. Too, it may be smaller in size and changed from year to year and one that will furnish some cash income to help finance his major.

III. *Another Project*: The above accounts for two projects for each boy, and the following accounts for the third one, and, like the others, is elective, but must be chosen so as to have one from each of four sources during the four years. Regardless of how thorough a boy is trained in field crops and animals, he is not fully trained if he has had no experience in orcharding, gardening, forestry, and soil conservation.

Each boy will be required to carry one project in each of the above groups during the four years. Only one project will be permitted during any one year, and the selection will be left to suit the situation on the home farm.

1. *Orcharding*
   This project will consist of carrying out the approved practices in orcharding on the home orchard or commercial orchard.
2. *Gardening*
   This project will consist of a balanced, all-year garden for the family in the home, the gardening work at home turned over to the boy for one year, he being responsible for vegetables for the family during this period.
3. *Forestry*
   In view of the fact that forestry is a neglected enterprise and that a progressive forestry hope lies with the education of the youth, I plan to put this in our program as equal to our other important problems. The course will start a management program for one or more acres in:
   (a) Selection of area and tree identification
   (b) Estimating the stand of timber
   (c) Thinning
   (d) Planting and protection.
4. *Soil Reclaiming*
   If soil reclaiming is important enough for our government to spend millions on, surely it is important enough to teach. As with the above three topics, each boy will be required to carry projects, at least one year out of the four, consisting of one or more acres in:
   (a) Terracing
   (b) Stopping erosion
   (c) Draining or
   (d) Planting and improving crops.

IV. *Agriculture Library of References at Home*: The accumulation of agricultural information is too great for any one to hope to retain all the facts in his mind. The most we can do is to know some things and where to find the others. Each boy will be encouraged to have definite places at home to keep project records, together with a collection of farm bulletins, news clippings, and such information as is related to his program. Credit will be given for this work.

V. *Home Beautification and Improvement*: Credit will be given in proportion to value and labor required in home beautification and improvement work as follows:
(a) Water system installed
(b) Lighting system
(c) House screened
(d) Lawn established
(e) Walks built
(f) Shrubbery set out
(g) Hedge started.

For the boy to be entitled to credit in this work, it is necessary that he initiate the work and do as much as possible, and stay with it until finished.

VI. *Cooperative Buying and Selling*: Credit and encouragement will be given in each cooperative deal the boy participates in.

VII. *Thrift*: Credit will be given in proportion to savings and investments, and especially will an attempt be made to get boys to live up to promotional requirements on thrift in F. F. A.

VIII. *Future Farmers of America*: With individualized instruction, much F. F. A. work can be prepared by the boys in study hours. Each class will have a separate organization and conduct meetings, but combined meetings will be held twice a month. Credits will be given for:
(a) Officers
(b) F. F. A. creed memorized
(c) Opening and closing ceremonies memorized
(d) Each contest entered
(e) Each five minutes on the floor leading the group
(f) Each contest won.

IX. *Shop Work*:
1. Each boy will be required to establish a home shop. This will include as a minimum: wood work bench, anvil, and tool cabinet with tools kept in it.
2. Three jobs must be completed during four years in each type of the following work:
   Wood work
   Concrete work
   Tinsmithing
   Blacksmithing
   Leather work
   Tool repair
   Rope work
   Farm machinery repair.
3. Additional credit will be given for larger repair and building jobs on farm buildings at home.

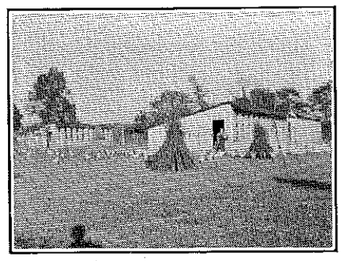
Definite study sheets will be used by the boys in the analysis and study of all their work. These study sheets will be worked out in such a way as to guide the student in his thinking, and, among other things, will include:
1. Approved practices as shown by experimental findings and practices used by the better farmers in the community
2. Practices the boy decides to put into operation
3. References.

Supervised Practice Program of Ralph A. Smith, Vineland High School, New Jersey, 1930-1934

E. V. BEARER, Assistant Supervisor of Agricultural Education of New Jersey

RALPH Smith, New Jersey's 1934 American Farmer, was reared on a specialized truck farm. In September 1930, he entered the local high school at Vineland and began his first year's work in agriculture.

The teacher of agriculture, Robert M. Goodier, discussed projects with the ninth grade class early in the school year, and much time was spent in aiding the pupils individually to make



Assumed Responsibility

definite decisions in the selection of projects. Ralph's father was a successful grower of vegetable crops, and it appeared likely that Ralph would select a vegetable enterprise for his project. His decision, however, was different. One day Ralph explained the project requirements to his father and said that he had decided to select poultry. While the Smith farm was in the poultry section of South Jersey, there was practically no poultry equipment on the farm. Ralph's decision did not impress his father very favorably. Mr. Smith, in conversation with the teacher of agriculture, remarked: "It looks as if Ralph is planning something that will later fall on dad." Ralph insisted, however, and before the school year was over, he won the confidence of his parents and proved that he could manage a poultry business of his own.

In March, 1931, Ralph purchased 895 eggs at 4 cents each, had them hatched locally and received 700 chicks. He had already built a semi-monitor poultry house, 20 x 50 feet, and had purchased from the Bell Telephone Company a discarded transformer house, 10 x 12 feet, which he made into a feed house. He was rather successful in brooding the chicks and in finding a market for his broilers and eggs. On November 1, 1931, when he closed his accounts, he showed a labor income of $313.11.

Ralph decided to enlarge the scope of his project in the second year. He carried over 300 hens from the previous year, hatched 1,020 chicks, and built and equipped a second poultry house, 10 x 30 feet. That year he sold 4,011 dozen eggs, and from the sale of eggs and broilers made a labor income of $914.25.

The poultry project was again increased in the third year. Carrying over 690 hens, Ralph purchased 2,000 selected hatching eggs and received 1,600 chicks. He also built and equipped another house, 20 x 30 feet. This year he paid particular attention to feed costs and market prices. He sold 7,360 dozen eggs and, including broiler sales, realized $1,390.66 as his labor income.

In his senior year at high school Ralph carried 1,200 hens and 1,600 chicks. He built a new house, 20 x 60 feet, sold 8,956 dozen eggs, and, including profits from broilers and eggs, closed the year with a labor income of $1,905.54.

Thus, during his four-year supervised practice program, Ralph made a total labor income of $4,523.54.

In addition to managing and doing practically all the work on his poultry projects, Ralph also graded and sodded that part of his poultry land which lay next to the main road. He planted shrubbery and flowers and erected a large sign, "Beaver Dam Poultry Farm."

Ralph's plans for the immediate future are to increase his holdings to a 5,000-bird plant. Ralph is not looking for a job; he has one. As a result of his vocational agriculture project, he is launched in the poultry business. To his parents, however, the greatest value of the work in vocational agriculture has been the development of confidence, which, as Ralph's father sees it, was the result of the responsibility that grew out of a challenging project.

Financing Projects

DURING this period of depression, many students lack the funds to carry on their project program properly. This matter was discussed with the board of education, and they agreed to provide school money to help needy students with their projects. The money is being used in many ways. Some of the most common ways are: buying feed for livestock projects, so a balanced ration may be fed; supplying good quality of seed for grain projects; some cases furnishing all the money necessary for the project, the F. F. A. sharing the profits. In each case there is a written agreement signed by the parent, student, and agriculture teacher. Most of the money loaned to the boys is in small amounts, and is to be paid back, without interest, when the project is completed. This plan is working very well in this community, and the farmers seem to favor the idea.—H. E. Gardner, Macon, Ill.

Part-Time Schools

An Analysis for Adult and Part-Time Programs for Vocational Education in Agriculture

E. R. HOSKINS, Cornell University

E. R. HOSKINS, Cornell University
(This outline should be of particular value at this time to those who are planning the organiation of a "Young Farmers' Vocational School" this winter. L. M. S.)

E. R. Hoskins

I How should *contacts* be made and *enrolments* secured?
Factors to consider:
1. A sympathetic population and occupational survey (using school census and claims for non-resident tuition)
2. Extent of area for education, trade, and social units
3. Publicity through news articles, letters, and posters
4. Personal interviews, phone calls, and messages
5. Announcements at public gatherings and in school
6. An information blank, as a check list
7. Petitions for a unit of instruction
8. Using an "agricultural advisory board"
9. Using other "key farmers" and business men
10. Using former students or committeemen
11. Organizing an Associate F. F. A. Chapter
12. Cooperating with other teachers and school officials
13. Cooperating with agricultural agencies and community organizations
14. Contacts through other surveys
15. Invitations to F. F. A. banquets and other school functions
16. Time and cost for travel
17. Securing survey blanks

II. How may the *time* and *place* for meetings be determined?
Factors to consider:
1. Interests and attitudes of the group
2. Ages (15-20; 21-25; adults) and occupations
3. Seasonal activities and types of farming (or nature of instruction)
4. Activities and schedules of cooperating teachers
5. Availability of specialists or agents
6. Other school and social activities
7. Centrally located building with sufficient room and equipment
8. Available heat, light, and janitor service
9. Available teaching materials
10. Time required for the unit
11. Short, intensive units versus longer, staggered units (including seasonal instruction)
12. Evening versus day meetings
13. Weather, roads, and transportation
14. Size of area and distances to travel
15. Cooperating schools
16. Administrative relationships and costs

III. How should teaching *content* and *methods* be selected?
Factors to consider:
1. Needs of group (current—ultimate)
2. Interests ot group and individuals (mechanical or managerial)
3. Education, training, and experience of group
4. Ages, status, or occupations of group
5. Organized courses (as a basis for selection)
6. A long-time or "horizontal plan" for instruction
7. Types of programs sponsored by other agencies
8. Technical and professional training of teachers
9. Correlation of several types of instruction for a broad or *comprehensive* program to include:
   a. The social-civic aims
   b. The economic-vocational aims
   c. The individualistic-avocational aims and interests of seval groups
10. Teaching facilities available
11. Selection of methods* suitable for the group, the unit to be taught, and for the teaching time

*Suggested methods: Demonstration, illustration (visual), shop, practicum, field trip, survey, project method, study (supervised, home, or individual), discussion (debate), and lecture (if necessary). The *Conference Procedure in Teaching Vocational Agriculture*, Federal Board Bulletin 147 is recommended.

IV.To what extent should recreational *activities** be *provided?*
Factors to consider:
1. Group unity, interests, and needs
2. Other community activities
3. Membership and leadership in other organizations
4. Distribution of recreation (at regular meetings versus special meetings)
5. Planning by committees
6. Variation of recreation (seasonal)
7. Cost of recreation (gym, etc.)
8. Equipment for recreation
9. Administrative relationships
10. Leadership for recreation

*Suggested activities: Music (orchestra, group singing, quartet), banquets (F. F. A.), socials, picnics, entertainments, plays, games, parties (dances), movies (slides), athletics (baseball, basketball, volleyball), ping-pong, quoits, bowling, camps, hikes, tours, and many others, including hobbies.

V. Should the group be organized as a *club* or *chapter?*
Factors to consider:
1. Common interests and experiences
2. Need for and purpose of the organization
3. Available leaders or "key men"
4. Competition from other organizations
5. Opportunity to train for leadership and cooperation
6. Opportunity to transact business
7. Opportunity to study and use parliamentary procedure
8. Opportunity to make the group more permanent
9. Opportunity for dividing responsibility
10. Opportunity of cooperation between an active F. F. A. Chapter and an associate F. F. A. Chapter
11. Opportunity to promote and stimulate natural *educational* and *recreational* programs
12. Opportunity to discover and develop new interests

VI. Should organized "follow-up" activities be a part of the program?
Factors to consider:
1. Permanent records of achievement and ability
2. A basis for determining achievement awards
3. An opportunity for individual help and encouragement
4. An opportunity to check improved practices
5. An opportunity to encourage better records or "economic studies of farm enterprises"
6. An opportunity to discover needs for new units
7. An opportunity to discover new teaching materials
8. An opportunity to discover individual interests, needs and abilities
9. An opportunity to discover social and recreational needs, standards of living, civic relationships, and other personal information about individuals and families
10. An opportunity for wider community service, considering expense and time for teacher

VII. Should the *placement* of individuals be considered in relation to an *adult or part-time program?*
Factors to consider:
1. Placement as a "follow-up" program
2. Need for placement (immediate, ultimate)
3. Placement objectives* (to follow guidance and training objectives)
4. Evaluation sheet* for a farming situation
5. Placement in occupations related to farming and in other occupations

*Hoskins, E. R., *Certain Specific Objectives in Curriculum Making for Vocational Education in Agriculture for the Secondary School.* Thesis Cornell University, 1933.

Part-Time School at Sardis, Tennessee

BEN DOUGLASS, Instructor in Agriculture

Ben Douglass

IN organizing the part-time class, I went to the postmaster, and he gave me the names of all boys in this community between 16 and 25. I wrote each boy a card, asking him to attend the part-time class that was to start the next Monday night. The F. F. A. boys also helped to get the out-of-school boys interested in the new school. I also visited the gang leader and several others before the class started. There were 37 boys present the first night, and by the end of the first month we had 61 boys enrolled.

At the first meeting we organized the class, selected subject to be taught by asking the class the things they wanted discussed, and I also made a few suggestions as to the subjects to be taught.

The following subjects were selected:
1. Election of officers—The purpose of the class
2. Sugar curing of pork
3. General study of hogs
   a. Breeds, feeding, outlook, etc.
4. General study of cattle
   a. Breeds, feeding, outlook, etc.
5. Rotation of crops
6. How to grow an acre of Irish potatoes
7. Terracing
8. How to grow an acre of cotton
9. Letter writing
10. Spacing of cotton and corn
11. Table manners, by home economics teacher. She served the boys and taught them table manners at the same time.
12. Hog-and-corn campaign
13. Shop work—Boys made some tables. F. F. A. boys helped supervise the work.
14. Pruning
15. Same as 14. Field trip one afternoon.
16. Banquet

We began our class the first of December, and the class met each Monday and Wednesday night for 18 lessons, 1 to 1½ hours long. After each lesson we practiced basketball, and had a game each Thursday night. One night while playing Crockett Mills, I used seven teams or 35 men in the game. My goal was to give the boys entertainment and not necessarily to win the game.

I did not require any supervised practice the first year, but this past year almost every boy had some form of supervised practice work. Projects were on the same basis as all-day projects except that the boys did not keep the same records as the all-day students. This year we are going to have a project book to keep records in.

There were 61 on the roll, with an average attendance of 35. Six of the part-time students returned to all-day school and are our best students.

Last Year's Part-Time Class at Wheat High School, Tennessee

E E. HAGLER, Teacher of Vocational Agriculture

1. *How the students were recruited*:
For several weeks before the work was to begin, I talked to boys out of school about the class. Some seemed interested; others not. A few promised to attend. At first I could not understand why so few were interested, but later I learned that the principal reason was that they were embarrassed because they had not gone beyond the fifth grade in school and thought too much would be expected of them by those further advanced. Every time I had the opportunity, I talked to them, urging them to attend. Also, I had my all-day classes to help me. We talked part-time work everywhere we went, until outsiders began to ask me about it, and a few of the more enthusiastic ones asked when it was to begin. We decided to hold our first meeting December 11. Just ten persons were present at this meeting. I explained the important phases of part-time work and endeavored to create a desire for the work. I mentioned several courses that they might take, always assuring them that no one would be expected to do work too far advanced for him, and that the main object was to help each individual. Had I failed to interest these ten, the part-time class probably would have been finished, but they went right out and began talking up the work. The result was that there were 25 at the next meeting.

I asked if anyone desired other courses than farm shop, and 12 expressed themselves as wanting work in English and Arithmetic. At the third meeting we started classes in these two subjects. In this work I was assisted by two seniors from all-day classes. These boys handled the work in a very satisfactory manner. Interest increased with each meeting until the enrolment reached 64. Of these, 49 completed the work they started out to do, and 35 agreed to carry a supervised practice program.

2. *The nature of the course and how it was determined*:
The class, when organized, agreed to put in at least twenty hours each. They decided on farm shop work and to meet each Monday evening at 6, and to continue until 8. I had previously mentioned things to be included in the farm shop course, especially stressing the simple things I was sure they all could do, such as making hammer, hatchet and ax handles. Each one was to have whatever he made if he furnished his own material. Each went back home with a much greater degree of enthusiasm than when he came, and right here is where the class really started.

3. *Social and recreational activities a part of the program.*
At the third meeting some of the members asked if they might play basketball after the class had adjourned at 8 o'clock. The all-day boys already had equipment and were willing to let the part-time class use it. We played 30 to 45 minutes after each class meeting until basketball season was over, but basketball was not what held the class, for only two members quit after basketball season was over, and more than half the class never played at all.

When the class started, we intended to discontinue as soon as each member did his required work or got the required amount of instruction. But after taking a vote on the question as to whether we should continue the class, it was decided to go on with the work. The class closed April 28, 1934, the time of the high school commencement.

At the close of our part-time class I put out a questionnaire. One question was: "Do you want a part-time class next year?" Every answer was "yes."

I might add that the boys were scattered over a wide community and, of course, met with difficulties in getting to their classes. Nevertheless they came. Some walked, others came in cars, and from one section about four miles away a farm cattle truck was hired to bring them to the school. This truck brought about fifteen members, one of the members driving the truck.

HE who every morning plans the transactions of the day and follows out that plan carries a thread that will guide him through the labyrinth of the most busy life. The orderly arrangements of his time is like a ray of light which darts itself through all his occupations. But where no plan is laid, where the disposal of time is surrendered merely to the chance of incidents, chaos will soon reign.—Victor Hugo.

SUCCESS IS AMBITION ENTIRELY SURROUNDED BY ENTHUSIASM AND ENDEAVOR.

Future Farmers of America

Using F. F. A. Goals in Classroom Work

T. W. CLARIDA, Centralia, Illinois

IT was the intention of the agriculture department to use our F. F. A. program as a supplement to teaching this year's courses. This practice is not new, because some states are now building their course of study on the F. F. A. program of work. Some of the major activities which will be carried out are: (1) holding a corn show, (2) starting a program of landscaping the athletic field, (3) testing seed corn for 50 farmers, (4) testing milk for 50 farmers, (5) testing soil for 50 farmers, (6) definite plan of financing the chapter.

The student will get practical experience in field and crib selection of corn. Later he will make germination tests. As to landscape work, each individual will become familiar with planning shrubbery planting, as well as its setting and care. Milk will be tested in the animal husbandry classes, and soil will of course be tested in the crops and soils class. Each of these goals will require study, thought, and planning; and all of the boys will be required to serve on various committees. Each committee will be directly responsible for carrying out that particular activity. In addition to the above goals, we have several more which are not directly related to the various agricultural courses, but which will give the boys some real training in leadership, scholarship, thrift, etc.

F. F. A.'s Purchase Black Leaf 40 Cooperatively

ABRAHAM COAN, Adviser, Lambertville, New Jersey

EIGHT boys in the Lambertville, New Jersey, Chapter and a local adult poultryman recently cooperated in the purchase of 10 pounds of Black Leaf 40 to be used in treating chickens for lice. Each boy took 1 pound, and the adult, 2 pounds. The cost was $9.85 for the 10 pounds, or approximately $1 a pound. If purchased in single-pound lots, the material would have cost $2.25 a pound, or $22.50.

Failure to cooperate is usually due to definite causes, some of which may seem to the teacher quite trivial, while others are genuine problems, but all of which must be overcome if common action is to result. Even in a case as simple as the above, several problems had to be ironed out before its conclusion. Some of the ordinary difficulties are implied in the following recipe for cooperation:

Measure out equal portions of cash, foresight, unselfishness, and a desire to economize. Strain to remove unfounded prejudices for particular brands, rugged individualism, and plain stubborness; add a pinch of that very uncommon ingredient, sense, and serve while the desirable emotions are hot and undesirable ones cold. If necessity is available in sufficient quantity, most of the other ingredients may be omitted.

Note—If necessary (and possible) borrow the cash.

Orland, Indiana, Chapter Has Own Meeting Room

FOREST E. VAN PELT, Adviser

WHEN the boys of our vocational agriculture department decided to organize a Future Farmers of America Chapter last spring, the interest of the boys received instant stimulation from the problem of getting a meeting room furnished. The local I. O. O. F. organization had broken up several years before, and their lodgeroom above the community hall was vacant except for a considerable accumulation of trash and dirt. The united efforts of several of the more interested boys inspired others to participate in making this a very attractive-looking room.

The main part of the room is about thirty by forty feet with two small storage rooms opening off one end and a cloak room at the entrance. The room is amply lighted in day time by eight windows, and we provided six drop cords for electric lights. A raised platform at either end makes advantageous positions for president and vice president. The entire room is carpeted, but the carpet is worn.

In order to get furniture and equipment in keeping with our surroundings, we ransacked the attic of the school building and some business places and salvaged several broken swivel chairs. By combining the serviceable parts, we secured swivel chairs for the president and vice president. An old stand was found, and after a new leg had been fashioned, our furniture was painted royal blue with the words "Future Farmers of America" lettered on in gold.

The rising sun was a result of the combined thinking of several of the group, plus the artistic ability of our reporter. Permission was secured from school authorities to use four classroom chairs with arms convenient for writing, for the accommodation of the other officers. A large picture of Washington was framed in a frame found in the school attic and graces the wall back of the treasurer's station. The plow and ear of corn are mounted on pedestals and stand beside the stations occupied by the vice president and secretary. A silk flag, 3 x 4 feet, was borrowed from the agriculture room and adorns the wall near the reporter's chair. The owl was placed on a mounting fastened to a window casing.

We had a stroke of luck in securing a stove for our room. It happened that a serviceable stove was retired from use in the community hall about the time we were getting organized. This stove was given to us. So far, our attention has been occupied with securing the most necessary equipment, but as we gain financial strength, more will be done along the line of furnishing and decoration. Ping-pong, checkers, magazines, etc., are available for the use of members arriving early. These games have been furnished by members. Most of the boys play one or more musical instruments.

Although our chapter is young, it is composed of boys unanimous in their decision to keep the standards of membership high. The plans of supervised farm practice and records of past project enterprises are carefully examined by the executive committee before a student's name is brought up for discussion and vote. We have been quite successful in carrying out an ambitious program of work in which was stressed the points contained in the state program.

The Orland, Indiana, newly organized Future Farmer Chapter in its Chapter room, obtained by renovating an abandoned lodge room

National F. F. A. Program of Work for 1934-35

1. Encourage membership increase.
   Goal: Total of 100,000 members by the 8th National Convention.
2. Encourage graduate members to retain active membership for the full 3-year period provided in constitution.
   Goal: Each chapter hold at least 10 per cent.
3. Encourage use of official opening and closing ceremonies in chapter meeting and state conventions.
   Goal: 100 per cent of chapters and state associations using ceremonies regularly.
4. Encourage possession and use of official manual by every member.
   Goal: 75 per cent of members owning 1935 revised manual by 8th National Convention.
5. Encourage participation in Public Speaking Contest.
   Goal: 100 per cent chapter participation.
6. Encourage chapters to include landscaping, home beautification, or tree planting projects in programs of work.
   Goal: 100 per cent chapter participation.
7. Encourage state associations to provide F. F. A. camps and leadership training conferences.
   Goal: 100 per cent state participation.
8. Encourage thrift programs.
   Goal: 75 per cent of chapters having thrift banks.
9. Encourage state association radio broadcasts.
   Goal: 75 per cent of states conducting programs.
10. Encourage post eradication.
11. Encourage the organization of state F. F. A. Bands and similar groups.
12. Encourage state associations to send copies of their official state F. F. A. publication to the president and secretary of all state associations (including Hawaii and Puerto Rico) and suggest that these be kept on file by the state officers.
13. Cooperate with Federal Emergency Agencies.
14. Have National Father and Son Banquet night program with broadcast at noon previous to banquet; date to be set at least 3 months in advance.
15. Publish and distribute to every chapter the Proceedings of the 7th National Convention.
16. Strive for more and better publicity on F. F. A. activities.

An F. F. A. Member-Rating Chart from Oregon

DURING the school year 1933-1934, the Forest Grove, Oregon, Chapter of F. F. A. was requested to select the member who had been of the most service and credit to the organization during the year. A committee was appointed which worked out the following rating chart:

The chart was drawn on a large cardboard and posted in the room. A committee of F. F. A. boys met periodically and gave each boy the number of points they thought he deserved.

So much interest was aroused by the chart, so much favorable activity stimulated, and the winner was so satisfactory to the chapter, that the same scheme will be used this year.

Name of F. F. A. Member	Participation in Contests—22 points					Participation in F. F. A. Activities—26 points		
	Livestock Judging Teams			Other Teams		Leadership and Officers	Committee Chairmen	Committee Members
	National	State	County	State	Sectional			
	4	4	3	7	4	12	8	6

Scholarship—24 points			Attitude and Conduct—28 points			Total Points
Project	Project Book	Class Grades	At School Generally	Towards F.F.A. and Agriculture	Towards other Subjects	Each Member
8	8	8	8	12	8	
6	6	6				
4	4	4				
2	2	2				

Games and Recreational Leadership in Chapter and Community

W. C. HIGGINS, Teacher of Vocational Agriculture, Lakeside School, Arkansas

IF people play together, then they will work together. In conversation with a farmer on the occasion of the organization of a local of a national farm organization in the community, the writer was told—"If a success is made of this plan, it will be through the social and recreational features of the program. The economic phases of all farm organizations are very important, but without social adhesiveness they are short lived."

And that holds true for the Future Farmers of America, especially so of the local chapter units. This very young, young men's national organization is receiving recognition by leading men and similar organizations all over the United States. Its extensive and well-balanced "Learning, Doing, Earning, Living and Serving" program recognizes, in addition to the economic phases of living, the social and recreational needs of the membership and people of the community.

There are two general types of active F. F. A. chapters. There is the one with a program stuffed in from above and carried on through the activities of an aggressive chapter adviser. The second derives its impetus from a program formulated by an interested F. F. A. membership. The former usually lacks social values, primarily because the chapter adviser has had little training in social and recreational procedure other than in the athletic phase of the program. This type of set-up, while effective in its immediate objectives, soon looses its holding power once the real leadership becomes inactive. The second type of chapter, on the other hand, is self motivated, and while it needs the stimulus of a guiding hand, nevertheless, it possesses the spirit that keeps things running "between crops."

Most teachers have probably heard this one, "Why should I join the F. F. A., they never do anything?"

The program may be filled with good things; co-operative effort, fair participation, banquets, home-and-farm improvement projects, contests, and the like. "Do anything" to the boy means doing the things that spell "living" right now. And so we should include in our plans ample opportunities for play and social activities. Rural America needs more and more social and neighborhood contacts. The tedium of farm life, while not comparable with that of industrial work, calls for its safety valves. The isolation factor breeds dissatisfaction, and the inability of the farmer to patronize commercial forms of recreation, as well as the natural social inclinations of all people; makes it necessary that farming people give more attention to plans and facilities for their own social outlets.

Future Farmers of America have long needed a sourcebook of recreational activities for use of the membership in planning the myriad of social

(Continued on page 111)

Agriculture Department Landscapes School Grounds

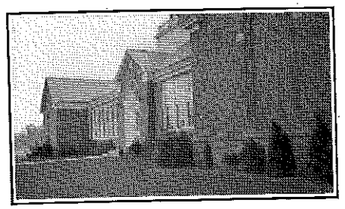
H. F. GUERIN, Teacher of Agriculture, Madison, New Jersey

EARLY in October of this year a newly constructed grammar school in Madison, New Jersey was landscaped by the local agriculture students, under supervision of the teacher of agriculture. The Board of Education requested the department to do this work and gave them full authority and responsibility. The evergreens and other shrubs used in the landscaping had been grown from seeds or seedlings in the school garden during the past six years as a part of the instruction in nursery work. The boys handled the planting work as a group project and, in so doing, acquired many skills.

The first job on the planting program was the measuring of the front and two ends of the building to be landscaped. Following this, each boy made a proposed sketch of style of beds to be made, types and numbers of evergreens to be used for the various beds, and the locations of other trees and shrubs. Following this, a final plan was made and submitted to the members of the Board for their approval, and this was accepted without change.

The boys then laid out the beds, making them congruous on either side of the walk in front of the building as well as the two side entrances. After digging the evergreens, shrubs, and trees to be used, about eighty in all, varying in height from 1 to 8 feet, the boys balled them with burlap and hauled them to the school in a 2½-ton truck, which, incidentally, had a capacity load. After placing the prepared trees in their tentative locations and obtaining their best arrangement, holes were dug, the trees planted, and the beds leveled.

The entire job of planting was accomplished in two days and by using the pupils only during the regular class periods. The work was done without cost to the school district, except the hire of the truck for two hours. One member of the Board said in connection with the landscaping, "It was a mighty good job and saved the district a landscaping bill of at least $250."



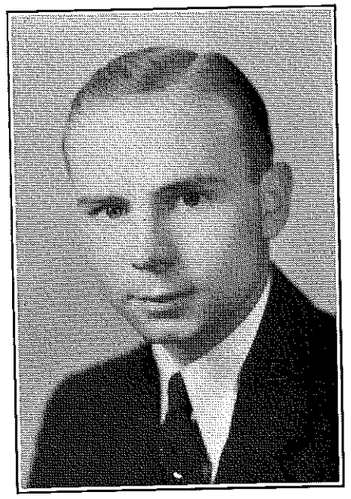
Landscaped by the Agriculture Department

Outstanding American Farmer

ELMER Williams of Dixon Chapter F. F. A., Dixon, Illinois, was one of the first two boys in the state to receive the American Farmer Degree. He graduated from Dixon High School with honors in June 1929.

During his high school course, he developed a purebred Duroc Jersey herd of 33 head as a major project. His minor projects were 100 White Leghorn and Barred Rock hens, and corn production in which he specialized in the marketing of seed corn.

His project work during the four years in high school returned him a



Elmer Williams of Dixon, Illinois, Early American Farmer

labor income of $1,740. Adding to this his savings and investments, he had a total of $2,778. Some of his outstanding work consisted of organizing a Dairy Herd Improvement Association, starting 5 acres of alfalfa, and organizing the Lee County Futurity show for Duroc Jerseys in 1928-1929.

He held the offices of president, secretary, and program chairman in the local chapter F. F. A., and was captain of the F. F. A. basketball team. He was a member of the junior and senior class play casts, and a member of Boys' Glee Club in high school.

University Activities

He enrolled in the general agriculture course at the University of Illinois in 1929, and while there continued to demonstrate real leadership. He made the livestock judging team in 1932 and ranked first in the all-round grain contest. He was business manager of The Illinois Agriculturist in 1933, was First Lieutenant University Brigade; and member of the Illini Grange, Hoof and Horn, and Agriculture Clubs.

Since Graduation

Since graduation he has been in partnership with his father in the management of his 217-acre farm at Dixon. His chief aim while in college was to prepare himself for farming on the home place, which has 26 Holstein dairy cattle, produces 20 litters of Duroc Jersey hogs, and 300 White Leghorn hens. The purebred swine herd was started as a major project while Elmer was enrolled in vocational agriculture. At present he is serving as assistant county agent in his home county, in addition to supervising work on the home farm.

A Functioning Future Farmer Cooperative

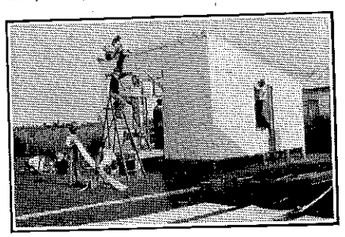
IVAN JETT, Adviser of Chapter, Stamping Ground, Kentucky

IN 1932 the agriculture department at Stamping Ground, Kentucky, sold its first feed. Five hundred pounds of feed had been mixed by one of the classes so that the boys could learn the proper method and see the saving resulting from mixing their own feed. The boy who purchased the feed was so well satisfied that he wanted more, and after talking with some of the members of the class we mixed a ton. Soon we were mixing poultry mash monthly and sheep mineral twice a year. The room we had been using for mixing was taken over by the school because of expansion and consolidation. It had never been satisfactory for our use.

During the summer of 1934 while visiting the boys, we found that 15 or 20 would be willing to pay a small fee for the privilege of purchasing feeds, seeds, and fertilizers. In September our cooperative was organized. Each member of the F. F. A. automatically became a member. Stock was sold for $2.50 a share. This stock gave the boy the right to purchase all merchandise we handled at cost plus the overhead expenses. This stock was good for five years, provided the purchaser pay $1 more before January, 1936. We gave an F. F. A. program and made $35. The county board of education gave us $25, making us a total of $125.

A cooperative building was then constructed by the members of the agriculture classes. The boys learned more about the construction of buildings in two weeks than they had learned in the previous two years. The building is of corrugated metal roofing, rat proof, 16 feet square, 10 feet high in front, and 6 feet high in the back. It has three windows, and because of the weight when full it is supported by 27 locust posts.

So far we have stocked only feeds, but in the spring we will purchase seeds and fertilizers. We always buy in large quantities, because of the saving—cottonseed meal, linseed meal, salt, corn, bone meal, bran, etc. in ton-



F. F. A. Cooperative Building

and three-ton lots. By purchasing in large quantities, we usually save from $1 to $4 on the ton. We buy epsom salts, copperas, bluestone, paris green, sulphur, etc. in 100-pound lots. We keep all the above feeds and many more in stock. We have purchased a gasoline engine and feed mill and will install it in January. We pay one of the members of the chapter 5 cents per hundred pounds to mix the feeds, such as the dairy, poultry, and sheep feeds. We are now selling about 2,000 pounds a week and expect to sell as high as 4,000 pounds later in the year.

This is the best method we have found to get the boys to use improved practices in feeding. There is no excuse, such as forgot it, do not handle it, too high in price, etc. All the boys either feed tankage or skim milk in their swine projects. A poultry project is not permitted unless the boy will feed a balanced mash ration.

Not only do we use the cooperative for buying feeds and such but for any kind of buying or selling. We purchased the lumber to build three 10 x 12 brooder houses through the cooperative. We have contracted for 3,000 baby chicks in the spring. We are now selling eggs, and in the spring we will sell "frying chickens." The boys are more than satisfied with results so far.

For two months we had three prices on all merchandise, but this caused so much dissatisfaction that we changed it to one price to all. We had a price for the stock holders, a price for members of chapter not stockholders, and a price to the public. Now, everyone pays the price of the public, and a refund is made to each member according to his status and the amount he has purchased during the month.

It has been necessary for us to limit our sales to the public on account of the feed merchants. We sell to the public only sheep and hog mineral and poultry mash. By limiting sales in this manner, we have secured their cooperation.

Our profits, if we have any in the next few years, will be used in enlarging our stock. At the end of that time we hope to build an addition to our present building. We are now carrying a stock of $250.

Games and Recreational Leadership

(Continued from page 109)

functions found on the calendar of the average chapter program. In recognition of this need the Arkansas Association has recently published *Games and Recreation Leadership in Chapter and Community for Future Farmers of America.*

Most of the offerings in this sourcebook have actually been used in F. F. A. play and social situations. Leadership suggestions and methods of procedure enumerated in the manual provide invaluable information to those interested in this part of our work.

Contents

Games and Recreation Leadership in Chapter and Community was compiled by W. C. Higgins, Recreation Director of Couchdale F. F. A. Camp, Arkansas. A limited number of these manuals are on sale by the Arkansas Association. To cover the cost of publishing and mailing, a charge of 30 cents is made for each copy. Address W. C. Higgins, R 2., Hot Springs, Arkansas.

Garrett, Indiana Future Farmers Sponsor Dekalb County Muck Crops Show

PAUL BATEMAN, Vocational Agriculture Instructor

LATE in October the Garrett Chapter of Future Farmers of America sponsored the annual DeKalb County Muck Crops Show in Garrett, Indiana. This crops show is the outgrowth of a State Muck Crops Show sponsored each year by Purdue University. As an aid to the State Show the University encourages each county in the muck area to hold a County Muck Crops Show.

In the Future Farmer meetings held soon after school began, the chapter president began to discuss plans for the show. The first task was to secure permission of the County Muck Crop Association to hold the show in Garrett. This was done by a committee, appointed by the president, which appeared before a meeting of the County Association. After permission had been granted to hold the show in Garrett, the president appointed his committees, the date was set, and each Future Farmer member had his task to perform in connection with the show. Plans for the show were presented to the Garrett Chamber of Commerce by the chapter adviser. The idea was welcomed by the Chamber of Commerce, and each merchant agreed to give cash for premium money and to place a commercial display in the show. The Garrett newspaper and the Fort Wayne newspapers agreed to assist the chapter in publicity. The School of Agriculture at Purdue University promised to furnish a judge and a speaker for the educational part of the program. The other F. F. A. chapters and vocational agriculture departments in the county assured the Garrett Chapter of their co-operation through exhibits of crops. Muck farmers of the county assured the chapter they would exhibit, and with the co-operation of these agencies it seemed a Muck Crops Show could not fail.

The week of the show arrived. A large garage building was available for use. However, much work was to be done before the building would be in readiness for such an event. Some members cleaned the building, some passed hand bills, others collected and set up tables for the crops exhibits. Another committee solicited premium money and sold space for commercial exhibits. Still another group of F. F. A. members erected a hamburger-cider stand. This was to be used as a source of income for the chapter. By Wednesday morning everything was in readiness for the show. Hand bills had been distributed over the county, and all newspapers had carried stories regarding the show. Eighty dollars in cash plus $20 in merchandise had been obtained for premiums. Seventeen business firms of the city placed commercial exhibits of their products in the show.

Wednesday, the first day, was used to enter and place exhibits. By mid-afternoon the show was in readiness for visitors. About 600 persons visited the exhibit the first day. Thursday was the big day. Crops exhibits were judged in the forenoon, followed by discussion in the afternoon by the judges on "Preparing and Selecting Muck Crops for Show", and on "Fertilizing Muck Soils". Thursday evening the Garrett Fire Department and the Garrett Post of the American Legion gave demonstrations. Approximately 2,000 persons attended the show during the two days. Two hundred and eleven different crops exhibits, including potatoes, onions, corn, cabbage, cauliflower, radishes, parsnips, red beets, carrots, pumpkins, squashes, celery, and general display exhibits, were entered in the show.

The members of the chapter gained a great deal by sponsoring the show. First, they learned how to manage such an exhibit. They learned how to prepare and exhibit crops. It gave the people of the county an idea of some of the work done by vocational agriculture students. It created a fine feeling between the business men of Garrett, the F. F. A. members, and the farmers of the county. The success of this project has caused us to look forward to sponsoring another Muck Crops Show next year.

Building a Program of Work

(Continued from page 101)

b. Ten farmers to properly lime 25 acres of land

8. Soybeans:
   a. Conduct variety test on soybeans
   b. Five farmers to grow soybeans to sell in the county
9. Miscellaneous:
   a. Five acres of Sericea Lespedeza seeded
   b. Two hundred acres of Korean lespedeza seeded for hay, pasture, soil improvement

Ex-Agricultural Students—Part-Time Class

1. Line each boy up with a definite training program as soon as he finishes (or leaves) school, for 3 to 5 years, with the idea that he will be in a position to operate a farm at the end of that time
2. Teach the boys the job of buying a farm, renting a farm, how money can be secured for buying, kind of

fair business agreement if renting, or business arrangement if going into partnership with parents
3. Take as my responsibility, the helping of ex-agricultural students to become established in farming, under a fair business arrangement
4. Form these part-time boys into permanent organization
5. Encourage cooperative effort among these boys when they have something to sell or buy
6. Discuss the various ways in which money can be secured for production credit, emphasizing especially the wise use of credit, how to maintain credit, etc.
7. Responsibility of rural citizenship study of farm and other organizations in the community, the contributions of each
8. Keep the boys informed on the program of the A. A. A., emphasizing especially the economic factors underlying the program. Show necessity for program
9. Help the boys (by individual visits and group meetings) with the problems incident to their supervised home practice programs
10. Discussion on how to make our homes more attractive and more livable. Touch on a father's responsibility
11. Farm record keeping
12. Land utilization (Same as for evening class)
13. The credit system (Same as for evening class
14. Study the peanut, cotton, tobacco, and corn-hog situation (Similar to evening class)

All-Day—Day-Unit Classes

1. Develop a long-time, well-balanced supervised practice program based on training necessary to fit the boy to operate a particular farm of the type selected (scope and managerial ability to increase from first to fourth year)
2. Do everything possible to improve the accuracy of supervised practice records during the coming year
3. Cooperate with other high school teachers in curriculum revision
4. As soon as each boy gets his supervised practice program for the year definitely lined up, a study will be made of the amount of money needed by each boy to finance his enterprises; where such money can be secured; Production Credit Association possibility, banks, time merchants
   If necessary, and the boys decide it advisable, an F. F. A. Production Credit Association will be formed, for giving the boys experience
   In connection with the above, emphasis will be placed on the wise use of credit and how to maintain credit
5. Visit parents of agriculture students, to explain the supervised practice program of four years and get them to understand and cooperate (If possible a special meeting of parents of first year boys may be tried)
6. Have each student analyze his enterprises in the record book and have class analyze all records, in order to find out best practices
7. Publish booklet on supervised practice work
8. Have third- and fourth-year boys study and determine the machinery and equipment needed for their types of farming
9. Familiarize third- and fourth-year boys with laws affecting them as rural citizens
10. Familiarize the agriculture students with the A. A. A. program on commodities produced in the community, emphasizing especially the factors underlying the necessity for these various programs
11. Where boys have an opportunity to participate in the A. A. A. program, help them to thoroughly understand the provisions of the entire program

DEPARTMENTAL OBJECTIVES

Adult Farmers:

1. Conduct two evening classes, one at Purdy and one at Claresville
2. Organize evening classes on permanent basis
3. Visit each evening class member at least three times
4. Endeavor to get evening class members to buy, sell, work on some project cooperatively, where such an opportunity can be found
5. Reach 50 individuals in evening classes

Part-Time Boys:

1. Reach 60 per cent of former students in organized instruction
2. Visit all former students (whether members of organized groups or not) at least three times
3. Bring follow-up records up to date by January 1, 1935
4. Contact C. C. C. boys returning from camp, encourage them to become members of part-time group —and otherwise help them to become established in farming
5. Reach 10 ex-agricultural students and other suitable boys in part-time class

All-day Boys:

1. Reach at least 25 boys in all-day classes

Farm Shop:

1. Average four hours per week throughout the year in shop by third- and fourth-year boys
2. Have each boy make a list of equipment, tools, machinery on his home farm; and after each, list the needed repairs and improvements, and use this as a basis for working up his shop calendar
3. Have each boy make a list of construction jobs needed in connection with his supervised practice and include these in his shop course (feeders, brooder houses, single trees, etc.)
4. Have each boy make a list of possible construction jobs that might be needed around the home and farm (as lawn chairs, porch swings, flower boxes, kitchen sink, wagon body, cart body, steps, walks, etc.) and where possible include in shop course
5. Check over shop tools needed and discuss with superintendent the possibilities of securing added equipment for the high school shop
6. Place particular emphasis with each boy on the use and care of tools, and teach fundamental skills to first-year boys
7. Where time permits, additional shop training will be provided at home by supplementary farm jobs
8. Keep shop neat and orderly and ready for inspection at any time
9. Each boy will have a definite shop calendar (showing jobs to be done during year) worked up as soon as possible where he can be graded for *planning* each job and for *doing* each job

Training and Improvement:

1. Join the A. V. A. and the Virginia Vocational Association, and subscribe to the Agricultural Education magazine
2. Join the County and State Teacher Associations
3. Read and study four books that will help me do a better job of teaching

Research:

1. Cooperate with the teacher-training and supervisory staffs in making studies
2. Cooperate in the program of curriculum revision

Publicity:

1. Four articles in Chapter Chats by F. F. A. reporter
2. One article in some farm magazine
3. Radio program
4. Send in to District Supervisor by August 15 plan for newspaper publicity
5. Publish at least 25 articles in newspapers
6. Educational exhibit at local fair, along with a number of exhibits from enterprises of F. F. A.'s, etc.

Advisory Committee:

1. Meeting for approving objectives
2. Meeting for progress report
3. Visit supervised practice with members
4. Have superintendent, principal, and school board member on this committee

Future Farmers:

1. One hundred per cent of members with savings accounts
2. Regular time each week for deposits
3. Ninety per cent of members to participate in cooperative buying or selling
4. Nominate one boy for Third Degree
5. Hold Father and Son Banquet
6. Conduct Eastern Virginia Seed Show
7. Fifteen exhibits at State Corn and Grain Show
8. Chapter objectives set up, and committees appointed for carrying out each objective
9. Assist one community organization in reaching its objectives
10. At least three boys to participate in public speaking contest
11. Raise money to pay expenses of judging team and delegates to Rally