

through which will be developed a new pattern of life for many of these people—a pattern of life not entirely rural, nor entirely urban.

These people will have opportunities to live on small tracts of land and to gain many of the advantages of a rural life and to avoid the many disadvantages which go with congestion in the cities. They will be able to have gardens, some fruit trees, possibly poultry and a cow, and a better place to raise families.

At the same time it is improbable that these people will attempt agricultural production on a commercial basis. It is unlikely that they could hope to compete with established commercial agricultural production with the small plants and limited time they will have to devote to their land.

Commercial family agriculture has, I believe, nothing to fear from this development, which offers so many possibilities for the improvement of the standards of family life for people who work in industry. Possibly there will be a movement of some folks from the cities to this type of community.

Because the old frontiers are gone, where surplus farm population found an opportunity to apply itself, this new pattern of life may be the new frontier of the future towards which excess populations on the farm may move without losing so many of the fundamental values of rural life which we too often fail to appreciate.

The philosophy of the New Deal for agriculture is based on the necessity for the closest possible recognition of forces which have a profound bearing on agriculture and an appreciation of the need for action in adjusting ourselves to these changes—plus the will to act.

Thus far, operations under the Adjustment Act have brought about a material increase in the economic welfare of farmers and a marked stimulation in the ability of farmers to purchase industrial products. The flow of income to agricultural areas resulting from these operations has been a stabilizing influence on business generally since passage of the Act, and it has been very helpful during the summer of 1934 when, without the support of farm buying, the slackening industrial activity might otherwise have resulted in a far worse fall in retail sales and general business activity than actually occurred. We have now come to a point in the Adjustment program where the greater part of the excessive surpluses has been eliminated. The drought resulted in a reduction in available supplies of many commodities far in excess of that which anyone could have anticipated a year ago.

The present problem of agricultural adjustment is to find the most effective means of seeing that the production of each major product is in reasonably close adjustment to the current ability of consumers in the United States and of our foreign customers who still remain to buy that production. To maintain adjustment so that supply is quite well balanced with demand makes possible an expansion in some production next year. Perhaps

yields during the next cropping season will be high, and the current ability of consumers here and abroad to buy those products will not increase materially. That might necessitate a further downward adjustment in 1936.

On the other hand, there is hope that the ability of consumers to buy farm products will be increased. It is in that direction that we must look. If demand can be pushed upward and farmers and city dwellers alike can enjoy a continuous rise in living standards, it will be easy enough for farmers to adjust continually their production to a rising level of demand for their products.

We will face an acute danger at any time that we move in the direction of making it impossible for farmers to have machinery necessary for them to keep in continuous adjustment with national and world economic factors, for this is a dynamic world and today's picture may be entirely changed a year from now, or even within a shorter time. Certainly we cannot afford to abandon our ship—the farms of America—to the forces of drift.

We have substantial evidence that the farmers of America have an intelligent realization of the problems they face, growing out of the uncertainties of international trade and the inequalities between the purchasing power of farms and farm crops. They have also demonstrated their capacity to cooperate in meeting squarely these problems in the democratic tradition.

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sey cattle. Other farm activities include: 30 head of sheep, 5 head of horses, 30 acres corn, 15 acres oats, 12 acres wheat, 45 acres hay, and 3 acres truck. Donald bought a stallion this past summer and is adding to the farm profits by using it for breeding purposes.

Donald, not being married, lives on the home farm with his father and mother. He is the only son and has but one sister. He is active in the work of the local chapter, and aids the boys in their agricultural work. His work on the farm is bringing him recognition as an adult worker. Present indications are that he will remain in the community as a progressive farmer.

Part-time Classes in Agriculture

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In Missouri our supervised practice program with the part-time group will be one of assisting these boys to make necessary adjustments in their farming operations, to secure farms of their own, and at this particular time much assistance can be given to establishing them on good land through the use of credit from the Federal Land Bank.

In practically all of the reports made by the men in the fall conferences, farm management, including the use of credit and economics, seemed to be of major importance for this particular group of boys.

Possibly we should be more concerned with the boy out of school who has never had the opportunity of receiving instruction in vocational agriculture, but to me where the number of former vocational agriculture students is sufficiently large, we can render a far more effective service because:

These boys have had some training and will make greater progress as a result of advanced instruction.

They are at an age, having been out of school several years, to appreciate and use this information immediately.

They would make ideal members for an alumni chapter of F. F. A.

It is with this group that rural leadership may be developed, and with their assistance the Future Farmers given capable guidance.

These boys should be encouraged to take advantage and participate in the various school activities—both social and recreational. Seemingly, what they need at this time is encouragement, and we should meet that responsibility—of guidance, offering technical training, and individual development.

Dr. Warren once said that some people are born at the right place, others at the right time, while some are born at the wrong place or the wrong time. I am certain that these boys who are going into farming on the better soil types were born at the right time. We should assist them in farming at the right place and make their adjustments according to present and future economic conditions. The situation is certainly at hand. It is being discussed by the President, by congressmen, by educators, and by other leaders. I heartily recommend to you the splendid report on the "out-of-school farm youth," recently issued by the Vocational Division of the Office of Education. It is of special value at this most opportune time.

The Problem of Out-of-School Farm Youth

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civic, and recreational manner. They can't do it by teaching school from eight till four and going home to be by themselves. If all the faculty of any school would show to the young men and women of the community that the school house should be the social and recreational as well as the educational center, there would be more civic pride in our rural communities and less crime.

After we have convinced our young men and women of our rural sections that we want them, then we should set up for them the instruction they say they need, on the general outline as set up by A. F. Wileden of the University of Wisconsin:

1. Vocational choice together with occupational adjustment and planning.
2. Family anticipation, including home planning and mate selection.
3. Personality development and opportunity for self expression.
4. Adaptation to the life of the community and the state.

Agricultural Education



An American Farmer Family

Mr. and Mrs. Glenn Farrow of Danville,
Arkansas, with their two children

The problems of rural economics and rural culture must be driven abreast, not tandem.

— Glenn Frank

though they may be altered to meet individual preferences. An F. F. A. button may be inlaid in the head of the gavel. Any of the common hard woods, such as walnut, osage orange, hard maple, birch, hickory, or mahogany may be used. The value of the gavel will be greatly enhanced if it is made from wood of local significance, such as a piece of the first schoolhouse or the first log cabin in the county. A wax or oil finish is quite satisfactory, though a lacquer, French polish, or rubbed varnish finish may be used. A block may be designed to complete the set. This may be 4 or 5 inches in diameter, 1 and 1/2 inches thick and round, square, or octagon in shape. The under side should be hollowed out to make a sounding board.—The Iowa Future Farmer.

Put the Tools Away

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wall, benches boarded up, or storage rooms may be used. If you have materials or equipment which can not be taken care of, get rid of it.

Storage of unfinished projects is always a serious problem. If wall cases are not available, and the benches may not be enclosed, perhaps projects may be placed in one corner of the room. Lumber racks may be built along the walls above the benches or suspended from the ceiling, and short pieces of boards kept in a scrap box.

The efficiency of your teaching is judged largely by the organization of your shop. How high do you want to score?—Iowa "News Letter."

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community he is overseer of the local Grange, and neighbors say he is a dependable worker for all of those things that help the community life. Their farm is only a few miles from Danville where they have the advantage of churches and a good public school. They take part in the social and recreational activities planned by one of the strongest departments of vocational agriculture in the state. They did not graduate for good from the Lanville High School, and Mr. Farrow like many others still attends the evening school classes conducted by Mr. T. H. Abboud, the vocational agriculture teacher. Young Farrow and the others joined the voluntary cotton acreage reduction program, accepted the allotments, and co-operated with the government in the New Deal plans.

As the writer drove back to the city with all its problems of relief and unemployment, he felt better, for he realized that America with all her wonderful natural resources can solve her social and economic problem if our people will only have courage and place their shoulder to the wheel in an intelligent, industrious, and fair minded way. If misery is allowed to result, is that not real evidence of human atavism and decadence? Should it not be easier to distribute surpluses fairly than to wring an abundance from poor exhausted natural resources? This generation can and will meet the challenge!

By using all of the courage, industry, and thriftiness of their sturdy sires, our young people can add to their sterling qualities those of the new frontier—the spirit of cooperation, the integrated attitudes of interdependence, and the Christian fairness of a balanced economy with parity so necessary for a true economic democracy planned in the great New Deal.

Out there on the "new frontier" young men and women are already rebuilding rural America. The sun is just rising on these new modern pioneers, but those who have the courage, industry, and thrift of their sires will develop the "mind stuff" to meet the needs of the new world.

Needed Research in Agricultural Education

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- 3. Extending vocational agriculture beyond the all-day course
 - 4. Curriculum reorganization
- These are a small sample of our needed research.

Cooperative Work in Supplying Information for Teachers and County Agents

THE Mississippi State Vocational Board is cooperating with the Mississippi Experiment Station in compiling and organizing for publication experimental information for teachers of vocational agriculture and county agents of the state. Each of the two cooperating agencies bears one-half of the expense of the project. C. F. Clark, 1929 Master Teacher of the Southern Region, has been secured for the work.

Experimental data on specific subjects are taken not only from the Mississippi Experiment Stations but from all stations in the United States where they are applicable. One bulletin has already been issued, *Winter Legumes*. Others to be issued are: *Planning and Feeding of Farm Animals*, *Corn Fertilizers and Varieties*, and *Cotton Fertilizers and Varieties*. The bulletins are to be issued in such a manner as to bring out the economic phase of the question as well as the technical phase.

EVALUATION OF SUPERVISED FARM PRACTICE

	Example
1. Boy's name and year in high school, F, S, Jr. Sr.....	John Jones
2. Number of years enrolled in agriculture, including 1934-35....	4
3. Grades in which agriculture is offered.....	9, 10, 11, 12
4. Does boy live on a farm?.....	No
5. If not, what arrangements are made?.....	Arrangement with tenant on father's farm
6. Status of father, if farming; owner, landlord, renter, manager, laborer.....	Landlord
7. For what type of farming is he preparing.....	Cotton major, and corn, poultry, swine

8. Enterprises—	1931-'32	1932-'33	1933-'34	1934-'35		Major project 1933-'34 cotton
					Size of enterprise on farm, including projects	
Cotton	1 acre	2 acres	2 acres	2 acres	43 acres	
Swine	1 sow					
Poultry		125 pullets	150 pullets 100 hens	100 pullets 125 hens	210 pullets 230 hens	
Corn			2 acres	2 acres	2 acres	
Soy beans				1 acres	11 acres	

- 9. Financial participation in major project 1933-'34. Entire ownership, part ownership, cash, rents land or stock, share rent, entire returns but no ownership, no ownership or returns.... } Rents land (cash)
- 10. Number of practices recognized as desirable practices for major project 1933-'34..... 9
- 11. Number of above practices used..... 5
- 12. Number of used practices previously adopted on the home farm..... 1
- 13. Other supervised practice, 1933-'34..... { Culled poultry flock
Built cement water tank
Butchered 2 hogs
- 14. Number of projects completed, 1933-'34 (shown in No. 8 above)..... 3
- 15. Number of projects incomplete, 1933-'34 (not shown under No. 8 above)..... 1