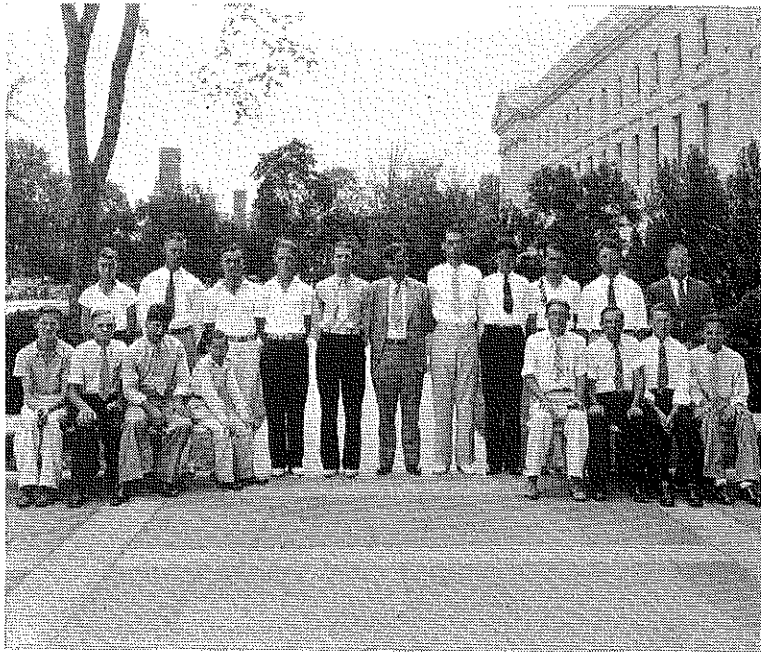


Agricultural Education



Future Farmer of America Chapter,
Sanford, Florida, Makes Tour
(See page 166)

*Honor and Shame From No Condition Rise; Act
Well Your Part, There All the Honor Lies.—Pope*

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

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CHARACTER BUILDING THRU VOCATIONAL AGRICULTURE

TEACHERS of vocational agriculture must not overlook the opportunities for developing character in the young men they teach. I should rather a boy of mine would not go to school a single day and have character, than for him to take all the courses in the land and not have character when he got thru. Surely, we should teach vocational agriculture. But we should also teach our boys reverence for common honesty; we should teach them the sanctity of the promise; we should teach them the dignity of labor; we should teach them that it does matter *how* success is attained; we should teach them to be men. If we teachers are to succeed, in the largest sense, our boys must come to have that attitude towards life which causes them to do the things that are fair, honest, elevating, and right.

The two following principles seem basic to a guiding philosophy in character building:

1. Perhaps all character traits are learned, not inherited. In general, then, the development of character is one phase of teaching-learning.

2. The most economical way of learning is by intelligently practicing, under wise guidance, that which one is to learn.

These principles are in line with the statement of the great philosopher who says that "conduct forms character." It is thru practice (conduct) that character is formed, just as it is thru practice of some kind that any other learning takes place. And we learn what we practice, not something else. If we would produce young men with sterling character, we must see to it that these young men practice those traits that go to make sterling character. If I can but learn to ask myself over and over, "What are my boys practicing?" it will have a great influence on what I do as a teacher.

Conduct forms character. We learn what we practice. What of the character being formed if the teacher writes or helps write the essay, when the rules of the essay contest say or imply that the essay is to be written by the pupil? What of the character being formed when the pupil is not held accountable for doing or learning what he is supposed to have done or learned? What of the character being formed when the pupils do not put forth their best efforts? What of the character being formed when material success is glorified above everything else? What of the character being formed when the game is not "played fair"?

Character formation of our boys is going on every waking hour of the day, 365 days a year. Shall we leave to chance the development of this very important side of the farmers of the future? Or shall we take advantage of the opportunities which vocational agriculture gives for teaching honesty, truthfulness, nobility, sincerity, genuineness—some of the traits that go to make character, some of the qualities that go to make heaven?—C. H.

IS THE "AG" TEACHER A FREE LANCE?

OCCASIONALLY we hear this criticism from high school principals and superintendents, "The Smith-Hughes teachers think they should have certain privileges denied other members of the high school faculty." The teachers of other subjects are also quite often convinced this is true and look with envy on the "Ag" man when he leaves the building around three o'clock to go out on field work or when they learn that he receives mileage on his car when supervising projects. They often compare the total enrollment in their own classes with that of the agricultural department and decide that the "ag" man has a snap.

The envy of the other teachers can be attributed to the fact that they are not familiar with the program. Those of us who know the scope of the agriculture teacher's job believe that he has the most difficult position of all, but this does not alter the fact that there may be grounds for administrators and teachers to feel as they do.

During his training period, the young teacher learns that he will be directly responsible to the state supervisor for a number of things including project records and reports, teaching plans, enrollment—in fact, for practically every phase of his program. He is told that he must be approved by the supervisor before he can secure a position, and, after he is on the job, he expects someone from the state department to inspect his work from time to time.

Gradually he may begin to believe that if he can please the supervisor he is safe on his job. The next step is to ignore certain extra-curricular duties which are not directly associated with his department. If not taken to task at this stage, he may unconsciously reach the place where he considers the state department to be the only authority which he need recognize. Such an attitude whether shown intentionally or otherwise is certain to result in friction, not only with the school authorities but with fellow teachers.

In the last analysis, the "Ag" man is just as much a member of the high school faculty as any other member of the staff, and as such he owes a certain loyalty to the administrators and is jointly responsible with other teachers in seeing that the school program functions smoothly. He can expect to be called upon occasionally to substitute for other instructors or to act as class adviser. He must be prepared to chaperone a picnic now and then or to take tickets at a football game. It is true that some of these duties have nothing to do with agriculture. Neither are they factors in algebra or chemistry for that matter, but they are part of a high school teacher's load and why should the Smith-Hughes man be exempt from them when others are not? If he cheerfully assumes a reasonable share of such tasks his program will not suffer in the long run. In all probability it will profit thru better co-operation from both faculty and students.

Men have been known to derive secret pleasure from telling a principal he could not do so and so because the state supervisor would not allow it. Such a statement will only serve to irritate any normal principal and place the supervisor in an extremely awkward position. How much better it would be if the teacher were to say, "Mr. X, I am afraid that would not be in harmony with the school's memorandum with the state department, but if you so order I shall concede with your wishes." Then, when he makes a report to the supervisor he can call attention to the type of work he has been asked to do. This will provide an opportunity for the state department to discuss the matter with the school authorities when it can be settled to the satisfaction of all concerned.

Unfortunately or otherwise, the "Ag" man is responsible to two separate authorities and at times may feel that he is entirely at sea. Right then he should remember to be as diplomatic as possible because his actions govern to a great extent the tenor of the relations between these two authorities. After all is said and done all three—the school administrators, the teachers, and the supervisor—are working toward one common goal and that is efficient training in vocational agriculture, and of the three, the teacher holds the balance of power if he will but use it wisely.—H. E. L.



Character Development and Vocational Agriculture

L. D. KLEMMEDSON, Teacher Trainer, Tucson, Arizona

PARENTS, whether they live in the country or the city, when sending a boy or girl to school, do so with mingled hopes and fears—hopes that the school will be a means of building up within the boy or girl all that is noblest and best; fears of what may be learned, both by teaching and example, that will contaminate and degrade. All parents desire for their children something better than they had, and wish for them to achieve in some degree more than they. The sentiments of most parents, whether articulate or not, are well expressed in the following quotation by Clarence Edwin Flynn.

"To be a slave when one might be a king; to walk low roads when one might tread the high; to crawl when one might just as well take wings; to take the slime when one might have the sky; to mingle with those whose lives are cheap when with the sons of God one might commune; to have the shallow rather than the deep; to choose the discord rather than the tune; to dwell in swamps when one might have the heights; to have a hovel for the heart and miss the golden dome where it might dwell in Light . . ."

Almost all parents expect their sons and daughters to come out of schools more noble young men and women with higher qualities of character and ability to achieve success in life's activities than when they entered school.

Parents might name the following as the kind of training hoped for for their children:

1. Ability to do straight thinking. They must face facts as they are, and must not warp nor contort them to their own advantage. Training to pursue a course of thinking to the most logical conclusion possible; understanding that it is weak and cowardly to abandon a line of reasoning because it runs afoul of his preconceived convictions—cowardly to evade or to omit the truth that threatens his own ends, prejudices, ambitions, or desires.

2. Instruction that will open their eyes to beauty, training them to "see" a well-turned thought, the beautiful works of nature and man; to feel exquisite harmonics and encourage them to prize spiritual values.

3. Development of an understanding of their fellow man, so that they will respect the limitations, abilities, and consider the rights of others. Getting them to see that there are no superiorities save of merit, service and achievement which are gained honestly. Getting them to understand that there is no superiority so despicable as that which grinds down the defenseless.

4. Trained to investigate and learn for themselves, in such a manner that

they will find out things for themselves that will enable them to solve their own problems and to control their own life situations when put on their own resources.

5. Parents expect the school to guide, direct and encourage their children in the search to discover that task which will make them happiest in the executing. When they have found this thing which they like best to do, to train them to do it well.

These are not idealistic and hopeless desires on the parts of parents, else the schools were futile. The schools in a large measure are equipped to fulfill these desires along with the assistance of parents who in the majority of cases are willing to accept a major portion of the responsibility for the training of their young.

VOCATIONAL agricultural education, under the direction of an especially well trained personnel has been, for 20 years, an integral part of the public school system in agricultural centers. In organization and practice this type of education is most highly adaptable to attain the results parents desire for their children, particularly those who live in the social and economic surroundings of the country. In many respects these desirable characteristics of a youth training program have been from the beginning the guiding principles of vocational education in agriculture. Perhaps it is fitting that they be resurveyed as a means of rediscovering their meaning for the purpose of more fully realizing their significance in our training programs and to help us as teachers of rural youth to more fully contribute to the development of noble and self-reliant character on the part of our Future Farmers of America, the farm youth who are destined to be our farmer citizens of tomorrow.

Parents of the farm youth in a large measure will look to the vocational agricultural teachers of the rural public schools where they must send their sons for training while they are yet young, fresh and plastic for the training in the ways of thinking, feeling, learning, doing and they shall feel that you, as vocational agricultural teachers have accomplished gloriously your mission if you help their boys live to the fullest the life which nature thru them has given.

"The schools and children lie closest to parents' hearts even tho they may not say so!"

Democracy and the Farmer Citizen

As members of a professional teaching group in a democratic state and charged

with great responsibility for contributing to the education and training of its farmer citizens, both youth and adult, it would be well for us to review, very briefly, some of the tenets, ideals and conditions of our American democracy. This in order that we, as teachers, may know more accurately what our responsibilities and duties are in training programs for its citizens.

America has had her great development because she has put her faith in democracy; because she has given the people a chance to share in the management of their own government and in the management of their own lives; and because thru popular education she has created a high level of intelligence. The founders of this country visioned a system of free public education which first of all would place in the hands of every individual the elementary tools of learning, so that the thoughts of everybody would be open to him. Beyond this, every man according to his interests and abilities was to be equipped for *constructive citizenship*. The schools were to make him an *intelligent* citizen, so that he could get on in the world and discharge satisfactorily the ordinary social and civic duties of life; and they were also to make him a contributing citizen, contributing to the welfare of society by doing something socially worth while. Their conception of "a democratic system of education as a servant of the republic" was a system which is founded on scientific truth and constantly adapts its practice to new truth, which promotes social and political culture, which measures the efficiency of its service by the kind of citizens it produces, which is sensitive to new conditions and new demands and amends even its most cherished dogmas and institutions to meet the real needs of an ever evolving democracy. The time has now come for a still higher level of education, with an insistent demand that the people shall have the essential and true facts, character and ability necessary to the wise management of their affairs.

OUR nation was inspired by the ideal that every individual should have opportunity for the full development of his own capacities unhindered by accidents of birth and social status and without fear or favor. Our great national resources hold out to all the promise of useful work and security of living. Democracy can be made and kept safe only if public opinion sees to it that our people have an unflinching opportunity to produce, distribute, consume, and enjoy those things for which they have need. However, millions are now without opportunity to labor and are demoralized

by an uncertain and scanty life dependent on charity. To the extent that opportunities to labor usefully are denied these millions, to that extent democracy is endangered.

EARLY conditions fostered friendly co-operation with common participation in life's values. This friendliness has been largely destroyed by brutal competition for private or corporate pecuniary gain. Our founders looked forward to a time when all should have the opportunity to share in the good things of life. Now, in spite of immensely increased technical resources multitudes have no chance to enrich their lives with beauty, science and worthwhile companionship. Conditions oblige many to keep their minds on material things and limit their aspirations to material ends. Now many of the interests that largely dominate public opinion decry democratic faith. They preach defeatism, or the doctrine that an impoverished life, poor in spiritual and cultural attainment as well as in worldly goods, is inevitable for all but the few. Of late years many of our citizens, including our farmers, have been asked subtly to subscribe to this hopeless doctrine by men in positions of great leadership. Can they accept this doctrine as a philosophy for effective self-reliant citizenship in a democracy?

Vocational agricultural education, mindful of the basic conditions involved in a democracy and dealing with a farm group, largely owners of property, must accept the responsibility for teaching the social and economic principles, significant in maintaining an American democracy.

Vocational agricultural teachers should be taught—or must teach themselves—the salient features of the social and economic system under which we live and earn our living.

Also, to neglect to teach the farm youth and our other youth these features of economic life is to pursue a policy which leads to certain disaster in the future. For without a cogent public opinion, on the interrelationships of urban and rural life, based upon ample understanding of the basic principles of our bread and butter economy, we are fair prey to those who would have us believe that the good things of life are only for the few and would have us adopt a defeatism doctrine for the many.

THERE is downright danger that the philosophies of this covetous minority may result in the wrecking of not only democracy but civilization itself, and in wracking havoc on all destroy all. History is our witness.

Youth should be taught how actions of individuals and of groups may best be co-ordinated in order that substantially all able and willing persons may unceasingly be permitted to earn and to have a comfortable living, and to avoid, so far as possible, devastating periods of unemployment and distress.

We must teach the farm youth and others what money is, why it is, and how it should be used—not misused, and how it is saved as reserves for use during times of stress. We must teach the true significance of credit and debt, and the social obligations of owners of property. We must teach the causes of depressions and wars, and ways in which these may be prevented when consistent with national honor, to avoid great loss-

es of hard earned wealth and human lives.

We must teach the youth of the land the significance of work as a means of providing life's necessities and as a means of attaining a clean and stable success in life. The gates to the city swing both ways so the youth must be prepared for jobs whether in the city or country. These jobs must always be maintained by the citizens, as insurance against demoralization and pauperization of large masses of the people, and also as burdens to society. It will take training to do this but it must be done.

We must teach the farm youth the dangers of being removed from the farm he lives on due to carelessness of society or himself. Of what value is it to him to train himself for the work of the farm if in a short period he is removed from the farm or access to land is denied him because of his or society's shortcomings.

THE object of the farmer is to make as good and as continuous a living as possible from the land he owns or operates. The farm youth must understand this, and costs cannot be permitted to exceed returns, for no business can long prosper when these two items are not carefully controlled. He must also understand that the cleanest profits in the world are made from the land and that these are split three ways: (1) to consumers in higher quality and cheaper products and that this can be done at prices that will pay the farmer if he is capable of producing the products skillfully and easily; (2) the second share goes to the people who work on the farm as wages or income for their work, and this share should be a fair and sufficient profit; (3) a third share goes to the farm itself to maintain the strength and productivity of the soil and to keep the buildings, equipment and stock up to full efficiency and also to build up a reserve fund to tide the business over periods of stress.

We must teach the farm youth that the land he occupies is a part of the natural resources of society, that the land is expected to provide food and raw materials for many generations of peoples, and that he will be held strictly accountable for his stewardship and be expected to turn the land over to the next generation in better condition than he received it. For this service society should give the farmer a fair and sufficient compensation.

In a democracy we must provide every pupil in our school system with a comprehensive understanding of the methods and means whereby man earns and obtains a living.

When men, women and children enjoy a comfortable living and when economic security is provided for all, liberty and freedom will be secure and threats to the democracy fail because sufficient following against it cannot be obtained.

The farmer citizen has an important role to play in our American democracy. He must understand his role and he is justified in accepting any assistance to his career that will enable him to live happily in the social surroundings of the country with economic independence.

Vocational education in agriculture, in offering its assistance to the farmer citizens in the development of their careers, realizes the tremendous challenge it presents. It is fortunate in its task in having its program conducted by men, mostly farm reared, who appreciate the

conditions and problems of country life and who are experienced, thru many years of living and working on farms, in the job of running and managing a farm business. The task of training the farm youth of America could not be in better hands.

It is fortunate also in having the advice, guidance and help of strong national organizations of farm men and women, and of many other public and private agencies which have and are contributing very vitally to its work.

But above all it is fortunate in being affiliated with that most serious and energetic organization of farm boys studying vocational agriculture in our rural public high schools, the Future Farmers of America, this year 100,000 strong of the cleanest, most virile farm youth in the world. With and thru them the welfare of the future farmer citizen is practically assured, if the leadership of the boys themselves is intelligently directed by their more mature and experienced advisers, the agricultural teachers and supervisors.

The Need to Re-emphasize Some Time-Honored Virtues

Farming is not only a business but it is also a mode of life. The morale and the morality of country life is as important as its economic welfare. As leaders of country youth, the vocational agricultural teacher might well check back to make sure that in his zeal to make the farmer a better producer, he has not neglected the farmer and farm youth as a vital and important personality; the farm group as a whole is a powerful and influential group in American life, from which have developed some of the most important contributions to our national life.

Basic in all of the recent changes in American life has been the apparent weakening in certain of the time-honored virtues which constitute personal and ethical character. Honesty, sobriety, chastity, obedience to law, willingness to work, thrift and many other elements of high ethical character were once the common attributes of most of the people and leaders of society. Now with the shift of certain sanctions, these are absent too often in high and low places, so that the powerful influence of emulation is largely lost.

Most of our social maladjustments spring from conditions hostile to the realization of our American faith and purpose. Vocational education in agriculture, together with other educators and public spirited citizens in interpreting this faith and purpose for the youth of today should reaffirm as its most cherished ideal the opportunity for all of our people to develop free, co-operative, rich and virile lives, to stand confidently on their own feet, to judge clearly and effectively by means of their own trained intelligence, to act vigorously as occasion requires, to enjoy the highest values that modern life now offers, to have courage for the future, and to engage happily in the free exchange of a shared life. This ideal challenges the best in American life.

Vocational education in agriculture, thru its contacts with the Future Farmers of America and rural America is in a fair way to achieve notable results in the development of these desirable qualities of American character.

It has been suggested that it will be

the business of those engaged in promoting the work of vocational education in agriculture to resurvey the field of agricultural education, its ideals, purposes, functions and methods; with the idea in mind to more actively and effectively contribute to the development of those attributes of character, which will assist the rural youth of America to more fully realize the full potentialities of living successfully in the country as farmer citizens.

Individuals, parents and the body politic look to the schools as the social institution best equipped to achieve these desirable results with its children. Vocational education in agriculture must and will accept its share of the responsibility.

Citizenship Rating System

RALPH W. CANADA, Vocational Agricultural Instructor, Filley, Nebraska

WITH a realization that the high school should furnish a record of student character, dependability and school citizenship as well as scholarship, the citizenship rating system is justified. It is an appeal to the honor and best instincts of the boy. With a few necessary changes for specific adaptment this system can be used thruout the school or in any particular department. In vocational agriculture it serves as a very effective F. F. A. activity.

How the System Works

The pupil will be given 100 points to start the semester. Any boy guilty of an offense against rules of good citizenship may have certain of these points removed upon recommendation of the teacher reporting the offense to the rating committee. Points may be gained for specific acts of good citizenship about the school or on field trips. The rating committee membership may be varied to suit circumstances but at present ours consists of:

One pupil, (president); one pupil, (vice president); principal of high school; agriculture teacher; and one other high school teacher.

Duties of the committee:

1. To deal with and decide unusual cases
2. To recommend loss or awarding of points
3. The committee (pupil members and principal) will make reports to parents regarding citizenship.

When a recommendation for a loss of points has been received by the citizenship rating committee, a duplicate shall be given immediately to the person concerned. If no protest has been made in writing to the citizenship rating committee within one week of the time of the giving of the loss-of-point slip, the penalty will stand as given.

In case an appeal is taken to the citizenship rating committee, four members must vote to change the penalty, otherwise it will remain as given.

An appeal may be taken from the action of the citizenship committee to the superintendent whose action will be final.

Recommended penalties for loss-of-points must be definite, as to offense and number of points lost.

Application for a hearing before the citizenship rating committee may be made by the pupil affected, by any member of the committee, or by the principal, if within one week of the time of giving the loss-of-point slip. If such application is made, a definite date for the hearing of the case shall be set, at which time all facts bearing on the offense shall be presented. The committee shall have power to call in any witness necessary to a full understanding in order that a fair verdict may be rendered.

Points may be lost for the following reasons:

1. Speaking without permission, inattention in class 1-10
2. Out of place without proper transfer 1-5
3. Failure to keep tools, tool cabinets, desks in proper order 2-10
4. Leaving trash and waste in shop and classroom other than in its proper place 1-4
5. Disorder in class room, shop, halls, or wash-rooms 1-10
6. Cheating, forgery, copying, dishonesty 1-5
7. Failure to keep appointments, make-up work, tests, etc. 1-4
8. Careless use of ink 2-5
9. Insubordination (resistance to proper authority) 20
10. Defacing school property 1-15
11. Noisy passing to and from classes 1-6
12. Profanity 1-5
13. Failure to execute necessary clean-up duties 1-4
14. Whispering, chewing gum, rudeness, or conduct unbecoming a high school pupil 2-20
15. Each loss of 10 points in citizenship shall deduct one percent from grades in subjects carried under this system for each six weeks period.

NOTE: Other penalties can be added to include specific departments and conditions.

Penalties for Loss of Points

Citizenship rating record of each pupil shall constitute his citizenship grade and shall be sent home each six weeks with the scholastic grades.

No pupil's name shall be eligible to belong on the *honor roll* whose citizenship record for that semester falls below 90.

Students whose citizenship rating record balance drops below 80 is ineligible to represent the student body or school in any contest or to hold any student body, club or class office. A pupil whose balance drops to 80 shall be notified by the citizenship rating chairman immediately.

When citizenship rating record balances of a pupil reach 75 he shall be called and notified of the fact. His parents shall also be notified.

If the balance should drop to 60, the pupil shall be sent home, and reinstated only after a conference between the parent and the principal and superintendent, and then only conditional upon his ability to maintain his balance above 60. His balance upon his reinstatement is to be placed at 65.

No pupil shall be recommended to a business position or college whose citizenship record shall average less than 80 for the period he has been in this high school.

Ways in Which Honor Points May Be Gained

- | | |
|--|-----------------------------------|
| | Points added to citizenship grade |
| 1. Perfect attendance for each six weeks | 2 |
| 2. No unexcused absences or tardies | 2 |
| 3. Member of any judging team or Vocational Agriculture work recommended by coach for faithfulness in practice, etc. | 5-15 |
| 4. Outstanding service to F. F. A. Chapter | 1-10 |
| 5. Unselfish devotion to school and F. F. A. | 1-10 |

6. Careful use of tools and other equipment (high condition of repair) 1-6
7. Citizenship rating 95 or more 3
8. Grade of 93 or above in shop, class work and project 3
9. Grade of 87 or above in shop, class work and project 1
10. Providing abundance of own shop work of worth-while nature 2-8
11. Each extra 10 points earned above 100 will earn an additional one percent on scholastic grade for each six weeks
12. Promptness in doing make-up work, tests, etc. 1-3
13. Citizenship never falling below 97 for semester are given 1/4 credit in citizenship.

Members of student committee to serve with faculty for entire semester. Two percent is to be added to scholastic grade for services at the end of semester. Other honor point items can be added as desired.

In smaller schools the above system can be used thruout the high school, using one central citizenship committee for all departments. In larger high schools such a system should be installed only after a thoro understanding with the superintendent and principal.

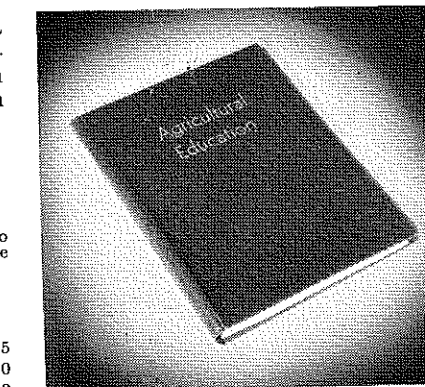
I have found this system to have genuine merit both from the standpoint of administrator and vocational agriculture instructor.

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YOUR business manager has received several requests from subscribers or state supervisors asking for the date of expiration of certain subscriptions to *Agricultural Education*. Perhaps these readers are not aware that the expiration date is printed each month on each subscriber's address label on the wrapper of his copy of the magazine. The reading of this symbol is very simple: 6-36 means that the subscription expires with the issue of the sixth month (June) of the year 1936. Similarly 9-36 indicates an expiration with the September issue, and 1-37 indicates an expiration with the January issue in 1937. Therefore, if any reader wishes to know when his subscription expires merely read the address label on the wrapper when the magazine is received.—W. F. Stewart, Business Manager.

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Tours as a Recreational Activity for Farm Boys

It has become common practice for boys studying vocational agriculture to seek relaxation from the duties of farm work and at the same time to improve themselves educationally by making group tours. Teachers of agriculture realize that such tours provide excellent opportunities to build and develop character among the boys who go on such trips. It is the supervised practice or testing ground for boys in this quality of manhood. We hope that the following stories of tours made by groups in various states will be helpful to other teachers in providing similar opportunities for their boys.—The Editor.

OUR COVER

Florida Future Farmers Tour to Washington

DAVID EARLE, Reporter, F. F. A. Chapter, Sanford, Florida

ON June 28th, fifteen members of Seminole Chapter and one member of Oviedo Chapter of Future Farmers of America started on a vacation tour to the nation's capital accompanied by Alex R. Johnson, their adviser and agricultural instructor, and John R. Jones, Sr., a father of one of the boys who had generously donated the use of his truck for the trip.

The trip was carried out as a co-operative camping project with each boy paying ten dollars from money earned from supervised practice work during the year and the balance of the expenses from the Seminole Chapter treasury funds. The donated truck was fitted up by the boys with a comfortable bus body with spring cushions and weather proof curtains. Full camping equipment was borrowed or made by the boys, this included tents, folding cots, icebox, folding tables, stoves, water cooler, and lockers.

On the way to Washington side trips were made to the Alligator and Ostrich Farm and to Fort Marion, St. Augustine, Florida. Arriving at Washington on Sunday afternoon we pitched camp at the Washington Tourist Camp and prepared for four days of sightseeing. During our stay in Washington we visited the House of Representatives and the Senate where reserved gallery seats were provided for us thru the courtesy of Congressman W. J. Sears and Senator Duncan U. Fletcher. We also had a special courtesy pass thru the White House given us by Mr. M. H. McIntire, Assistant Secretary to the President. Trips were made to the Congressional Library, Supreme Court Building, Bureau of Engraving and Printing, Smithsonian Institute, National Museum, Lincoln Memorial, Grave of the Unknown Soldier, Washington Monument, Mount Vernon, Zoological Park, and thru one of the large cold storage plants in the city.

Our group also visited the Vocational Education office of the Department of the Interior where we met Dr. J. C. Wright, Chief of Vocational Education, J. A. Linké, Chief of Vocational Agriculture, and W. A. Ross, National Executive Secretary of Future Farmers of America. During our visit to this office

we saw how Future Farmer records are kept in the Washington office. Following our visit to this office our group had the pleasure of being host to Mr. Ross at our camp where a supper was served and camp fire fun provided by Seminole Chapter's string band.

The highlight of our stay in Washington was our visit to the Department of Agriculture building where we had the pleasure of meeting Secretary Henry Wallace and having our picture taken with him in the group. John Jones, Jr., one of our group, presented Mr. Wallace with two fine jars of Florida honey produced from John's apiary project.

On our last evening in Washington we were the guests of a group of Future Farmers from North Carolina who were camped near by. An excellent Brunswick stew was served with other refreshments, games were played and before dark we all returned to the Washington Monument to enjoy the city's fireworks in celebration of July fourth.

Our return trip was made thru the Shenandoah Valley with visits to Endless Caverns and Natural Bridge. We covered 2100 miles on the trip and upon arriving home we were making plans for other F. F. A. trips in the future.

F. F. A. Tours

H. J. McLEOD, Instructor of Vocational Agriculture, LaMoure, North Dakota

WHAT would better round out your vocational agriculture program than an F. F. A. tour thru other states studying different types of farming, visiting agricultural colleges, other Future Farmer chapters and many other phases of agriculture such as, packing plants and co-operative creameries? What could offer a better inspiration to students who are beginning to become agricultural minded than an F. F. A. tour?

Give the boy an opportunity to see fine herds of livestock, leading manufacturing plants and places of scenic beauty. Let him camp out of doors and go swimming. All these things help to broaden the boy and better enable him to choose his life's work.

Farm boys, like farm folks, have little time or money for educational trips or recreational tours. They spend their so-called summer vacation putting in long hours at work. The farm youth needs a chance to see what other folks are doing. The recreational opportunities of rural communities are sadly neglected; thus the value of F. F. A. tours to the farm boy.

Planning Your Tour

From the past two years' experience, we have found that careful planning before starting is essential if a tour is to be successful.

After determining your destination a carefully planned schedule should be worked out. This should include points of interest to be visited such as, outstanding livestock farms, irrigation proj-

ects, sites of historic value or perhaps some spot of scenic beauty. This schedule should show where night stops will be made and where lodging may be obtained. I find that by writing ahead to Y.M.C.A. secretaries, chambers of commerce or college dorms that they will be glad to make arrangements for the boys' lodging at a nominal fee or often free if the boys furnish their own bedding. Rules for the trip should be set up at F. F. A. meetings and rigidly adhered to. Each boy should bring a signed statement from his parents absolving the adviser or school from any responsibility in case of an accident.

If you are camping, the food problem can be taken care of easily by dividing the boys into groups of five or six and have each group bring its own cooking utensils and plan and prepare its own meals. The boys usually bring most of their food from home to save expenses. Another method is having a camp cook.

Transportation will not offer a serious problem if you have a school bus available. If you have not, you can no doubt find one of the boys' fathers who has a truck and will be willing to take the group if his expenses are paid. If he is a father of one of your group and a good driver it shifts a little of the responsibility from the adviser. It is well to have the truck or bus completely covered by insurance for your trip.

Highlights of LaMoure F. F. A. Tour

The F. F. A. Chapter of LaMoure left June 6, 1935 for their annual ten-day tour of prominent livestock farms and places of scenic beauty.

The first day was spent in looking over the fine herds of livestock and experiment plots at the North Dakota Agricultural College. The second day we visited the Pemco Farms near Breckenridge, Minnesota, one of the outstanding Holstein farms in the United States. We saw at these farms the Holstein cow which holds the United States butter fat production record, producing 1,220.4 pounds of butter fat in 365 days. In the afternoon of the following day we visited the Glendalough Game Farm, Battle Lake, Minnesota, seeing 10,000 pheasants of nine different varieties. Our next stop was at Morris, Minnesota, at the agricultural school, breeders of fine Shorthorns and Percherons, the reserve champion stallion at the International Stock Show. We also visited their farm shop building which along with their equipment would be a credit to any agricultural school. The next day we visited the Boulder Bridge Farm near Minneapolis, the outstanding breeders of Belgian horses and Guernsey cattle. Here we saw several Belgian mares and outstanding Guernseys that recently had been grand champions of their class at one or more state fairs. Three days were spent in Minneapolis and St. Paul visiting the Ford Assembling Plant, University Farm, St. Paul, Armour & Company, Como Park, The Zoo and Wildwood, an amusement park. The next day we drove to Duluth, a beautiful

drive, and to Lake Superior which with all its boats was an unusual sight for Dakota boys. From Duluth we passed thru the Iron Ore Mining region of Virginia and Hibbing. At Hibbing we saw one of the largest open iron ore mines in the world. The following night we camped out at Cass Lake and then drove to the famous Itaska Park amid beautiful scenery, pines, birch trees and log cabins. This ended our educational tour of fun and recreational enjoyment; a trip of 1,250 miles at a cost of \$9.00 per boy which included his transportation, food, amusement and lodging (each boy taking his own bedding).

F. F. A. tours develop student confidence in the agricultural program and a knowledge that the field of agriculture is a vast one offering many opportunities.

Americans are even yet a rural people if they only know it; the teacher of a country school who dislikes country folk, country ways, and country institutions, but uses the country school as a means of earning money to provide his livelihood, is a national enemy.

Vocational training, no matter what its primary objective may be, spreads itself into the full fabric of the social order. It can be definitely classified as true education in the sense that it teaches how to live and how to enjoy life.—Sterling Lord.

Southern Tour

IVAN JETT, Adviser, Stamping Ground, Kentucky

THE Stamping Ground and Great Crossing Chapters of Scott County had planned for several years to make a summer tour, but it was not until this year that a workable plan was discovered. The Stamping Ground school district was consolidated and the bus contract let to a man in a neighboring county who was interested in the F. F. A. He agreed to make a 2,400-mile tour for very little more than actual expenses, because he wished to see some of the things himself.

Eighteen made the trip: twelve boys from Stamping Ground, four from Great Crossing and the two teachers. The tour covered twelve days and cost each boy \$17.00 for transportation, meals, places to sleep, and entrance fees. Meals were purchased from restaurants with discounts from 10 to 30 percent. At night we slept in tents if the weather was fair and in tourist camps if it was raining. We spent a total of three nights inside with an average cost of 22 cents per night. Our camp grounds were free every night.

We visited many places of interest, some of which were: Old Kentucky Home; Lincoln's Birthplace; Mammoth Cave; Muscle Shoals; F. F. A. Chapter, Leighton, Alabama; steel mills in Birmingham; Confederate capitol in Montgomery; Gulf of Mexico; lumber mills; paper mills; drydocks; ocean freighter; U. S. Naval Air Station; Old Spanish Forts; St. Augustine; F. F. A. Chapter, Gore, Georgia; Chickamauga Park; Fort Oglethorpe; Norris Dam, and Cumberland Falls.

Arrangements had been made with chambers of commerce in most of the large cities and tours and courtesies ar-

anged for us. In Pensacola we were given a motorcycle escort while we were in the city. Everyone did everything he possibly could to make the trip a success.

It was one of the most interesting and educational trips we have ever attempted. Next year we are planning on making an eastern trip, but we will not travel over 125 miles daily as this would give us more time for sightseeing.

Mountain Climbing

WALLACE H. ELLIOTT, Patten, Maine

THE members of Katahdin Valley Chapter of F. F. A. have climbed Mount Katahdin several times as a part of their summer activities program. We are the first chapter in Maine to climb Katahdin.

Katahdin is an Indian name for the mountain and means "the biggest mountain." Not only is Katahdin the highest (5,267 feet) mountain in Maine, but the first point in Maine to greet the morning sun.

The members planned the trip in February and selected a date. A week before it was time to start we watched the weather closely. The day to start arrived clear with everybody happy. We each carried a knapsack containing utensils for cooking, supplies of food, blankets; field glasses, and a camera were also a part of the equipment.

After driving over sixty miles we left the auto road and hit the trail for Abol Camp. The trip to the camp was an easy hike of one and one-half hours along a good tote road. At the camp which is an old fire warden's house we threw off our packs, cleaned camp and then prepared our noon meal. After dinner we made preparations to stay the afternoon and night at this point.

We had not been settled very long before parties of woodsmen began to pass; from them we learned that others planned to make this their headquarters for the night. Desiring to be by ourselves, we broke camp and hiked for two hours up a stiff grade which proved rather strenuous after a hearty meal. At the end of this time we came to one of Maine's beautiful mountain streams and here we decided to make our own camp for the night.

One of the boys found a large rock about seven feet high and ten feet long near the stream and in front of this we built our lean-to. Night coming on we were forced to hurry, not only to complete our lean-to but to get wood. The flat front of the large rock made an ideal background for a camp fire, throwing the heat back into our lean-to.

After the completion of the lean-to our next task was to prepare supper. By 9 o'clock we prepared for a good night's sleep. The wood lasted until about one o'clock and the fire went out, so the remainder of the sleep was a cool one especially for those on the outside of the field bed. Nevertheless it was fun and a good experience for all.

At six o'clock all were up and ready for a dip in the cold stream, breakfast and the climb to Baxter Peak. When breakfast was over the camp work was divided among us. You may be sure that we laid in a good supply of wood for the coming night so that our fire would not go out again.

We packed our belongings and hung

them up in a tree, so our brains could not get our bacon, should he pass that way. The lunch was packed in one knapsack which made a light pack to carry in one-hour shifts on the trail.

The first part of the climb was cool and easy, but when we got to the foot of Abol Slide three of us left our sweaters under a spruce beside the trail. After hiking one hour we came to an old forestry look-out camp and from here our climb up the Abol Slide became more vigorous, stopping occasionally to look out over the country.

After climbing two hours up a rocky slide from the old camp we reached the Table Land; here we refreshed ourselves at Governor's Springs. The hike across the Table Land up to Baxter Peak was pleasant after the hard climbing of the previous three hours. Arriving at Baxter Peak we were surprised to find other parties on the mountain.

By this time it was getting near twelve o'clock and the mountain air had put a keen edge on our appetites, but we decided it was too cold to eat on the mountain top. Those who had left their sweaters under the spruce by the trail would have been delighted to have had them back again and possibly another one or two. It was interesting to watch thru the glasses a party of three climbing across the Knife Edge and a party of five cooking dinner across the Table Land below us.

After spending some time at the peak taking in the scenery of other mountains and numerous lakes which cannot be surpassed in this section of the coun-



At the Top

try and locating our home town Patten, with the aid of field glasses, we retraced our steps across the Table Land down to the old look-out camp where we made a fire and ate our lunch. On the way down the skeleton of a deer was found where it had died wedged in between large rocks. After lunch we returned to our lean-to well satisfied with the day's climb. We found things at camp as we had left them and after a refreshing wash in the stream enjoyed a rest by the camp fire until supper time. It was during this period that remarks were made that the trip was too short, wishing that we might stay a week on the grand old mountain, and plans were made to return again by other trails.

Before supper we drew lots to see who would stand watch to keep the fire going in shifts of one hour each. All being more or less weary we had an early supper and turned in for the night. During the various shifts there was a decided variation in the temperature as some nearly roasted us which was more uncomfortable than the chill of the night before.

It was a quiet group that prepared breakfast and rolled blankets to make up packs preparatory to breaking camp which was named "Future Farmers

Camp on the Abol" where two pleasant nights had been spent. We started on our homeward journey with regrets that our trip was coming to an end.

Since our first trip to Katahdin several other F. F. A. chapters in the state have made trips there. One year the Houlton Chapter of F. F. A. and the Katahdin Valley Chapter made the trip together. The two chapters made it a very pleasant trip. On another trip when Katahdin Valley Chapter climbed over the mountain they found Presque Isle Chapter on the other side. Members of Katahdin Valley Chapter of F. F. A. have climbed the mountain, from which it gets the chapter name, from both sides of the mountain and have gone from one side of the mountain to the other. Hardly a day passes when the members do not look to the west and see the towering Katahdin with pleasant memories of vacation days.

Ohio Chapter Makes Southern Tour

L. J. GEORGE, Adviser, Cedarville, Ohio

FIFTEEN Cedarville F. F. A. boys with their adviser enjoyed a 2400-mile educational tour thru the southern states last summer.

The group ate their meals at restaurants in order to save time. Travelers' checks were purchased so that the boys would not need to carry all their money. The group was organized four months previous to the tour. Over one hundred letters were written previous to the tour in order to better organize the tour, and to save time for the group. The group picked up mail the last nine days the boys were out. The group traveled in a regular school bus. The bus was so arranged that 11 of the boys could sleep in it, four additional boys rested comfortably on folding cots in a side tent to the bus. The cost of the trip was financed by each boy, which averaged \$25 including all expenses. Transportation, toll bridges and camps cost \$11.00 a boy.

Our route and a few of the places of interest visited was as follows: We traveled east thru West Virginia, Maryland and Virginia to the national capitol where we saw Congress in session, and many other points of interest in our two-day stay. From here we turned south and were met near Richmond, Virginia, by county agent Walker who conducted us over a 5,000-acre farm known as the Curley Neck Farm. This farm was conducted on a paying basis. Another day's journey brought us at night to Virginia Beach where the boys had an enjoyable swim in the ocean. While in North Carolina we visited Quail Roast Guernsey Dairy Farm comprised of 1347 acres. We also visited a large Ayrshire farm and the Pinehurst Farms. We were fortunate as we passed thru South Carolina and Georgia at finding swimming pools where we camped for the night. In Georgia we visited the Great Stone Mountain. At Chattanooga, Tennessee, a government guide took us on a three-hour tour of the battle fields of the surrounding country.

We finally reached our destination at Florence, Alabama. From here we visited Wheeler Dam which is under construction, and Wilson Dam now in operation.

Forty F. F. A. boys from Tismoing and Belmont, Mississippi, gave us a fine

picnic dinner and we spent the afternoon exchanging ideas.

On our return trip we traveled north thru Tennessee and Kentucky and were glad to reach home again after a most enjoyable and profitable trip.

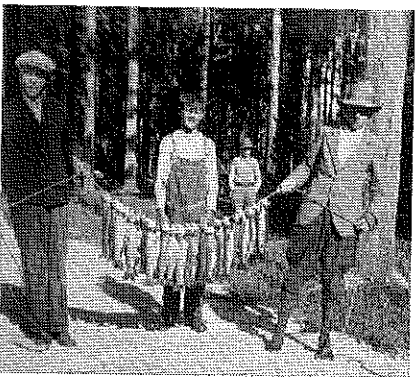
The chapter plans to make a similar tour thru the New England states next year. Superintendent H. D. Furst of our school recommends this kind of tour for any F. F. A. chapter.

Big Horn Chapter Tour

C. W. ROLLINS, Adviser, Big Horn, Wyoming

FOR the past four years the members of our F. F. A. chapter have selected Yellowstone National Park for the site of their summer trip.

Various ways of financing the trip have been tried, but the one which has been most successful is simple and very workable. The boys are divided into groups of three, and one tent provided for each unit. At our summer meeting prior to the trip, each group of three boys get together and make out lists of supplies and equipment which will be necessary for a one-week stay. Each group purchase their own supplies and do their own cooking.



The Catch

A beet truck has been our chief source of transportation. Two out of the four years trucks have been loaned to the chapter free of all cost except for gas and oil. To defray the cost of transportation each boy is assessed \$1.50. Such trips are both educational and recreational in nature. Part of the time is spent at fishing in Yellowstone Lake and streams of the park. The remainder of the time is spent in visiting major places of interest, museums, and observing plant and animal life.

While making the trips we have come in contact with chapters from several other states and have grouped together around the camp fire for an hour's storytelling and entertainment.

Summer Tours

O. C. DUKE, Instructor of Agriculture, Medina, Ohio

WHEN undertaking any activity for F. F. A. boys, the following questions should be asked about that activity: First, Does it contribute to the boys' educational experiences? Second, Does it hold the boys' interest? Third, Does it give publicity and prestige to the department? Fourth, Does it lead the boy into more wholesome thinking?

These particular questions have been given here because last year's seniors have answered them in the affirmative.

Medina F. F. A. has just completed its fourth annual summer tour of 2,085 miles. Plans are already made for next year's tour. The boys seem to make plans for the following year's tour before the present one is over.

Why should F. F. A. boys take tours? This question has been asked by many of the boys' parents. The answers are pretty much the same. They go something like this: "My boy always appreciates home more when he gets back." "My boy gets new ideas on how other people do things." "My boy has learned as much from his tours as from all of last year's high school work." "My boy passed history last year because he became interested in the many historical places he saw in the east." "My boy learns the art of getting along with other people on these trips."

You might be interested in why I, as a teacher, promote these trips. First, nothing interests boys like going places and seeing things. Second, the average farm boy does not get far from home. Third, no activity gives my boys quite the urge to co-operate in raising money as these tours. Fourth, I have a chance to get acquainted with the boys and they with me on these trips. Fifth, many boys would not enter or stay in high school if it were not for these trips. Sixth, I can do a better job of teaching by referring to these past experiences on these trips.

Perhaps a word about how our tours are organized would be of interest. Our first trip, four years ago, took us to Gettysburg, the Atlantic coast, Philadelphia and Washington. Our second tour was to the World's Fair in Chicago, from there into Canada and up thru the Thousand Islands, and home by way of Niagara Falls. Our third trip was down thru the southern states by way of West Virginia, Virginia, North and South Carolina, Georgia, Great Stone Mountain, Alabama, Muscle Shoals, Mammoth Cave, Old Kentucky Home, Blue Grass region, and back to Medina by way of Cincinnati.

An average of 23 boys takes the trips. We have found July 19 the best time to start our tours which average 10 days in length. Farm work is lightest then. It comes just between wheat and oat harvest.

Of late we have taken our county Y. M. C. A. bus and trailer. School buses are not comfortable, and safe insurance is hard to obtain. Two boys use one suit case. Blankets and baggage are packed on the roof of the bus. The trailer carries ice box, groceries, milk, and cooking equipment. An oil stove has been found superior to all other stoves. Four boys cook and wash dishes each day. The boys sleep on the ground.

The average cost for each boy for the past four years has been \$6.50. The entire budget for a trip of 10 days, averaging 1800 miles, runs around \$300. Each boy has a thrift account which helps with his expenses. The remainder of the budget is made by selling chicks, potatoes, and F. F. A. seeds co-operatively. Less extensive trips could be taken at a lower cost, or could be paid for entirely by the \$6.50 given by each boy.

No activity is of more interest and value to the department than our summer tours.

Camping Trip

JOHN C. MARTIN, Teacher of Agriculture, St. Edward, Nebraska

THERE are many organizations and other extra-curricular activities in our high school that take up the spare time of our students, and the organizations that fail to hold the interest of the student soon fall behind and eventually drop out.

This statement, I am quite sure, could be made by any high school instructor in the country and be as true as it is in our case.

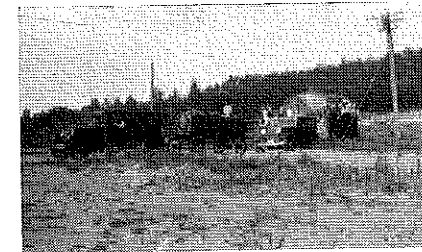
In this respect the F. F. A. is in competition with all the other activities in the high school. Our job, then, is to help make the F. F. A. program as interesting and as worthwhile as possible, and to see that it is carried out.

I have heard teachers make this reply when being urged to push their chapters a little harder, "This is the boys' organization and if they can not make it worthwhile to justify its existence, I can't see that I should do anything about it." Fortunately, these men are few.

It seems to me that expecting a group of boys to carry thru a successful program without the guidance and most careful scrutiny of the instructor, is as far removed as expecting a city boy with no farm experience to carry on a home project without supervision. After all this part of the work should be a part of the supervised practice program.

Our F. F. A. organization is one of the

leading organizations in the high school. We have a worthwhile program, planned a year in advance, and try to carry it out on schedule. Each member is on one or more committees during the year, and he knows that when his time comes he is expected to function without further notice. The officers of the organization file for the office they seek and in doing so realize the responsibility they are taking upon themselves. They know that if they do not execute the duties of their offices they will face impeachment proceedings. In the last three years two



Homeward Bound

news reporters and one treasurer have been ousted in this manner.

There are four main events in the program of work and many other events of less importance. They are: (1) the summer camping trip; (2) the fall festival or community night; (3) the trip to the Ak-Sar-Ben; (4) the father and son banquet.

The Value of Recreation in the Future Farmer Program

A. G. RINN, Live Oak Chapter, California

EDUCATORS have, for a long time, recognized the value of play as an educative device. Future Farmers have recognized its importance in a well-rounded scheme aimed to make good citizens as well as good farmers of its members.

The play program in the local chapter has taken various forms. It consists of dramatics, banquets, rodeos, parties, dances, fishing and hunting trips, encampments, athletic games, sight-seeing tours, etc.

None, to my mind, has more actual and potential value, than well-organized, well-planned, well-conducted sight-seeing trips. The Live Oak, California Chapter of Future Farmers took such a trip last summer.

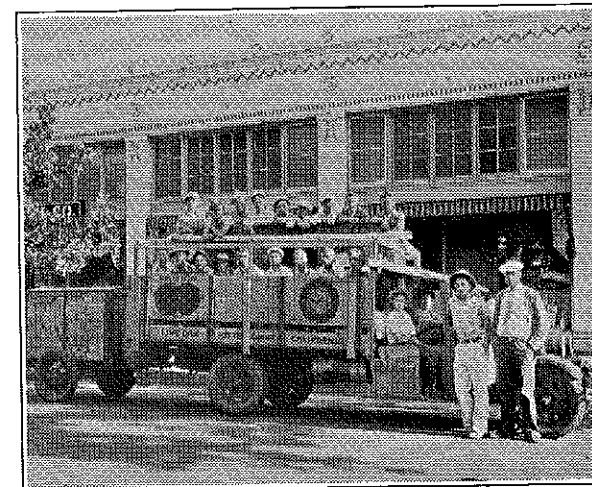
The following is a radio program given by three members of this chapter who took the trip, which brings out the points of value of the experience the Live Oak boys had.

RINN: Hello, Jim. I know that the Future Farmers of America will be interested in

the trip your chapter took during June. When did your group first conceive the idea of taking such a trip?

EAGER: During the school year of 1932, our chapter first began working out the possibilities of such a trip.

RINN: How did you go about making plans for the trip?



Last summer I accompanied 30 of these boys on an 8-day camping trip to Long Pine. This distance of 160 miles was covered in two cars and trailers. The boys got as much of a thrill out of it as if they had gone half way around the world. And the expense to the boys was a dollar and a half apiece.

The community night program which is a combination grain show and "Snorpheum" is the main money-making proposition of the year. This year enough was cleared to pay the expenses of 42 boys to Omaha to see the entire Ak-Sar-Ben Stock Show and Rodeo. A one-act play and several vaudeville stunts were given by the boys: As an added feature a professional magician was secured to furnish extra entertainment. After the program a light lunch was served at a small cost.

The father and son banquet is an event to which the entire community looks forward. The churches in town take turns serving the banquet and the F. F. A. boys decorate the room and sell the tickets. This is not a money-making idea with the boys, but more of a publicity stunt. It has always been the aim to keep the price down as low as possible to allow the largest possible attendance at all events.

It is true that the instructor has to spend some time in the guidance of the boys doing these things—more perhaps than if he would do it all himself—but after all, isn't this phase of the work just as important as balancing a ration for a hog?

EAGER: Mr. Hansen, our teacher, first selected three outstanding chapter members as a unit of a club which we were later pleased to call the Yellowstone Club. These three boys then selected two additional members from the chapter with the selections based on their leadership ability, co-operative attitude and chapter record.

These five boys then organized themselves into the Yellowstone Club with officers and a constitution calling for monthly meetings. At these meetings new names were brought up, discussed and then passed on favorably or rejected. From this original unit three years ago, our final membership of twenty-two resulted.

RINN: How did you go about raising money for the trip?

JAMES: We first organized a thrift fund known as the Yellowstone Fund. To this fund we each made a weekly deposit of ten cents or as much more as possible with the goal \$35 each. These deposits were placed in a general fund with

(Continued on page 170)



Methods



Making Them Want to Study

T. A. PARISH, Agricultural Teacher,
Franklinville, New York

If a boy really wants to learn, no teacher is necessary. Our job is to try to create within the pupil the desire to learn the facts, principles, and skills necessary for him to accomplish the job ahead of him for the day. We are all trained to teach after an accepted and established pattern, but before most of us have spent many years at it we learn little devices or emergency schemes which, although they will not work with all instructors or with all boys, we believe will add to the interest of the course and tend to make high school more desirable. To many, these may be old; others may find something worth giving a try.

The first thirty seconds of a period often spell success or failure for the whole hour. A hearty "good morning" or "greetings" backed by a sincere smile is great mental attitude tonic. Often a comment relative to a boy's project, something commendable that has happened recently, seems to draw the group together at the opening of a class session.

Agriculture has one of its chief appeals to boys in its variation. The field is broad. The types and methods of teaching are many and to keep interest in the work do not teach after the same pattern day after day. The interest will often be in proportion to the variation in teaching methods. However, be sure you are teaching.

The greatest barriers to an interesting and profitable class session are whispering, disorder, and noise. Trite tho the remark may seem, these are perhaps the causes of more failures in teaching than any other single factor. Have respectful control of your class every moment from the "good morning" until the "that is all for today, fellows."

As a preliminary precaution one must be warned that all the following devices or emergency schemes should not be overworked and the instructor's best judgment should be used when resorting to them.

ONCE a week some teachers will take part of the period for reading (or having read, if there is a good reader in the class) some carefully selected articles from such magazines as *Time* or *Reader's Digest*. These may or may not be related to agriculture. Very often the current literature in farm homes is lacking and some steps should be taken to broaden the vision of our boys in world affairs, scientific progress, etc.

Many times a teacher will find from three to ten minutes left after a job has been successfully covered and before the end of the period. Quickly divide the class into two sections (do not waste time by having two leaders choose sides) and conduct a rapid-fire spell down using the more difficult words of current lessons as material. This has been found to be very beneficial upon many occasions.

At times some question will arise dur-

ing a class discussion which will present a splendid opportunity to promote an elementary research investigation. After giving simply the topic or item under discussion dismiss the class for from three to ten minutes depending upon the degree of difficulty of the assignment and allow them to consult any source of information within the confines of the department encouraging them to work rapidly. Upon signal they will again come to order and recognition will be made to the boys making the best report. When used properly it has tremendous advantages.

TO keep abreast of agricultural legislation, scientific advances, and other work in the field of agriculture the farm publications are indispensable. Two-minute reports or speeches on appropriate material not only offer variation in class room procedure, but the speaker will retain the material much better after having given such a presentation. Besides the regular public speaking training advantages it acts as a finder for chapter contest entrants. Further work with publications might consist of clipping selected items for inclosure in individual notebooks.

Unexpected situations may often be capitalized to good advantage. School officials, department heads, agricultural alumni, and others may visit the school or the department. Very often their training or experience will warrant your asking them to talk to the boys along lines of the values of education, occupational choice and advantages, etc.

Man's desire to match his estimating power with his neighbor's makes the following practice exceedingly interesting, but its use is quite restricted. During a construction problem when the matter of distance is involved, recommend that each member of the class set off what he thinks is fifty or one hundred feet along the corridor. The instructor will know beforehand the distance between certain points and can make the check immediately. The estimating of feed and other weights may be developed under the same plan.

Contests always promote interest. Selecting cows or hens from each farm or project and keeping regular production records is valuable for every boy, but when the class is divided into two even teams and the production of these enterprises is summarized as teams the interest is increased many fold. Dinner for the winning team furnished by the losing one is recommended.

SPECIAL outside assignments followed by reports also offer a little variety in the course. These assignments might be in the form of current agricultural legislation from daily papers, data on some specific matter from certain farmers in the neighborhood, local information relative to current class studies, etc.

To the chapters having trouble collecting dues the following procedure may be helpful. A small banner is made for

each section of agriculture taught during the day and these are placed in the class room facing the wall. A class treasurer who is responsible to the chapter treasurer is elected from each section. The first of each week (or month) the class treasurer attempts to collect all the dues from his section and hand them to the chapter treasurer. The first section which has its dues in for the period is allowed to turn its banner around in proper position with the others following in order of completed payments. At the beginning of each period the banners are all faced toward the wall again.

These suggestions properly employed to supplement the fundamental teaching practices may aid in some instances to make the work more attractive.

Vocational Agriculture Class Magazine Day

R. B. VICKERY, Teacher of Agriculture,
Helmsburg, Indiana

THE vocational agriculture class will be benefited to a great extent if some of their time is given to the study of agricultural magazines. Some of the many benefits derived from a study and discussion of magazines are: (1) Gives the student new agricultural information. (2) Helps to form the reading habit. (3) Provides elementary training in public speaking. (4) Enables the student to weigh and select the important points. (5) Provides recreation. (6) Correlates and supplements agricultural instruction. (7) Encourages group opinion. (8) Promotes organization.

Our vocational agriculture class has made use of magazine day for the past two years. Magazine study and discussion is held every two weeks. There are two types of study and these types alternate. A monthly magazine is studied one time each month. To make this study the class is divided into groups of four or five members and each group selects a chairman. These assume the responsibility for providing discussions of the interesting and beneficial articles in each magazine. The groups take this responsibility in regular order, which may make it necessary for each group to talk two or three times during the year, depending on the number of groups. The other method of study and discussion alternates with the above described monthly magazine study. In this second method each boy prepares a report from any one of eight or ten good agricultural magazines provided by our school. These talks are necessarily either brief or condensed, if all members of a class of twenty members are to finish their talks in the ninety minute period.

In order to assist and encourage magazine study, the publications are filed in a definite order and place. It is essential that the students form the habit of returning a magazine to its proper place and in the correct order (latest magazine in front or on top of file). It will probably facilitate study of magazines, if indices are kept for the various maga-

zines. These indices will indicate the magazine, issue of magazine, page and name of outstanding articles. This encourages organized method, rather than the "rummage" method, in selecting an article for a report.

The Value of Visual Aids

WM. R. ESSICK, Instructor of Vocational
Agriculture, Lawrence, Kansas

WE KNOW that pictures tell the story better than spoken or printed words. We all like to put the job over in project work, but often find it difficult to get the project idea over to some of our beginning boys. We can tell, assign them materials to read, and show them projects in operation by more advanced boys, but I have found that the quickest way is by the use of motion pictures. I consider the best way to get a beginning pupil of vocational agriculture started in project work is to show the boy the project work of other boys. However, it is sometimes not possible to show the various types of projects at the right time.

The vocational agriculture department at Lawrence, Kansas, has made a three-reel film of 1,200 feet of 16 M. M. pictures, showing the activities of our own boys and their projects. The picture was made in 1931 and 1932 at different stages of progress. The first reel shows in pictures the objectives of vocational agriculture and project activities. The second reel shows the project activities, and the third reel shows the co-operative activities of the boys with a part of the reel devoted to alumni.

We use the film each year several times to show our new boys what is expected in project achievement. We find that our projects started sooner by one showing of this picture than by any other way. We consider this film the most valuable of any picture we might show because the scenes and names are familiar to all members of the class.

At the present time we are planning a set of new pictures on crop and livestock production. The first picture will be one of our best swine projects. It will start out with the boy selecting the gilt or sow, and follow the project from start to finish, showing the various stages with correct methods of feeding and management. The film will be properly titled and used for several years as a method of instruction in livestock production.

There are many sources of good pictures available to teachers of vocational agriculture. The United States Department of Agriculture has the film strip available to teachers. These film strips may be obtained at a cost of from 30 to 75 cents each. The film strip machine may be secured for a few dollars. We have a good set of these pictures in our film library and increase the list each year as new pictures are made. We find that if we have a picture in the class room we will show it, but if we have to send for the picture, we are pretty sure to try to teach the same subject in some other way. We have in our department a film strip camera for the making of film strips but we have not used it very much because we can purchase the ready made film strips at a very low cost.

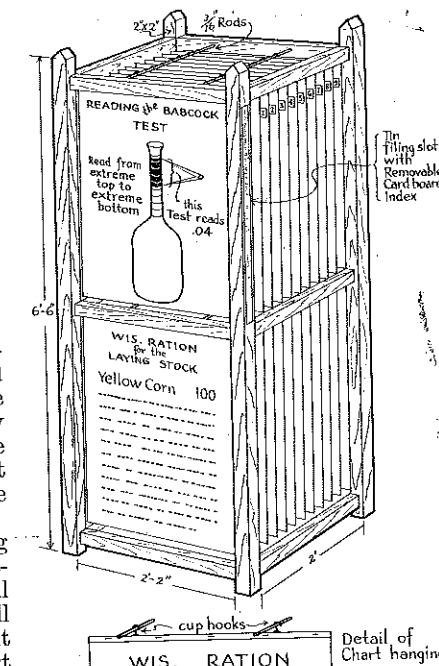
A copy of our motion picture "Future Farmers in Action" is kept at the Extension Department of the University of Kansas at Lawrence for the use of schools.

An Agricultural Chart Filing System

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

PROPER methods in building construction embraces first, the knowing of the principles of building construction; second, the obtaining of proper tools and materials; and third, the proper application of the tools on the materials to bring out the principles of construction.

Education will, it seems, respond to the same treatment. To know the principles of education is unquestionably necessary, but knowing the principles without obtaining materials and tools to bring pressure to bear on these educational principles as they deal with subject matter and the youngster is a weakness common to us all.



The Chart Cabinet

Why Make Your Own Charts?

One of the tools of education that should be on hand to assist the agricultural teacher is the chart. Most charts now on the market have several weaknesses:

1. They are not applicable to specific communities.
2. Many branches of work are not represented at all by commercial or other charts.
3. Most commercial charts are made for young people and are not well suited to adult groups.
4. Too much of a general and not enough of a vocational trend is given to the average chart.
5. Charts being of different sizes and materials, they are not easily filed or indexed.

6. Charts made by scientific companies are as a rule quite expensive.

Filing the Charts

The writer of this article, recognizing these shortcomings, set about building up a set of charts and a system of filing them a few years ago. Most of these charts are made on 24" x 36" tag-board with India ink. A few are done in crayon. Each chart is stapled by the use of an ordinary office stapler to a 1/2" x 3/4" strip which is 24" long.

About two years ago enough of these charts had accumulated so that it became necessary to file them in some way in order that they might be saved from mutilation, and so that they could be used at a moment's notice. This was accomplished by building a two-tier rack such as is shown in the illustration, putting cupboard hooks in the edges of the chart strips which allowed the charts to be hung on two parallel rods set in the rack.

Each chart after it has been made is tabbed with a number. This number is then set in its numerical order in the rack, but the index is arranged by subject matter. Since the index (note sketch) is a tin slot with a removable piece of cardboard in it, this feature allows the easy replacement of the old index card each year as the charts accumulate.

Filing Cabinet for Vocational Agriculture Pupils

H. C. HENDERSON, Teacher of Agriculture,
Seymour, Indiana

AT the suggestion of R. W. Gregory, itinerant teacher-trainer of Purdue University, we arranged a filing cabinet for the members of the vocational agriculture classes in Seymour High School.

Each student is supplied with a manilla folder which contains his program of supervised farm practice, annual reports on progress of supervised farm practice activities, individual student record in vocational agriculture, farm practice record book, farm business analysis factor blank, and an inventory of farm practices.

These manilla folders are arranged alphabetically in a filing cabinet and are quickly available for student work or consultation with the teacher of vocational agriculture.

This arrangement has proved to be so convenient and such a time saver that we heartily recommend it to any teacher of vocational agriculture.

The Future Farmer Chapter of Seymour, Indiana has provided text books for all members of the classes in horticulture and soils, who desire to rent them. The rental charge is 33 percent of the cost price of the books. The rental money is used for replacements and additional copies. It is the plan of those in charge to eventually provide all text books necessary in the agriculture department.

The club adviser is H. C. Henderson.

EDUCATION is anything that makes you different because you know more, or can do more, or think differently, or have a changed attitude.



Farm Mechanics



Determining What is Worth-While in Farm Mechanics

ELMER J. JOHNSON, Teacher of Vocational Agriculture, Fort Morgan, Colorado

WHAT determines the amount of time a pupil can profitably put into a shop job is a serious question. Some instructors will keep a boy on a certain task long after he has ceased putting his time to profitable use. While the pupil may still be learning something or improving his ability or developing speed, it would be much better for the boy to develop his ability on some other necessary types of work. There is the pupil who prefers to do just one task such as soldering, and he is permitted to continue this work beyond any reasonable learning period. This pupil in some cases is even delegated to teach this job to other boys throughout the semester or year, which might be the line of least resistance for both the boy and instructor to follow, but the sad thing is that the pupil is an unfortunate loser. There is another type of boy who will do any certain task indefinitely without showing any dislike for the job and so is kept at the job, probably for the sole purpose of keeping him busy. The question now arises as to what is a job of training value and how long should the pupil remain at each job.

Theories are often splendid and may be most excellent guides in some cases but they often prove of less value than claimed for them when tried out, as so many instructors have determined after the "egg was broken." Some examples of good and bad jobs are: To properly survey and stake off a football field can be done in a very short time with much valuable training given to the group. To build the fence about the field with a large group of boys may also prove worth while, but in most cases the boy is being imposed upon after the corner posts are set and properly braced as Dad can give the boy all the exercise at home he needs in digging holes for line posts, or better still his neighbor might willingly pay him for that job, so why impose upon the boy by requiring manual labor of little or no training value, just for the benefit of the school or athletic department. The mixing of concrete is one of the real abused jobs on the farm and real training is needed here as to the desired mix for different jobs as well as the disastrous results where too much water is used. The school may need a walk around the city block where it is located, but long before the job is completed, the instructor is running a "labor battalion" and not training boys. However, such jobs make fine newspaper stories for the average reader as he considers it a good job, well done, at a saving to the district, but little realizes the frame of mind of most of the pupils after the first day of work when most of the real training ceased.

The janitor or custodian in larger schools can supply numerous jobs of small order that have real training value to the boys, such as leaky faucets in need

of repair, pipe to cut and thread, varied hot and cold metal jobs, all of which are shop jobs that the boy should know and short enough so that the job is not irksome. Such jobs, not being an exercise taken from a blueprint, usually leave the boy in a good frame of mind as he is doing something worth-while. Neither does the boy feel that he is being worked for the school as might be the case if he had to do plumbing or concrete work for a week or more. Oh, yes, the janitor can and should be your best friend so co-operate in these small practical ways with him and he will see to it that your class room is always in good order. Why expect the janitor to clean up your shop when he will not be available to clean up the shop on the home farm, so divide up this work in such a way that it can be easily, quickly and well done but see to it that all help on this task.

Shop Training and Its Relationship to the Home Farm

H. A. WINNER, Agriculture Instructor, High School, Cascade, Montana

FOR one hundred and fifty years most farmers have had hanging before their eyes on the calendar on the kitchen walls or printed on the ink blotter lying on the desks with their accounts the most famous of the maxims from Poor Richard's almanac: "A penny saved is a penny earned." And in these years when the farmer's pennies have been few and far between he has learned to appreciate that saying as never before, and to strive in every way to save as earning became increasingly difficult. Here lies one of the major objectives of the farm shop teacher. He is to show the boys in his classes how to increase the efficiency of the home farm by the proper use of tools, and to lower the cost of repairing machinery, tools and buildings.

The beginner comes to his first shop class with only a hazy notion of what it is all about. He is accustomed to using only the simpler tools and generally conscious of his lack of skill. But from the slight knowledge and skill which the boy has acquired the instructor begins an orderly progression toward the more complicated work. The biggest task with this type of boy is to develop in him a realization that he does have the ability to handle tools, that he can go ahead alone with shop projects. A little praise and encouragement when a job is completed, even though the work may not be first class, helps a great deal. After eight years in teaching farm shop classes it has been found that if a boy is going to be developed into a reasonably good mechanic, he not only must be taught to do reasonably good mechanical work but confidence in his ability must be instilled in him.

Many instructors make the mistake of giving the boys work in which they are not interested or work that has no immediate or practical application, or work that is done on the average farm of the community with which he already is

familiar. The boy must realize that he is acquiring something that he can really use immediately or later, and that the work must be an improvement over the methods already in use on the average farm.

When the beginner finds that the shop work is practical and not beyond his grasp, more work will come into the shop from the home farm and this work encourages the boy to start jobs on the farm of his own initiative. The question of tools on the home farm usually arises, but a boy with ability and the desire to plan his work can get along with a few tools.

In our shop work the past few years we have stressed the necessity of caring for tools and machinery on the farm. From this, several fine farm home shops have been started in the district. If ever there has been a time to stress the value of a home shop the past few years have been that time. The average farmer does not have the means he enjoyed a few years ago. He is not able to buy new tools and machinery at will, or to hire a building repaired as he once did. We have found that a boy will do more work on his father's farm if a shop of some kind is maintained even tho only a corner of a shed or barn. It is important that tools be kept in an orderly manner and in good condition. Every farmer cannot start with an expensive shop building and equipment but almost any farmer can gather up enough tools around the place to start a pretty good shop. Many of these tools will need repairing and conditioning but can be put into first-class shape with a little effort. After the tools have been accumulated, a cabinet or tool rack should be built where each tool may be kept, and so marked that if it is not in its place it is easily noticeable to whoever has charge of the shop. The shop should be well lighted. Some sort of work bench should be provided. The boy and his father will do far more work if they are comfortable in the shop.

In Montana the agriculture and shop program is being combined into one unit of work. The shop work follows the agricultural projects.

A long time plan is being worked out whereby the boy can work on jobs on the home farm that will help to build up the equipment on his father's farm and at the same time give him actual experience and school credit. Here in the west, where the settlers seemed to be in a tremendous hurry in their building, there is much repairing and rebuilding to be done. We teachers are ever keeping in mind as our two big objectives in our shop work to instill in the boy the desire to become a good mechanic and better his home farm, and to develop the character of the boy so that he has confidence and initiative to go ahead with whatever work is needed and the pride to make him do the work well.

Wisdom consists in knowing what to do. Skill consists in knowing how to do it. Virtue consists in doing it.

—David Starr Jordan.

Shop Training and Its Relation to Formation of Habits

W. G. WADE, Instructor of Agriculture, Savannah, Missouri

THE average beginning shop boy is a freshman. His habits and ideas are very plastic. They are ready to be moulded into permanent forms. It is the duty of the instructor to help the boy build the right kind of form for this permanent moulding process.

If he is in shop for two years we may rest assured the home shop, the rest of his life, will be kept and conducted in a similar manner to the one at school. I believe one of the qualifications of a good instructor is one that can teach a boy the correct habit formation. He will care for the tools in his home shop just like he learned to care for them at school. A good shop and tools are a good barometer of a successful farmer.

The right habits should be formed the first few days of shop. It is much easier to form a new habit than to break an old one. During the first few days of school the boys are expecting to learn new things more than later on in the year. Everything in the shop is new to them and it looks wonderful. They listen more closely than later on in the year. They are more eager to learn about the new tools. Some tools they have never seen before. They think it is wonderful. If boys get started right the first day in shop, it is not hard to keep them right the rest of the year.

They must be watched closely for the first month to make sure they do not use a tool improperly.

It is difficult for a new boy to tell a hot cutter from a cold cutter. If you do not watch them carefully they will be cutting red hot iron with a cold cutter. At this time call shop work to a halt. Ask every boy if he knows what is wrong with the operation. Now emphasize how important it is to use the proper tool for each operation and how easily a tool may be ruined by improper use. Have the boys study and explain how hot and cold cutters are made and should be used.

Do likewise if a boy tries to cut iron on the face of the anvil, or leaves a plane wrong side down, or gets oil-tempered steel in place of water-tempered steel, or knife steel for mild steel, etc. After doing this a few times they will learn very rapidly the correct use of every tool in the shop, the proper use of the different kinds of irons. They will not try out a cold chisel on a rake tooth. They must know the different irons in the shop as well as the different candy bars at the candy counter.

Accuracy is our easiest habit to neglect. Accuracy should start with the boys' first job and continue strictly thereafter. If the first job shows too much put together it should be repeated and continue repeating until the degree of accuracy is attained. Care must be taken at this time not to give discouragement. If you can say something nice about his job, now is the time to do it. It is the duty of the instructor to make the boy realize inaccuracy and want to do it over. Accuracy should be rewarded with a high grade and for the pride of every shop boy.

I believe all tools should be silhouetted. If they are, the beginning boy can readily see where to place every tool.

This is an excellent method for checking tools. As soon as a boy is thru with a tool it should be returned to its proper place. When the next boy wants it, he will know where to find it. If they do this at school they will do it at home and always know where to find their tools. Many workmen spend much time looking for misplaced tools or tools covered up in shavings.

When a boy starts a job he should first examine his tools and see if they are sharp and properly adjusted. If not, the best time he can spend is sharpening his tools. Dull tools will make for discouragement. Our most skilled cannot do good work with poor tools. Some boys would rather try to work with dull tools, than to take time out to sharpen them. Before a boy starts with a new tool, the instructor should make sure he knows how to operate and properly adjust this tool. Good sharp tools and good work go hand in hand. It has been said, an instructor can be judged by the condition of the tools in his shop.

SHOP HABITS

1. Habits formed now will carry over into life.
2. Right habits should be formed the first few days of shop.
3. Habits of accuracy are taught first.
4. Habits of keeping tools in proper order.
5. Habit of properly adjusting or sharpening tool before using it.
6. Get complete knowledge of materials and prices of materials in shop.
7. Habit of putting stock material back in correct place immediately after getting amount desired for use.
8. Teach habits of honesty.
9. Form habits of never being idle.
10. Impress idea that there is not anything impossible to make.
11. Never be afraid to attempt the most difficult job.
12. Form habit of making plans.
13. Form habits of neatness and keep shop in order.
14. Must form habits of companionship and helping one another.
15. Must have ability to buy and sell with a profit.

We supply a large stock of materials in our shop. Our boys know the prices of different materials. They get materials whenever they want to and know just what it will cost. This method, I believe, is well worth while. It teaches the boy how to purchase, which will be a great asset to his coming career.

As soon as the boy secures the desired amount of stock material he should return the remaining part to the proper place. This helps to keep the shop in order and does not allow the stock to become damaged.

Habits of honesty, they must possess. This must first be taught in the classroom. It should be put up as one of the outstanding goals. An honest boy may have extra privileges and may be trusted. In our shop we have a money drawer.

In this drawer we keep an account book and some money. If a boy does not have the money for his materials at the end of the period we allow him to make charge entry for the materials he used that day. If I am not there at the end of the period some boy takes my place, checks in money and makes change. Recently I was absent on account of illness. The boys worked alone for one week, checked their own materials, charged their own accounts and made change. We have not lost one penny this year. We have been doing this for five years. Any boy in class may have the keys to work in the shop any time he so desires, during school, after school,

at night and on Saturdays. We never let a beginner work alone for the first month for two reasons. First, we want to teach him honesty and the rules of the shop and secondly, he has not learned the proper uses of the different tools.

Idleness is certainly a waste of time. We never have a boy idle. Usually our boys have a month's work planned ahead. Some years ago we were bothered with idleness, and we solved it by having the idle boy do such work as filing teeth in an old saw then filing them off again, carrying coal, sweeping the shop or digging a ditch then filling it up again. I believe if the shop work is properly motivated idleness will be a small problem. Pupils should have the idea that there isn't anything that is impossible to make. You can give them this idea by making some very difficult pieces for demonstrations. Encourage him to attempt a difficult job and help him make a success out of it. It will be a pleasure to the boy, the parent, and the instructor. We have first-year boys now that have made butcher and paring knives better than you can buy at the store.

Plans are one of the most important units of a successful shop course. The job must be carefully planned before he starts work. All hazards must be removed so the boy may work with pleasure and not grief and worry. It is much easier to complete a job after first building it on paper and correcting the necessary errors.

The quality of work that he learns to do is the kind of work he will do the rest of his life. Form the right habit in the beginning and the boy will be right from then on.

Boys must be taught companionship. We know we can't live without our neighbor. They must learn each other's habits, work together, help each other, consult other boys on difficult problems and get their ideas.

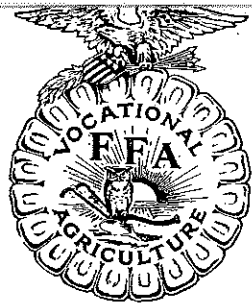
I believe that teaching the ability to buy and sell with a profit has been severely overlooked by most instructors. Boys should have an idea of what an article is worth. They should know the comparative values of new and used articles. They should be taught to buy and sell. When they go on the farm they must buy and sell and if they are not taught this in school, they must learn for themselves by experience and we know of cases where this method has been rather expensive. The boy who knows values, how and when to buy and sell has an advantage over his neighbor farmers.

A New Book

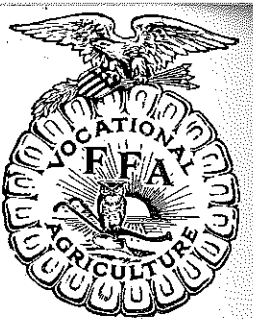
"Electricity in the Home and on the Farm" by FORREST B. WRIGHT, Ph. D., Department of Agricultural Engineering, New York State College of Agriculture, Cornell University, Ithaca, N. Y.

AN excellent text or reference book dealing with the fundamental principles and practices in the utilization of electricity in the home or on the farm. Neatly printed, well bound, generously illustrated, containing 312 pages. It is among the best, dealing with a subject of growing importance in an increasing number of American farm homes.

Not only is the technical subject matter clearly presented and adequately illustrated but it is so organized as to make its use as a basis of teaching most effective. Price \$2.50 net.—L. B. P.



Future Farmers of America



To a Future Farmer

RAY STRICKLAND, Teacher of Agriculture, Hammonton, New Jersey

WHILE this article is addressed to the Future Farmer, the writer is also thinking of the young man who has begun farming on his own. For the past 10 years I have been teaching and counseling young men in the high school and on the farm, and truly it is interesting work. To mould the future of a human being is not only a very particular job, but carries with it a very great responsibility.

You are in an era of complicated choices, and it takes clear, independent thinking to avoid confusion. Propaganda has become a fine art in religion, politics, the things you buy, education, fads, movies, and relationships to peoples of other lands. As has been said, first get all the facts about a subject before coming to a decision.

Citizenship Education. You may have been receiving advice and training in the growing of a crop, the care of an orchard, the control of insects and diseases, or the feeding of livestock, which is all very well in the matter of making a living, but there are other things to consider in making life a success.

In the matter of government we know that propaganda is rampant. If it were not for the independent voters, a majority party would continually stay in power, which, of course, would make for greed, graft, and corruption. Stand on your own feet, weigh the issues, and vote for the party that you believe will make the life of America better.

Behavior. People are known by their behavior. If we wish the friendship of those in our community, we must act to suit them. The man who continues to do as he pleases and does not regard the code of the community will soon find himself out of the swim with all progress blocked. Big leaders recognize the value of pleasing others.

America is called for men who can accept responsibility. If your father is afraid to give some land, money, or livestock for your own venture, he will not succeed in making you a person capable of carrying responsibility, but will make you into a weakling. Use every chance to take some responsibility, and you will grow stronger, have more confidence in yourself, and will merit the confidence of others. You will be ready to face the world and will have profited by your little mistakes before they have become big ones.

If you are a hermit, you will not need to be tactful, kindly, friendly, and courteous, but our modern life will hardly permit you to become such a recluse. Cultivate a good speaking voice and poise. Good manners or graciousness towards others pay larger dividends even in cash than many of our high-class stocks and bonds. That the value of obtaining good-will is recognized by business is shown by the millions of dollars spent each month to get it.

Before the age of specialization there was little use for co-operation. Today, we must co-operate more and more, not only in the sale of our products but in other activities of our community. One of the big things learned in school is how to co-operate with others in solving some problem or putting across some activity. Co-operation requires the ability to adjust, to compromise, to accept criticism, and to give constructive criticism. If you work with a group in a smooth and considerate fashion, you will get ahead much faster.

With the same ability, one who is orderly and neat in person, in property, and in speech, will go much further in life and have more friends. We naturally like to associate with folks who look neat and progressive. We like to visit their farms and their homes, because they are energetic and not hesitant in putting a little blacking on their shoes or some paint on the woodwork.

Your Time is Coming. Your generation is going to have a great deal to solve. When population is dense, many rules and regulations are necessary. We send six billion dollars' worth of food to the consumers, but the cost of getting it to them is twelve billion. The marketing of all manufactured commodities costs twenty-seven billion dollars, which is a large part of our total income.

Some communities have good schools, while other have poor ones. Should every citizen of the state be guaranteed the same right and privilege to an education, whether he lives in Mullica Township or in Jersey City? Shall county jails and judges be abolished and consolidated into a state system? Shall all dependent men and women after the age of 60 years be given a pension of \$35 a month? These are some of the questions under discussion, and there are hundreds of others with which you will be faced. Now is the time, Future Farmer, to prepare yourself for business and citizenship.—From Atlantic County (New Jersey) Vocational Bulletin.

Ohio Chapter Demonstrates Parliamentary Abilities

J. W. THOMAS, Teacher of Vocational Agriculture, Johnstown, Ohio

OUR chapter has taken the mastery of abilities in parliamentary procedures seriously. In fact, it is one objective in our annual program of work. Since we have an enrollment of over forty boys, thus far we have permitted freshmen or Green Hands to learn from observing the upper classmen rather than from required participation. They, of course, are welcome to volunteer. Upper classmen are required to participate.

We give a portion of most of our programs—sometimes fifteen minutes, some times as much as forty-five minutes, to the practice of selected abilities. We use "Helps in Mastering Parliamentary Procedure," by Dr. W. F. Stewart as our guide and find it excellent. Many F.F.A. members are familiar with the booklet, I assume. After a reasonable degree of mastery has been developed by this practice, we select a team to make public appearances combining this feature with the opening and closing ceremony of the F.F.A.

One of the most satisfactory demonstrations was given before our local grange. It had been arranged with the lecturer that our chapter would provide the program for a certain meeting. We selected about ten boys for the demonstration. They opened the program with the official ceremony of the chapter. Then, as the call for business was announced, the boys proceeded to present a series of motions, previously arranged, which demonstrated the abilities that they had mastered. Of course, many of the motions were humorous as were the remarks supporting or opposing—to the great delight of the audience. Certain motions calling for entertainment numbers by the chapter or by selected boys were introduced, debated and passed at intervals, such that when the numbers were executed they afforded a variety of appropriate musical numbers, readings, etc., providing a well balanced grange program. At times they would "call their shot" by announcing the ability which would be demonstrated next. The program finally closed with the official ceremony of the chapter. Without doubt the most impressive feature to the grangers was the ease and degree of mastery of parliamentary procedures which the boys showed. Many a parent swelled with pride, knowing full well the son had

surpassed his own ability. I confess I was proud of my boys, and they enjoyed the evening immensely. As a result of this meeting we were invited to repeat the program before two other granges. If you have not tried a program of this type, Johnstown Chapter recommends it.

Marketing Organization Started by F. F. A. Boys Becomes a Valley Project

DONALD TOBLER, Instructor, Burkerville, Nevada

A YEAR ago ten F.F.A. boys, belonging to the Virgin Valley chapter, began making plans for organizing a co-operative egg association. They had bought small flocks of White Leghorn chicks in the spring of 1934 from which they were to raise their pullets for fall layers. The average number of chicks purchased per boy was 225. They were well fed and cared for during the growing season, and as a result they matured into good sized hens at an early date.

By the first of August several flocks were coming into production. The thing to do was to get a satisfactory market and to set up the necessary organization to get first-class eggs onto that market. Las Vegas, Nevada, is eighty-five miles from Virgin Valley and offers the best marketing facilities for farm products, especially eggs. A trip was made there and a good market lined up thru local stores. About this time four men that lived in the valley became interested in the prospective association and were permitted to join.

The necessary equipment and supplies were purchased. Other work was done so that by the close of September graded and candled eggs were being delivered to the Las Vegas market. They have been delivered regularly since that time.

The Virgin Valley Egg Association has been doing business approximately eight months. During that time \$3,214.00 worth of eggs have been sold. Members get their checks regularly every two weeks. They are sold on the idea of marketing eggs collectively. There is not one dissatisfied member.

Because our co-operative effort has been successful, the association is expanding this year. At least 20 farmers have signified their intentions of becoming members. Most of them are raising their first flocks of pullets this summer. More standard approved practices are being used in raising these pullets than have ever been used in the valley before.

Every Future Farmer that helped organize the association has materially increased the size of his poultry projects. Each one has kept a good project record, and knows without question that his poultry business has paid.

At the present time two buildings, which are to be used as egg stations, are being built in the valley. One will be located in each community. These buildings will help very much in taking care of the egg business this fall.

There is no question but what co-operative effort pays. Before the egg association was organized, all eggs produced in the valley were traded in to the local stores for merchandise. There were no cash sales for eggs. Now, producers are getting a better price for eggs and also making a substantial saving on feed.

NEWELL METCALF, Teacher of Agriculture, Madison, South Dakota

HOW to finance group or individual projects has been a subject of much concern for many agriculture teachers. It is recognized that financing a group project is most desirable in developing co-operation and leadership. The financing of individual projects is an excellent educational activity also. The condition of an F. F. A. chapter's treasury at the time of a Father-Son banquet or a summer vacation trip can either facilitate or handicap the execution of well-made plans.

Like many South Dakota chapters, our treasury was null and void after the drouth of 1934, so too, were the pockets of the boys and their dads. To finance our chapter and individual projects we took advantage of special loans made to vocational agriculture students by the Farm Credit Administration thru the Production Credit Association of Omaha, Nebraska. A total of \$162.00 was borrowed, \$20.00 of the sum being borrowed by the chapter, the remainder by boys who used the money for their individual projects. The interest rate was 5 percent until time of maturity, 8 percent after that. The crop loans were made from April to October, the animal husbandry loans from April to February. Individual notes were signed by the boys, their dads, and the adviser. A master note for the entire sum was signed by a school board member and the adviser. In obtaining the loan, it was necessary to submit statements as to the nature, scope and plans of the group and individual projects; that the supervisor had inspected animals, seed, etc., and had found the purchase price reasonable and the facilities adequate; that the supervisor would personally supervise all projects and see that the proceeds of sales would be remitted to the Production Credit Association; and that no previous claim to any proceeds from project sales existed. This contact with a loaning procedure made the function and importance of project planning very real for the boys.

The venture was most successful, and the boys have expressed a desire to obtain future funds from the same source. The experience gained in the use of production credit was most valuable.

The group loan was used for a one-acre potato project, a two-acre hybrid corn project, and a one-half-acre Reeds Canary grass project which were grown on shares with a local farmer. Unfortunately, our potatoes became worm infested before they were mature. However, we realized enough from their sale to pay our loan when due. Our share of the corn project was 30 bushels, which we have stored in anticipation of higher prices.

Another method used by our chapter to finance activities is the sale of candy and refreshments. During the state corn husking contest our gross sales from our F. F. A. refreshment booth amounted to \$134.00, netting us a profit of \$45.00. Our candy sales during the noon hours net us about 30 cents a day.

To serve as a means of motivation for a larger treasury, we are constructing a large paper chart in the form of a thermometer to show the changing financial standing, the incentive to make it rise being the possibility of a trip to the

are discussing the advisability of showing movies at the school and charging a small admission as a means of causing our thermometer to rise. May all Future Farmers of America look to the value of thrift and make their thermometers rise.

Soil Fertility Survey

Missouri—The Bolivar Chapter recently completed a soil fertility survey of its community. On a basis of the information secured, a soil conservation program will be formulated for the coming year.

Dignify State Farmer Degree

California—The executive committee of the California State Association is recommending to the state convention that Future Farmers in junior college be eligible for the State Farmer Degree.

Tours State

Oregon—Raymond Kooch, State President and his secretary recently completed a 2,000 mile trip in the state visiting chapters and transacting official business.

Banker Yields Support

Utah—Each year the First National Bank of Coalville, Utah, uses the picture of the prize steer of North Summit Chapter for the calendar which it distributes to its patrons.

Initiative in Building

Tennessee—A. B. Hunter, the enterprising F. F. A. adviser of Alamance High School of Tennessee, secured P. W. A. funds to build a brick building for his agricultural department. He was given a free hand in designing the building to meet the real needs of a modern department.

Students Solve Problems

California—The State Association is conducting a "Brain Twister" contest. Each month in the state news letter, three or four questions are listed dealing with project accounts and management. The answers are given the following month together with the winner and those receiving honorable mention.

Organized Recreation

Wyoming—The Casper Chapter has a definite program of recreation every third meeting. This arrangement provides an opportunity to develop chapter talent in music, public speaking, panel discussion, free from the semblance of "business." The boys all co-operate in providing a nice luncheon.

Believes in Conservation

Iowa—The Sac City Chapter, 100 percent strong, co-operated in a conservation project by feeding all the game birds on the local farms during the severe winter weather.

Iowa has recruited 102 F. F. A. band members for its first band to be used during the state convention.

Tune in on F. F. A. Broadcast Over N. B. C. Farm and Home Hour, Second Monday of Each Month

the boy receiving credit in the club books for the amount of his deposit. In addition to our thrift fund we also raised over two hundred dollars from chapter prize winnings at the state fair, and thru the winning in 1934 of the state chapter contest. We started our trip with the club treasury showing a total of \$870.

RINN: Were your funds sufficient to carry you thru?

EAGER: More than enough. At the close of the trip we still had \$80 in the fund. This surplus we turned back to the members making the trip cost them \$26 apiece.

RINN: What provisions did you make for transportation?

JAMES: We purchased a used flat-rack Ford truck with a long wheelbase. This truck was then changed to meet our needs as a part of our classwork in farm mechanics. Sides were put on and seats installed—the seats to serve as beds and the sides to drop down for beds and also to be used as tables. This truck is now a chapter possession for future trips.

RINN: Jim, I know that Future Farmers like to eat. How did you take care of this item?

EAGER: We raised a hog to 200 pounds, which we processed into hams and bacon. From our school apiary we extracted fifty pounds of honey while underneath the truck in a coop we carried forty-four fryers. To these items we added 150 cans of fruit and thirty dozen eggs, mostly from our projects. The remaining food we purchased. Our kitchen was carried in a trailer designed and painted to match our truck.

RINN: What were your facilities for sleeping?

EAGER: As I mentioned before, the truck opened up to make a double deck for sleeping, also each boy had a sleeping bag and mattress—and did we sleep—oh boy!

Rinn: You boys certainly did a splendid job of organizing and planning your trip. Now, this trip will go down in your memories for a long while. Did you keep a diary of the journey?

EAGER: No, but Gene Williams did. Just a second and I'll get him over here.

(PAUSE)

RINN: Hello, Gene. I thought all historians had long whiskers but you don't seem that old. Jim Eager says you kept a diary of your trip. How about a short account of the trip?

GENE: I will be glad to give it. We left Live Oak early in the morning, with Reno as our first stop. En route to Reno we stopped to pay homage at the shrine of those poor unfortunates who died with the Donner party. We also had a swim in the Truckee River.

From Reno, we headed south thru the middle of Nevada. Goldfield and Tonopah, rich in their lure of past gold harvests, kept our minds from reverting back to some blacksmith work we did on a broken trailer spindle while miles from nowhere. Straight south we went until we stood at Boulder Dam awed by its size. It was here that we came to realize that our blacksmithing in the desert was of mud-pie size compared to this man-made creation.

Entering Utah and its Zion Canyon,

our systems the beauty of its coloring. The white-tailed squirrels of the Kaibab forest plateau, and the many deer encountered on the way to the Grand Canyon rim kept us in constant excitement until we reached the rim. I only hope that all Future Farmers can at some time stand at Bright Angel Point and there discover what a wonderful world this is in which to live.

RINN: Just a moment, Gene. I understand that the Lodge at Bright Angel Point has burned down. Has this taken any of the interest from the park?

GENE: I would say not. To me, the standing stone walls of the lodge give the impression of some feudal castle watching over the canyon, and is truly an imposing sight at sunset.

From the Grand Canyon we visited Bryce Canyon and then on into Richfield, Utah, where we were the guests of the Richfield Chapter for the night.

Swimming in the Great Salt Lake where you can't sink was worth the trip. Listening to the wonderful Mormon Tabernacle organ and a visit to the state capitol building and museum made our stay in Salt Lake City one of enjoyment.

Jackson Hole, Wyoming—the Grand Tetons with its moose and elk—kept us occupied for the next two days before entering Yellowstone Park, the goal toward which we had worked for the past three years. Mosquitoes met us at the park entrance, but the fish in Yellowstone Lake soon made us forget our welcome. Sixty-five pounds of trout were caught the first morning by the gang and were soon deep in bacon grease.

After six days in Yellowstone we started our homeward journey up thru Gallatin Valley to Butte, Montana, and then over the mountains to Spokane, Washington. From Spokane we went down thru the Columbia River highway to Portland, stopping to look over the Bonneville Dam. Oregon with its green farms and its many roses made us carry back to California a vision of a beautiful state.

Just one month to a day and on schedule we were again back in Live Oak. As we approached town we were met by our parents and a real parade climaxed our month of happiness. We traveled five thousand miles, visited nine states and five national parks.

RINN: After listening to the account of your trip I can vision the good times that I as a boy missed because we did not at that time have organizations like you have today that make such trips possible. Now, I'm going to call on Paul Griffith, a third member of the chapter.

(SHORT PAUSE)

RINN: Paul, I have been told that everything that the Future Farmers do must have some training value toward making you better citizens. How can you justify this trip from the standpoint of training value when it was purely a recreational trip?

PAUL: I admit we had a good time on this trip, but they say that all work and no play makes Jack a dull boy, and I think there is a lot of truth in this statement. All the boys who made this trip were selected for their outstanding work, and having something to look forward to, they naturally worked harder than they would otherwise. Furthermore, I do not feel that this trip was entirely recreational. The co-operative effort of everyone which was necessary

the leadership training acquired by all of us while in charge of our day's activities, and the broadening of our vision thru new contacts, new sights and the observing of the agricultural practices of the states thru which we passed, removed this trip from the field of pure recreation.

RINN: Will you tell us about some of the things that made the best impression on you.

PAUL: The thing that impressed me most was the friendliness of all the people we met. Everyone seemed duty-bound to see that our stay in their community was enjoyable. I was also very much impressed with the size of Boulder Dam—the coloring and peculiar formations of Bryce Canyon and the non-sinking quality of the water in the Great Salt Lake.

RINN: Paul, did you contact any other Future Farmer chapters or members in the different states?

PAUL: Yes, the signs on our truck showing that we were the Golden Empire Chapter of the Future Farmers of America and our F. F. A. ties created contacts for us with members from as far east as Ohio. F. F. A. boys on trips with their parents made themselves acquainted. Our signs also caused a pleasant meeting with the supervisor of agricultural education in the state of Nevada.

RINN: Now that you are back in Live Oak, I suppose you won't be satisfied with the old home town?

PAUL: To the contrary, Mr. Rinn, I am more content than ever to stay in my present home. Being a farm boy out of the state for the first time, I naturally feel broadened because of the many contacts and experiences I enjoyed during the month, yet being only a boy, mother and home looked mighty sweet.

RINN: You have certainly demonstrated to my satisfaction, at least, that this trip has been of tremendous value to you and your fellow trip members. My hope is that every Future Farmer chapter will follow your example.

Pasture Improvement

ROBERT A. MANIRE, Supervisor of Vocational Agriculture, Area 6, Commerce, Texas

VOCATIONAL agriculture teachers of North East Texas are stressing soil conservation and pasture improvement work. To start the work the teachers of the Tyler District, exhibited eight educational booths at the East Texas Fair at Tyler showing the various steps in pasture improvement, proper contours, removal of brush, and weeds, and proper foundation grasses and clovers necessary to produce a year around pasture were shown.

In following the program thruout the year considerable time will be given to adult and all-day instruction in production of pastures.

The all-day boys of vocational agriculture will take pasture improvement as supervised practice work over a period of years, and remove surplus underbrush, contour, seed and mow, and properly graze the pasture.

The soil conservation services of the Federal government which is operating extensively in this area is co-operating with the teachers and boys in the work.