Vol. VIII SEPTEMBER, 1935 No. 3

Agricultural Education

Fairs and Exhibits are a Part of the Vocational Agriculture Program

(See page 37)

"Every time that we admit failure, we give up something that is valuable."—Selected.

EDITORIAL COMMENT

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

Subscription price, $1 per year, payable at the office of the Meredith Publishing Company, Des Moines, Iowa. Foreign subscriptions, $1.25. Single copies, 10 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals, and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.

Entered as second-class matter, under Act of Congress, March 3, 1879, at the post office, Des Moines, Iowa.

SPECIFICITY

A FEW days ago I visited a large manufacturing plant where sprocket chains are made. We started in on the first floor where the raw material is received in the form of large rolls of strip steel. We finished on the fourth floor where beautiful blue steel sprocket chains are finished. Two or three things impressed me particularly.

In the first place the manufacturer and the workmen know their steel. They know its size, its strength, its weight, and its hardness. It is their business to know.

Secondly, they know what that steel must look like and be as a finished product.

Finally, they have to know what must happen to that steel as it makes its journey from the first floor to the fourth floor. It is their business to see to it that these things could and would happen. They know that, for any particular piece of steel, if any one of the specific processes fails to happen or if it happens ineffectively or imperfectly, that steel becomes scrap. *Steel scrap is expensive.*

Yesterday I visited a school. I started the day by watching a teacher handle a group of freshman boys in vocational agriculture. At the end of the day I sat through a class in farm management for ten seniors.

I would not have this, or any other teacher, mechanize this instruction as the manufacturer mechanizes his processes but I would suggest that he watch, as I did, the making of strip steel into sprocket chains. He too must know *what* he designs as an end product, *why* he so designs, and *how* he proposes to treat and mold, and fit and shape *his* raw material to that end.

Certainly I would have my teacher know more about his raw material before he starts any elaborate process of treatment. What is its strength, where and when is it weak, how much pressure can it stand, what treatment has it already had, what of its shape, size and form? Furthermore, I would have my teacher know what tools and opportunities are at hand for the shaping and processing. Again he must know what influences to bring to bear upon this raw material of his which will direct the life and the living of its individual.

Finally, the teacher must know what kind of a product in the way of a trained human being society needs most and stands ready to reward with a satisfying life.

There can be no more "haphazarding" in the vocational agriculture school room than in the manufacturing plant. There must be even less because *human scrap is more expensive than scraps of steel.*—R. W. G.

BINDERS NOW AVAILABLE

BINDERS suitable for holding this magazine are being made available through the cooperation of the editing-managing board and the Meredith Publishing Company. In size the binders are slightly larger than the magazine and with a post adjustment have a capacity for the issues of at least two volumes. The cover is stamped with the title of the magazine AGRICULTURAL EDUCATION. Its usefulness will appeal at once to teachers of vocational agriculture who wish to preserve the copies for reference in their department and likewise to teacher trainers and supervisors. The cost is $1.00 per copy prepaid. Send orders to the Meredith Publishing Company, Des Moines, Iowa, for delivery on or after September 10. The first editon is limited to 500 copies.

SOME BATTLES WE MUST FIGHT

BELIEVE it or not, battles are useful because they clear the air and cause us to examine our own program and question not only its objectives but its methods of promotion. Being proud of our success causes a glow of satisfaction but that alone seldom points the way to future growth. When we burn our fingers we become more careful and that is a step in progress. The battles outlined below have been with us from the very beginning and still the guns are hot. In some instances, it seems to take a lot of experience to produce a little learning.

The Battle to Make Ourselves Useful

First of all, the teacher of vocational agriculture must see himself clearly as a unit in a school system and not a little organization set apart to educate rural boys and men. Of course every teacher of agriculture says he knows that lesson by heart. And still the superintendents and teachers of other subjects say that we promote our own program and do not cooperate well.

The secret may lie in the newness of our work and lack of understanding on the part of school executives. Often the superintendent in a small town school hesitates to suggest to the teacher of agriculture or to ask for contributions of service to the general school program. It is our job to sense this attitude and seize the opportunity to make ourselves useful. The teacher of agriculture must be a contributing member of the high school teaching staff, and his shop, his supervised practice program, and his classroom teaching must actually relate to a large objective of preparing farm boys for successful living.

The difficulty lies in our belief that our program speaks for itself. Evidently our language is queer because so many teachers from other fields do not understand our purposes. They say we teach only a few classes and have many special privileges while they have many students and really carry the load of the school. Our battle, then, is to make ourselves and our program so useful to the school that the superintendent, the principal, and the teachers of other subjects will understand and welcome our contributions.

The Battle to Avoid Being Obnoxious

The ambitious, driving, imaginative teacher may easily make a pest of himself and become so thoroughly disliked that the superintendent will feel like kicking the entire agricultural program into the street. A thriving F. F. A. chapter has been known to ruin general extra-curricular activities through the organization of its own teams. One popular instructor of agriculture alienated the support of his superintendent through close friendship with two members of the board of education. Another teacher promoted an important community project with the aid of the Lions club before taking the superintendent into his confidence.

Thoughtless errors of omission and judgment like those mentioned above often give vocational agriculture a bad reputation within the school. And we do have to live with other teachers and the superintendent. Since we deal with the public so much and since our program is ambitious, our battle is to avoid being obnoxious.

These are only two of the struggles which may be called battles with ourselves in the general long time program of expansion and growth. Without doubt, there are many other similar problems and all these will be solved by careful, thinking teachers. After two more decades of experience, the teachers of that day will read our records and smile at our little crudities.—H. E. B.

Professional

Southern Regional Program of Work

ROBERT D. MALTBY, Regional Agent, Office of Education, Washington, D. C.

ATTENTION is directed to the southern regional program of work for 1935-36, developed at the conference of supervisors and teacher trainers in Atlanta, February 2, 1935. You will note that the outline covers two fields—(1) the phases of agriculture which should receive special emphasis in instruction (Agricultural Program), and (2) the types of activities the agricultural instructor should emphasize during the year (Program for Vocational Education in Agriculture).

Purpose and Use

The "agricultural program" represents those phases of farmer training and retraining to which the teachers should give special attention and study in order that their instruction may deal with the current problems of the day. The "agricultural program" is not all inclusive by any means. The teacher's course of study and the individual pupil's own plan should aim at the development of those abilities necessary for success in farming. The "27 abilities" developed in 1931 at Tulsa, Oklahoma, by supervisors and teacher trainers have become generally recognized as the basic objectives for vocational agricultural instruction in the south. These objectives have been classified under the general heads of Soil; Production; Farm Organization; Marketing; Capital and Investment; and Sociological. Because of new farm legislation by the National Congress and the depressed condition of agriculture it seems essential that certain objectives should be submerged for the time being and that more emphasis should be given to those objectives that will assist farmers and farm youths to adjust themselves to the present situation.

The "27 abilities" referred to and given below is not the basis for instruction. The basis for instruction lies in jobs and activities of the farmers of the community. The instruction, however, should lead to the development of abilities under the classification. Teachers of agriculture are hereby requested to have pupils check their plans against the objective abilities in order that they may develop the right attitude toward and appreciation for their work in vocational agricultural education.

The program of work of the southern region also includes a list of activities classified under Relationships, Financing, Expansion, Publicity, Future Farmers of America, and Research, to which attention should be given in furthering the vocational agricultural program in a unified way in the south. The conference recommended that state supervisors give wide dissemination to the program and use it in the formation of state and local programs. Teacher trainers should use it as a guide for the improvement of men in service.

I. *Agricultural Program*
- A. Economic
  1. Bring about readjustment of the individual farm business to meet changing conditions. By emphasizing:
     - a. Planning: Maintenance farming, acreage and livestock reduction and management of land removed from production, use of records as basis for further planning, and consideration of economic factors involved.
     - b. Financing: Securing, and properly using credit, cooperative purchasing, and planning for financial security.
     - c. Production: Lowering unit cost of high quality products.
     - d. Marketing: Cooperative marketing.
- B. Social
  1. Bring about the recognition of farm life as a mode of living. By emphasizing:
     - a. The improvement of home environment.
     - b. The improvement of community institutions.

NOTE: This committee recognized that teachers of vocational agriculture during the next twelve months will be dealing to a large extent with the problem of emergency features of the agricultural recovery program. They felt that such activities are definitely provided for in the agricultural program for the region.

II. *Program for Vocational Education in Agriculture*
- A. Relationships:
  1. National Administrative Agencies—
     Cooperate with these agencies in disseminating, through organized groups, information pertinent to economic, social and recreational phases of farm life.
  2. Public Educational Agencies—
     Cooperate with such agencies in research, investigation, and studies which may be inaugurated looking to curriculum revision and reorganization.
  3. State or local agricultural organizations—
     Assist and foster such organizations when they are based on sound economic and social principles supported by good management.
  4. State agricultural extension service
     Cooperate with this service in formulating state and local programs of agriculture and assist in carrying out these programs in areas where departments of vocational agriculture are located.
- B. Financing:
  1. Each state to work out a long-time program for financing vocational education in agriculture.
  2. Bring about adjustment in salaries of agriculture teachers.
  3. Emphasize improvement in buildings and equipment in local departments.
- C. Expansion:
  In order to bring about a better balanced program increased emphasis should be placed on organized instruction to out-of-school farm youth.
  2. Groups within areas now provided with departments of vocational agriculture.
     - a. By providing groups already organized with content inclusive enough to cover the agricultural program indicated above for the region.
     - b. Increase the out-of-school group through systematic instruction.
  3. Groups within areas not provided with departments of vocational agriculture.
     - a. Increase the number of departments of vocational agriculture as rapidly as conditions warrant.
- D. Publicity:
  1. Emphasize through the state and local press, radio, and public gatherings, the program of vocational education in agriculture and its accomplishments.
- E. Future Farmer Work:
  1. That emphasis be given to the organization and improvement of chapter federations as a stimulus to leadership training.
  2. That emphasis be given to participation training in the responsibilities of advisers to both the in-service and prospective teachers.
- F. Improvement to Teachers in Service:
  1. Each state should immediately lay plans for improvement of of men in service through such activities as best meet the needs of the respective states on problems dealing with the larger aspects of our program resulting from the recent development of rural life.
  2. Special emphasis should this summer be given to the major problems that affect long-time agricultural planning, such as trade reciprocity, conservation of soil resources, adjustment of production, and such other factors as will safeguard against

future maladjustment.

3. Supplemental training should also be given teachers in both technical content and skill in accordance with known weaknesses of the men.

G. Research:

1. Each state to cooperate with the regional research committee in carrying out their program.

NOTE: The committee requested that a committee of supervisors and teacher trainers should be appointed to prepare, during the coming year, a long-time program of vocational education in agriculture for the southern region. The committee to report at the next regional meeting.

The committee recommended that in the formulation of state programs the same general outline be used.

Committee: R. E. Cammack, *Chairman*, R. L. Davenport, J. T. Wheeler, R. H. Thomas, and P. G. Haines.

Long-Time Objectives of Systematic Instruction in Agriculture for the Southern Region

TO DEVELOP ABILITIES—

A. Soil.

1. Ability to determine the adaptation of particular types of soils for particular crops, pastures, and timber.
2. Ability to utilize particular types of soil for the largest economic return for the farm as a whole.
3. Ability to adapt tillage practices to different types of soils.
4. Ability to select and use appropriate methods of building up and maintaining soil productivity.

B. Production.

1. Ability to select and use most economical practices in crop and livestock production.
2. Ability to economically produce and handle livestock.
3. Ability to select, produce, and utilize suitable food crops for the farm families.
4. Ability to produce crops of desired quality according to market demands.
5. Ability to produce live stock and live stock products of desired quality according to market demands.
6. Ability to use and keep up machinery and power equipment best suited to the farm organization.

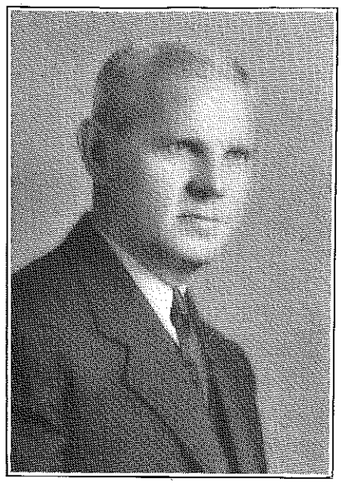
C. Farm Organization

1. Ability to select and combine the farm enterprise which will make the farm organization as a whole most productive, as to maximum economic returns both present and long time.
   a. Cash enterprises.
   b. Feed and food.
   c. Soil improvement.
2. Ability to organize and manage the farm business so as to provide economic security.
3. Ability to select the farming practices, machinery, and power equipment best suited to the farm organization.
4. Ability to make maximum utilization of labor, capital, and land resources.

(Continued on page 48)

Former Associates

The following named men have recently taken up work in other educational fields. They have served well the interests of vocational agriculture for many years and we wish them continued success in their new fields.



J.D. Blackwell

Mr. Blackwell was formerly director and state supervisor of vocational agriculture in Maryland, with experience in Texas and Pennsylvania. He has also served as a member of the editing-managing board of this magazine.

Mr. Blackwell is now President of the Maryland State Teachers' College at Salisbury, Maryland. His duties as supervisor of agricultural education in Maryland will be carried on by Dr. H. F. Cotterman.

J. V. Ankeney

Mr. Ankeney was state director and state supervisor of vocational agriculture in West Virginia. He has also served the vocational forces in Ohio, Minnesota and Missouri. Mr. Ankeney is now head of the educational program on the Tennessee Valley Authority at Pickwick Dam, Corinth, Mississippi. Mr. John M. Lowe succeeded him as state supervisor of vocational agriculture in West Virginia.

We Need More Vocational Education

R. B. SMITH, State Supervisor Vocational Agriculture, Little Rock, Arkansas

Source of Our Program

IT originated in 1917 with the Smith-Hughes Vocational Educational Act of the Wilson administration whose foresight visioned the coming difficulties of major occupations that history shows always follows great major conflicts which involve many nations such as the last world war. This act provides for beginnings in vocational education administered under three distinct divisions: Trades and industries, vocational education of youth and adults in the urban areas; vocation education in agriculture for agricultural communities in rural areas, and home economics education for all areas where different home making is considered desirable. In financing all three types of vocational education, state and local communities match Federal funds dollar for dollar in providing for a cooperative program of vocational agricultural education planned and supervised by state boards of education without Federal dominion and control.

Extension of Program Desirable

The popularity of the various phases of vocational education including civilian rehabilitation administered under a different act is too well known to discuss here. In vocational agricultural education in Arkansas alone it grew from seven schools with 134 students enrolled in 1918 to the present number 163 schools with 10,777 students enrolled, all striving to learn a vocation or earn a livelihood through their own efforts in these critical times of super major depression. Similar figures could be given for all the other states. The present demand is greater than ever.

The permanent national legislation of the Smith-Hughes Act was later supplemented by the George-Reed Act which later was replaced by the George-Ellzey law. This now should be included and extended by the proposed George-Disney Bill if vocational education is not going to be checked in growth throughout the nation at one of the most critical periods of our history.

Why Do We Need More Vocational Education

1. We never can balance our state and national budgets until every able bodied citizen can earn his livelihood thru his own self effort and earn enough to pay taxes for current governmental expenses and the debts piled up by war and depression periods. All history shows that continued unbalanced budgets always bring certain disaster.

2. Vocational education encourages governmental stability. The two greatest enemies of republics and democracies are oligarchy on one hand and communism on the other. Education of the

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OUR COVER

Open House at Miami Edison

E. W. GARRIS, Professor Agricultural Education, Gainesville, Florida

The high school at Miami, Florida, has a number of vocational departments. These departments include vocational agriculture, home economics, commercial, radio repair, boat building, carpentry and vocational rehabilitation. In the spring of 1934 an exhibit showing the work done by these departments was made in the vocational shop building, and was open to the public one afternoon and evening. A special vocational program was given during the evening.

The exhibits and the special program of 1934 received very favorable comment by visitors and the press. The teachers were encouraged to attempt a second "Open House" in 1935. The teachers secured the cooperation of the school board and the county superintendent of education and planned for a two day program.On the first night a special program was given in the high school auditorium, the chief speakers being Mr. H. B. Cummings, Office of Education, Washington, D. C. and Mr. C. O. Holley, State Supervisor of Trade and Industrial Education of Florida. The high school music department gave a number of selections, adding materially to the value of the program.

The agricultural exhibits were arranged by the pupils of the John L. Butts and Miami Chapters of Future Farmers of America, Mr. Floyd L. Northrop and Mr. S. C. Means advisers. They were arranged to stress the types of farming in the local community. One part of the exhibit displayed the work which is being taught in producing ornamental plants. The display included seeds, cuttings, layering, budding and grafting; methods or steps in handling plants; and the control of diseases and insects. Another part of the same exhibit was devoted to farm shop problems which relate to nursery work. Visitors were also conducted through a well lighted, slat house nursery of six thousand plants where Future Farmers were present to explain any detail of the exhibit and answer questions.

A poultry exhibit displayed baby chicks which were being brooded in brooders designed by Mr. S. C. Means and constructed by his pupils. Two batteries of fryers, two batteries of laying hens, and coops containing different breeds of poultry, ducks, turkeys, and pigeons were shown.

The dairy exhibit featured the value of a cow for a home farm. Sweet milk, butter milk, chocolate milk, cream, butter, and ice cream were included in the display with appropriate card labels.

The vegetable exhibit (cover picture) consisted of twenty-two different kinds of vegetables produced by the pupils.

Pupils in the Miami Edison school were given an opportunity to visit each part of the vocational exhibit. All science classes were conducted through the exhibit by their teachers. The estimated number of visitors for the two days was two thousand. The "Open House" was not a school fair—no prizes were offered. The only purpose for having the "Open House" was to acquaint pupils and the public with the opportunities, needs, and activities of each department of vocational education.

How I Organize My Community Fair

B. E. DECKER, Supervisor of Agriculture, Edinboro, Pennsylvania

THIS subject deserves serious consideration and consultation. Details pertaining to the organization of the Edinboro Fair differ but slightly from the organization which started the fair seven years ago.

There is, in my mind, one great difference between the first year plan and that of the succeeding years. One must be careful to secure the complete confidence of the leaders of the community. This confidence can be developed through the presentation of a well prepared set of plans for the development and final steps to be taken, showing to a limited degree the ultimate results to be attained. These plans must be presented to a selected group of community leaders who are public spirited. The plans must be accepted by the known leaders who can be depended upon to assist with the execution of the plans as formulated.

Every organization must have a central figure. This member must be an individual who is acquainted with the details which go to make a fair successful. He must not be too conservative with his time and effort. Unless such a leader can be induced to take the responsibility of seeing the plans carried to completion the success of the fair is indeed very questionable, because the most successful community fair is not a path of roses.

The story which follows is the actual plan which the Edinboro Fair organizers follow. The preliminary 1935 plans have already been discussed. The secretary of the organization receives literature and information throughout the year. This literature is studied and filed if deemed useful. The fair is chartered and committees have been appointed. These committees have records and facts filed away giving the experiences of the former committees. Any changes or suggestions which should improve the fair are recorded while the facts are fresh in the minds of committee members.

Committees

Numerous committees are essential. The chairman of each committee must be an individual who is interested in that particular activity. The work delegated must be in full charge of the committees and executed by them. This alone makes the various units of the fair complete and places the responsibility definitely upon the shoulders of certain individuals. The committees for the Edinboro Fair are: managerial, program, publicity, finance, concessions, parade, dancing, athletics, home economics, poultry and pets, agriculture, judges, window shopping contests, and rural school competition. These committees are composed of from three to eight members who plan their work and delegate additional sub-committees to conduct certain activities.

Managerial committee

This committee is composed of the outstanding workers of the community including the secretary of the fair, who is qualified to present details pertaining to all minor activities and statistics. This committee oversees the work of all committees and is responsible for the coordination of all the work. In May, nearly six months in advance of the fair, this committee meets for the purpose of booking entertainment. The type of entertainment booked makes it possible for the committee to start work on equipment for the various acts and for the comfort and convenience of the patrons. For example, the free acts demand a certain type of platform. Knowing this well in advance saves the committee much time and money. The secretary plans the premium list and premium book during the summer months. Plans are also discussed for the advisability of many other details such as charges for admission, finance and publicity. The chairmen of the other committees are members of the managerial committee.

Program committee

The program committee must conduct the program. The chairman of the committee is a member of the executive committee. His cooperation with that of the members of the other committees places him in a position to plan his committee work. He must work out a schedule for the events to be smoothly and speedily run off. The committee will build up a program on schedule and prepare it for the publicity committee.

Publicity committee

This committee is responsible for setting up the scheduled events in printed form and finally getting out the printed premium booklets and mailing them. Publicity in a small fair is not easily handled, due to limited finances. In a small fair the entire job leans heavily upon the shoulders of one or two individuals. The committees appointed usually depend upon this nucleus for assistance. The final work is greatly speeded up by having the committees carry out the work planned.

Finance committee

This is one job which the committee can work out more or less independently. The committee is responsible for securing the funds for financing a large portion of the fair. All sources of revenue are carefully checked and a budget is prepared. Concessions, paid advertising space in the premium booklet, booth exhibits, booster tickets, refreshment stands, and donations are the chief sources of revenue for this fair. The agricultural premiums are paid by the state department of agriculture through legislative acts. The committee solicits every business place where advertising is likely to be sold. Donations are solicited from citizens. This work begins early in the year, usually in July.

Concessions

This committee is responsible to the fair association for the proper type of concessions. Games of chance are allowed when we are satisfied that the game is fair and the prizes are worthy. The fair is free from all questionable types of games or concessions, education being the theme of the fair. It is essential, however, that some diversion be permitted for the fair goers and also to finance the fair.

A parade is staged annually. This committee is responsible for stimulating the people to participate. Sometimes a theme can be worked out. For example, during the celebration of the Washington Bi-Centennial everything in the parade was based on some phase of Washington's life. All of the rural schools of the surrounding territory are asked to participate. Prizes are paid for the best floats. The rural schools are placed and points are awarded for their activities in all sections of the fair. Dancing, athletics and other activities are sponsored by committees who attend to the activity on schedule time. The athletics which the rural schools enter are scored and the points are added to determine the sweepstakes' winner.

Where Edinboro Fair Differs

The entire organization was started and has continued to be built around rural schools as a nucleus. There are 22 such schools in the district. These schools are invited to participate. The teachers are called to a committee meeting. During the rural teachers' meeting plans are discussed for the coming fair. The type of exhibits, the method of judging, and the point system are explained.

Point System

The point system allows each school to compete for sweepstakes prizes. We award every school a prize. The points may be won in the following classes:

1. Rural school composite exhibit. This exhibit is composed of work which the children ordinarily do in their school during the term. This is done to encourage better work without making extra work for the teachers. A table 12 feet long and four feet deep is provided for each school. This table carries a shelf through the entire length, one foot wide and one foot above the table top. A mounted sheet of wallboard in a wooden frame serves as a background for the tables. Writing, paper cutting, art work, such as posters, note books, and a model of any historical event or place may be constructed. This model must be accurate. It must be historically true. Each school is allowed to select its own model. Each table is marked out in boundaries and each type of exhibit is found in a corresponding location on each table. There are 8 divisions.

To the school winning the highest score on the table or composite exhibit we award 50 points, 40 for second and 30, 25, 20, 15, 10, etc. for each table. These points are tabulated and other points are added from all other sections of the competition. For example, 10 points are given for each school that enters the parade. Other points are awarded in all other classes of the fair. For a blue ribbon we award three points, a red ribbon, two points, and a white ribbon, one point. These ribbons are also awarded the winners of the athletic events and in the livestock show.

The school winning the greatest number of points is given a special school prize. In addition to the school prizes we award individual prizes on each award. For example, on poultry we award $1.50 three points. This system requires much book work but the size of the fair is greatly increased as a result of the system.

The General Exhibition Hall

The committees which take care of the entries and arrange the exhibits are composed entirely of F. F. A. boys. These boys handle the entry books and label the exhibits. They classify and arrange the exhibits as well as assist the judges with their work. A committee places the ribbons. One committee handles the poultry, one the fruit, another the vegetables and in this way everything is very easily completed and the boys receive splendid education. The girls handle the home economics exhibits.

Business men must profit

One must consider the business side of the fair. The business men stand a large portion of the expense of the fair. To stimulate business we conduct a window shopping contest. Each business man offers a special window prize. His display window is cleaned up and decorated especially for the occasion. The special prize is displayed and a number card placed with it. During the final moments of the fair a number is placed on the card and the visitors begin hunting for the lucky numbers. Shopping tickets provide the coupons. We offer a coupon for each 50 cent purchase made during the two weeks preceeding the fair. The coupons are also given for accounts paid. Each coupon carries the dates of the fair and other advertising literature. These tickets go to distant corners of the state. To win, the holder must be present. These tickets bring the crowd to town for the final evening. We usually pack the streets to their capacity. Following is a sample of our four day program: Band music, parade, rural school athletic, judging exhibits, free acts, band music, F. F. A. demonstrations, firemen's water battle, horseshoe pitching contest, and public street dancing.

This entertainment goes on twice daily for three days. There are other attractions, such as tumbling teams, pony races, rides, and some amusement with concession games.

Conclusion

The fair must be EDUCATIONAL.

The fair must stimulate COMPETITION IN SCIENTIFIC FARMING.

The fair must stimulate SOCIABILITY.

Every person whom you can get to work for the fair will be a booster. Get more boosters. More workers make a better fair. Do not try to make any one person responsible for the entire show, it creates ill feeling. Never make the mistake of getting conservatives as leaders. You need progressive people who are willing to work, to take a chance and work unselfishly for the interest of the community.

"To help folks is a fine thing; to help folks help themselves is a finer thing; to help folks who cannot help themselves is the very finest of all."

Fairview Community Fair

O. J. SEYMOUR, Instructor of Agriculture, Camden, Arkansas

Consolidation of several small and long established rural school districts into a larger unit has introduced a number of new social and economic problems as well as educational problems to rural life. This is especially true when strong opposition develops against such a consolidation program. Rural people in general are slow to change from established customs, habits, and practices to new ones. The one room school is quite often the pride of one of these small communities and the center about which church, social, and community life revolves. Friendships and relationships frequently of long standing, which often results in clannishness, are likely to be found in communities that have been isolated due to poor roads, and other natural and economic conditions.

The new school must of necessity become a new center around which the people of this larger and more populous district or community can rally, and in which they can take pride and also find a common interest. The new school must fill the place in the hearts and lives of the people left vacant by the discontinuing of the former schools.

After some consolidations have been effected, buildings erected, and the school in operation for several sessions, the number of groups of children playing during the recreation periods may indicate the number of local districts which were consolidated. At school programs, small groups of men and women often form which are too frequently representative of their former districts. The problem of integrating this new and larger group in such a way that common ideals and interests may be developed and clannishness made to disappear is often a difficult one.

The above is a fair picture of the consolidated school district in which the author began teaching vocational agriculture about five years ago. Today, this same community is noted for the cooperative spirit that prevails among its people and its cooperative community activities. Two things have contributed much in the way of breaking down former barriers and in welding together the common interests of the people: adult evening schools and the community fair.

The Fairview Community Fair is the outgrowth of a small beginning sponsored jointly four years ago by the Fairview Chapter of Future Farmers of America and the girls of the Fairview Home Economics Club. Only ribbons were offered as premiums the first year and these were purchased by the F. F. A. chapter at a cost of about ten dollars. The second year the men and women of the adult evening classes became active in the support of the fair and cash and merchandise premiums were solicited. The premium list has increased in value each year.

The premium list for the Fourth Annual Fairview Community Two-Day Fair was subscribed by business firms, professional men, service clubs of Camden, and by supporters of the fair living within the school district and in nearby towns. These premiums amounted to well over four hundred dollars in cash and merchandise in 1934.

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Bangor Apple Show

R. J. MARTIN, Teacher of Agriculture, Bangor, Michigan

In Bangor Michigan the F. F. A. Chapter has added a real stimulus to the vocational work as well as making a much closer contact between the school and the community. Many projects are being and have been completed all of which make the boys take an added interest in their day school and farm practice work. One of the outstanding projects which the F. F. A. has sponsored is the Bangor Apple Show, which is held each year in November.

This show has been held annually since 1930 and has increased in scope and quality each year. The purpose and desire of those responsible for the show is to bring both the producer and consumer together so that they may see the best of what we call "The King of Fruits" in Michigan and at the same time stimulate the use as well as the production of the highest quality apples. After attending this show it is evident that it is fulfilling its purposes.

Financing the Show

Plans were started several years previous to the first show but due to unavoidable conditions the first show was not held until 1930. During the summer of that year the agricultural boys in cooperation with a small group of farmers and other business men started on what seemed an impossible undertaking with practically no finances available. After the plans were made the first step was to layout and publish a 52 page catalog and premium list. Advertising was sold to commercial concerns to such an extent that a good profit was realized. This method of raising money proved so successful that the premium list was increased to 88 pages in 1934 with 57 advertisers.

Other methods of raising money to finance the show were: (1) Several weeks previous to the show a home talent play is given the proceeds of which are given to promote the project. (2) During the show space is sold to commercial interests for advertising purposes. Space is sold only to those handling fruit growers supplies and equipment. Twenty-six spaces were sold in 1934 making this the largest source of income (3) At the show memberships are sold in the apple show association. Each membership costs $1.00 and each exhibitor is required to belong before fruit can be entered for competition. As many other people as possible are urged to belong, in this way helping to promote the project. There are now 140 paid members.

Since the first show it has been necessary to incorporate, as the Fruit Belt Apple Show Association, so that aid could be received, from the state, as a community fair. One half of the cash premiums are now paid by the state of Michigan.

Program and Entertainment

Each day during the show extension meetings are held for the fruit grower. Specialists from our extension department appear on the programs to give the growers the latest information relative to the different phases of fruit growing.

Every evening an entertainment is given which is free to those who wish to come. Each year the Ford Motor Company of Detroit have contributed one evening of high class musical talent. One evening is school night at which time the grade children of the local school give some kind of a dramatization. The high school band and orchestra help much with our programs and it has been the experience of those in charge that musical programs are preferred. These programs as well as the show are free and they have been so popular that it has become necessary to give a second performance each evening.

The show is brought to a close with a Sunday afternoon service which is conducted by the churches of the community.

Organization

The entire public school building is made available for the show, using the auditorium for the programs and individual rooms for the different exhibits and displays.

Such classes as plate, tray, bushel, box, growers exhibits, 4H, packers class, and F. F. A. exhibits will be found in abundance at the show. Nine F. F. A. chapters were represented at the show in 1934, each chapter being given a space 10 by 12 feet to put up any display which they desire as long as it is made up of apples. Over 500 entries were made and judged at the last show and many individual exhibits contained from 50 to 100 bushels of apples packed in various kinds of standard containers.

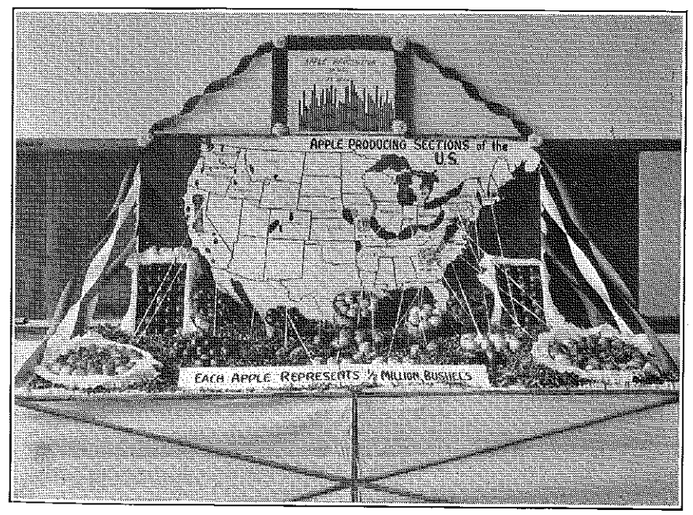
Much publicity has been received as announcements have appeared in 52 different daily and weekly newspapers and it is the belief of those in charge that this is the largest and best display of apples in the mid-west.

The Apple Show Association is composed of the Bangor F. F. A. chapter and others in the community interested in their program. From the membership of the association officers and directors are elected. A progressive fruit grower is at present the president. The agricultural instructor is general chairman and treasurer, and the F. F. A. president is manager of the show.

Committees are selected from the association to carry on the publicity campaign, contact advertisers, and the like, while the F. F. A. president selects committees from his chapter to make arrangements for exhibits, programs, and the general supervision of the show.

Attendance at the 1934 show was 20,000 people. The cost of the project was nearly $1200.00 which was all financed without asking for donations. All bills are paid and a small sum is in the treasury for starting the show in 1935.

In all the project has been very successful and results have exceeded all expectations. It has helped to bring both the producer and consumer together so that they see things in a common light, and above all, it has made a better market for Bangor, as well as Michigan apples.



A High School Exhibit

The Fairview Community Fair

(Continued from page 38)

Some of the premiums offered were: An 18 quart pressure cooker and ten pounds of coffee for the best farm and home display, a seven dollar rocking chair was awarded for the best feed display, a thirty-two piece dinner set went to first place in the preserved food display, five dollar premiums were given winners of first place in the F. F. A. and the home economics departments, feed was awarded winners in the poultry contests, and cash in the livestock division. Suitable prizes were provided for second and third place winners.

Some of the entertainment features of the fair were a band concert and address-

(Continued on page 41)

Methods

TEACHER TRAINERS

We are depending upon each one of you to introduce the Agricultural Education Magazine to the new students in your teacher training courses this year. We hope the stories and articles contributed by teachers of agriculture now on the job will stimulate trainees to visualize clearer some of the many problems they will soon have to face. We hope that through your encouragement many of the trainees will become subscribers at this time. This seems a worthy objective to attain in our teacher training course—support your professional magazine, not only by subscribing to it, but by contributing articles on your accomplishments. Our last subscription count was 3960. How much will you increase this with trainee subscriptions?

Individual Instruction Based on the Practice Program of Each Pupil

T. G. WALTERS, Teacher of Agriculture, Moultrie, Georgia

IN setting up the course calendar for the year, a teacher of vocational agriculture may choose one of two methods of procedure. First, he may decide what enterprises are most common in the community and proceed to outline the jobs to be taught during the year, before the projects have been selected. If this procedure is followed, the teacher is naturally of the opinion that the information to be obtained by pupils from studying a certain number of jobs will function in the lives of boys who are to become farmers. This may result in boys' having to study jobs not included in their practice programs, or jobs that they do not expect to carry out. Such teaching is not vocational agriculture, but informational agriculture. By the second procedure the teacher may build his teaching program around the practice program of the individual boys, which I believe is the most effective method of teaching agriculture.

For our teaching program to be effective, there must be a definite correlation of the supervised practice and the instruction in the classroom. The teacher must think of the supervised practice program as a device for carrying out the complete teaching set-up.

The individual method of teaching calls for the teacher, at the beginning of the school year, to work out with each pupil a supervised practice program. Great care must be used in working out this program. It is necessary for the teacher to understand the home conditions of each pupil. The teacher should know what enterprises each boy may successfully carry to completion on his home farm. Projects selected should be of such nature that they may be continued in a regular farming program—not started and finished like a game of football.

In order for the teacher to understand the home conditions, it is necessary for him to visit the home of each new boy and make a survey of the farm. Before visiting the home farm, it is probably best for the teacher to spend the first week in the classroom, teaching the job, "Determining the supervised practice program". This will give the pupil a basis for selecting his supervised practice program, and an opportunity to talk his plans over with his parents before the teacher visits his home.

After the visit is made and an agree-

(Continued on page 41)

Breeding and Marketing Chart

E. C. MUNRO, Vo.-Ag. Teacher, Bluffton, Indiana

This simple little device can be made by any one in a few minutes and can be adapted to any class of livestock. By duplicating copies on heavy paper or light cardboard and using a thumb tack in the center of the inner rotating disc it becomes semi-permanent and the boys will all want to take their copy home to keep. The rotating center disc as illustrated, Fig. 1, is designed for a two litter hog system and for a feeding period of six months. Contrasting colors aid in distinguishing the litters. This chart can be varied to suit the individual requirements and the class of livestock.

The chief value of the chart as a teaching device lies in the fact that the breeding schedule is coordinated with the seasonal market trends. It also shows the breeding program as being continuous, which it really is, and not as a newly instituted enterprise each year that will end one year hence as most of our rectangular charts intimate.

Each boy in our animal husbandry class was given one of these charts in blank and as a class exercise asked to graph the prices of hogs at ten day intervals for some representative period of time, as well as the number of hogs marketed during that same period of time. The results were definite and conclusive.

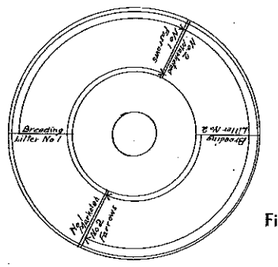
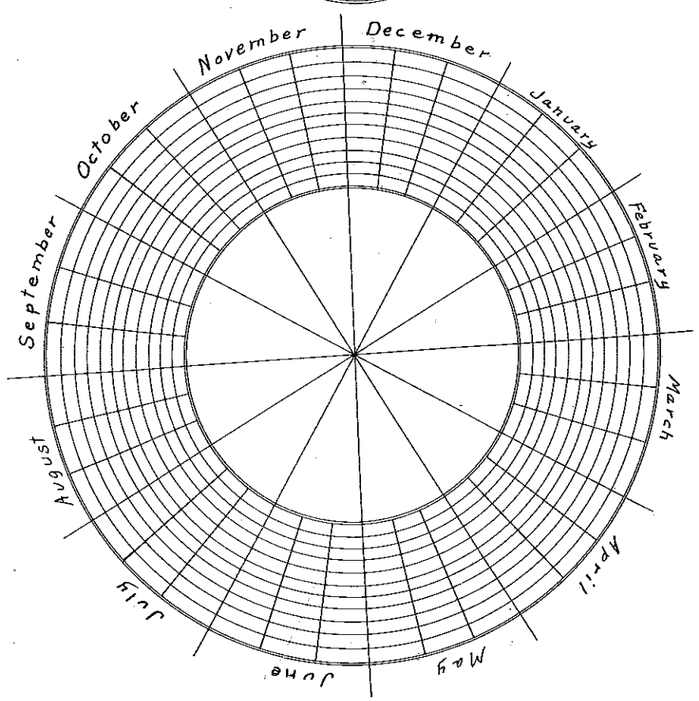


Fig. 1.



Record Card for Pupils of Vocational Agriculture

R. G. SHIPLEY, Agricultural Instructor, Boone, North Carolina

TO keep a closer, more accurate, more complete and more up-to-date records on vocational agricultural pupils, I have found the small data card shown below, a great help. This card is in a small file on the desk.

Some of the information on this card is elsewhere on file, but not easily available at all times, while some of it is not available on any permanent records.

For the instructor to be of most service in promoting and encouraging scholarship it is necessary for him to see more than the final grades on the various subjects his pupils are carrying. He should see the grades as they are made, month by month. In this way he is able to keep in closer contact with the boys and carry on a guidance program that he would not be able to do otherwise.

Additional information may be added and changes made as the user desires and the situation demands.

FRONT

VOCATIONAL STUDENT DATA CARD

Name_____ Address_____ Date_____

Community_____ Age_____ Date of Birth_____

Birthplace_____ On farm____ No.of yrs. lived there____

Live on a farm now_____ No. of yrs. lived there_____

Acres in farm_____ Moved to_____ Date_____

Date entered High School_____ Date left_____

Date entered Voc. Subject_____ Date left_____

Parent's Name_____ Occupation_____

BACK

ACADEMIC RECORD

SUBJECT	1st. year								2nd. year								3rd year								4th year							
	1	2	3	4	5	6	G	C	1	2	3	4	5	6	G	C	1	2	3	4	5	6	G	C	1	2	3	4	5	6	G	C

FOLLOW-UP RECORD

Date	Occupation	Occupational Preference	Remarks

The Fairview Community Fair

(Continued from page 39)

es by the state director of vocational education and the president of the A. and M. College the first morning of the fair. Horse shoe pitching contests, log sawing contest, wood chopping contest, races for men and boys, and the annual base ball game between F. F. A. boys and present farmers were other features. The annual terrapin race had more than fifty terrapins entered. This is one of the big things of the fair for the kiddies and also the grown-ups. On the first day of the fair a free basket dinner and barbecue was held at the noon hour.

At least one hundred families living in the school district had something entered in one or more divisions of the fair. The estimated attendance during the two days of the fair was above two thousand. No admission charge is made.

A committee, which is composed of elected representatives of the adult evening classes for both men and women, the home economics club, and the F. F. A. chapter, composes the governing board. An executive committee is selected from this group. This brings four groups together as sponsors of our annual community fair.

Individual Instruction

(Continued from page 40)

ment is reached between teacher, parents, and son as to the program to be carried out, the teacher is ready to help the pupil arrange his course calendar for the year. The enterprises and jobs to be studied are listed by the boy in his note book. The jobs may be listed by months in seasonal sequence.

Each job should be analyzed before the pupil studies it in his classroom. It is very important that the job be taught on a doing level because the pupil must put into practice the jobs studied in the classroom. The thoroughness with which a pupil studies a job depends to a large extent on how well it has been analyzed. The pupil should be able to arrive at certain conclusions that will lead to a successful completion of his practice program.

Supervised study will have to be used to a large extent, since the instructor may have to teach several different jobs at the same time. If the teacher has reference material well organized, it is easy to have a group study several different jobs at the same time. If the job is common to a large per cent of the pupils, it may be taught to the group as a whole. However, all the pupils may not set up the same specifications for doing the job, since all may not have the same conditions at home.

Each pupil should be required to keep a loose-leaf note book in which to record information concerning jobs included in his practice program, together with specifications as to how the job will be carried out on the home farm.

With this method of teaching, the teacher has two ways in which to arrive at the pupil's grade. First, how well he organizes his information in his note book, and, second, how nearly he comes to meeting specifications set up for doing jobs on his home farm.

Supervised Practice

Home Project Plans

A PROJECT plan scarcely needs definition for a group of teachers of agriculture, but further statements of its importance are perhaps not amiss. Just as the military commander about to engage in battle, or the forensic artist about to engage in debate, puts his faith in a plan of campaign, so should the high school pupil about to launch upon a project make a detailed plan as the initial step. In fact, a plan is an integral part of the project, and is, perhaps, the one most important element conditioning success in it.

Unless a pupil thoroughly plans his project, he becomes an opportunist in a greater or lesser degree. And Wright and Allen hold out little of promise for the opportunists in these remarks about the plan: "Why Have a Plan? In all the affairs of life, two types of individuals are recognized. One type plans in advance; the other type is an opportunist. The one who plans in advance may not necessarily adhere to his original plan. He may modify it from time to time, or even abandon it and substitute a new plan; but, in general, he always has an idea not only of where he wants to go, but also as to how he expects, or at least hopes, to get there. The second type of individual may, of course, know where he wants to go, but he may trust to luck and to opportunity to get there."

It may be helpful, perhaps, to think of the project plan as answering those familiar questions, What?—When?—Where?—How?—and Why? We believe, at any rate, that a complete plan leaves none of them unanswered; that is, every factor or contingency that can be foreseen is brought into control. This is not to imply, of course, that a plan may never be deviated from nor changed.

The best plan is the one that possesses a degree of flexibility so that unforeseen factors influencing the project may be controlled as well as possible. Indeed, it is probable that few plans are ever carried to completion without some alteration, however slight. The probability of a plan's being revised, no matter how frequently nor how comprehensively, is no argument against the element of planning.

Logically, work on the plan should begin just as soon as the decision is made as to the kind of project to be undertaken. Midway between the Ides of March and April "Fool's Day", is not the best time to initiate a project plan, two conditions excepted: (1) If no work at all has been done toward planning this year's project, or (2) if the pupil desires to get a "running start" in his next year's program.

Teachers of agriculture are advised to devote some regular period of each week's schedule to project considerations. A double period seems little enough for this all-important part of the pupil's training. The more comprehensive the project, the more detailed the plan must be, and, consequently, the greater the number of learning situations involved. All of this implies time. If a pupil finds that a chosen project must be abandoned because he has encountered some unsolvable or unworkable situation in the process of planning, the demands upon time are all the greater.

It is well to point out that the written statement (all plans should be in writing) constituting the plan should be in the pupil's own very best English. And to that end, sections of the plan, or the whole of it, may very well serve as written composition in English. In that event, the teacher of English would be assisted by the pupil's submitting an outline of the plan's content. Surely, project plans serving as written work in English composition would not be lacking in motivation.

In conclusion, may we venture the assertion that the degree of success in a project undertaking is directly proportional to the degree of care exercised in planning the project.—Pennsylvania News Letter

Project Characteristics and Values

"A HOME project is an agricultural enterprise of considerable size, valuable educationally, managed by a boy, supervised by the teacher and parent, on the home farm".

In using the home project, the instructor should see it as a means in agricultural instruction and not as an end. The boy is the center. The project contributes. In order that it may have the highest educational value to the pupil and make its appeal to the pupil, it should nearly always be upon an economic basis of such size and scope as to yield a satisfactory financial return. The possibility of financial gain will be one of the most immediate and obvious interests of the pupil not only to get the project started but to stick to it and carry it through to the end. The educational possibilities and values, which at the beginning are immediate and obvious to the instructor but rather remote and vague to the pupil, will become obvious to the pupil as the project is developed and carried out. To the instructor it is first of all a learning process but learning through earning. To the pupil it is first an earning process, but it is later seen as a learning process combined with an earning process.

Home project work should be a growing into farm business. The farmer raises corn *each succeeding year*. He goes into the purebred hog business with the idea of staying in the business. He does not sell out and quit his enterprise at the end of the year. In our home project work in vocational agriculture we should aim to have our pupil—our young farmer-in-training—choose projects with the idea of permanence. We should encourage continuation projects and discourage selling out at the end of the year.

Since the aim of the home project from the agriculture instructor's standpoint is that it shall be a *thorough-going educational process* as well as a *producing process*, then certain procedures, as planning, study, records, reports, and so forth, are necessary in order to develop and utilize its educational possibilities. A multiplicity of details and records will tend to "force" the educational values and smother the financial and other immediate values the boy may have in mind and thus defeat the aims in the project. We should avoid "red tape". On the other hand, the mere manual work without some planning, study, record, and so forth, is not our ideal project work, for it would leave out practically all the educational values possible. The competent instructor will avoid both of these extremes.—South Dakota Bulletin on Home Projects

Project Selection

R. L. BARRETT, Teacher of Agriculture,
Hickory Flat, Mississippi

It is difficult to say just where project selection begins and ends. Early in the year each boy sets up a budget of his expected expenditures for the year. The father may alter the budget when he works over it with the boy but it is finally approved and the father agrees to make the boy responsible for the making, handling, and spending of the money represented as well as making the boy responsible for supplying the needs as represented in the different items of the budget. This is done by having the boy list the different things he will buy during the year, according to his needs and to the ability of the family to buy the things that are absolutely necessary.

The question of what one can do to make money is discussed and many professions and occupations are listed. There is a study made of the desirability of these and the requirements of each as well as the limitations of the boys. Then it narrows down to "How can I make the money to meet my budget?" The answer to which is farming and in some cases some little public work.

The boys then list the different enterprises that can be carried on in the community. The class studies the different enterprises to determine which is best for each individual. They break up the enterprises into jobs and by the conference method reach a decision as to labor requirements and distribution, capital needed, wage per unit, and wage per hour. To do this it is necessary to study the outlook for the different products, in order that a price may be forecasted for them at the end of the season. It also brings about the study of improved practices in order to determine costs as the enterprise should be carried out.

The following form is one developed by the boys and used in the study of corn in this community.

Items	Man hours	Horse hours	Machinery hours
Cutting stalks			
Flat breaking			
Harrowing			
Laying off rows			
Hauling fertilizer			
Putting out fertilizer			
Harrowing			
Planting			
Cultivations			
Harvesting			
Marketing			
TOTAL			

Items of cost	Cost per unit	Total cost
Man labor		
Horse labor		
Machinery		
Fertilizer		
Manure		
Seed		
Interest		
Rent		
Miscellaneous		
Total costs		

Yield and value per acre
Wage per acre
Wage per hour
Net profit

After this is completed or during the process it is compared with an estimate made by the father of the boy, records of former students and production costs in other counties as shown by experimental data.

After similar forms have been worked out on other enterprises, the class then develops a form for summarizing the results. This form then gives a compact and complete summary of all enterprises and is similar to the following:

General facts	Cotton	Corn
Income		
Wage per unit		
Wage per hour		
Distribution		
Land		
No. acres required		
No. acres available		
Adaptability		
Labor per unit		
Man hours required		
Horse hours required		
Distribution		
Time available		
Capital		
Amount required		
Time used		
Money or credit available		
Marketing		
Local markets		
Other markets		
Prices		
Transportation		
Methods		
Fluctuations in market		
Standards		
Time required		
Cost or marketing		

With this as a guide the boy then sets out to select the enterprise or enterprises that best meet his needs and using his budget he determines the scope of his project, or probably we should say farm business. His father then approves the boy's selection. One boy may need five acres of a crop to meet his needs while another may need more or less. One boy may have conditions which make it advisable to use one enterprise or a combination while another may have a different combination.

The time used in this process will vary with the time used on methods and practices, but as one increases or decreases the time in reaching the above decisions he will decrease or increase the time used in teaching the production practices later. Depending upon the division of the time between the method above and production practices, one may easily use twenty or thirty days. Probably two thirds of this time is actually spent on the study of practices but this is necessary to the proper selection of a project.

Project Estimating, Accounting, and Measuring

"SEED TIME

What shall I raise?
What do the markets need most?
What promises to make me most money?

"HARVEST TIME'

I should have noted conditions of supply.
I should have considered the probable demand.
I can make more money by looking ahead."

Perpetual pressure may be the price of progress.

At any rate here is weight we should annually feel added to our own convictions that

(1) Preliminary budget estimating,
(2) Project accounting, and
(3) Checking Plans by Results,

are fundamental factors in sound Vocational Agriculture Education in Massachusetts, no less than in sound education for adult and out-of-school farmers.—R. W. Stimson, Supervisor of Agricultural Education, Massachusetts (Credit for quotation to Extension Service, State College.)

Project Records Used as Teaching Device

RONALD BURNETT, Instructor,
Woodburn, Oregon

A TEACHING device which makes use of project records and which results in better kept records has been in use at Woodburn, Oregon, for the past two years. Blank summary sheets were mimeographed and used by each student for summarizing his project and reporting his results at the first of each month. Cost per unit of production, average selling price to date, and profit per unit are included on this sheet.

All reports are first checked by a fellow student and returned to the owner for correction, if needed, and are then checked by the instructor. Careful checking is of utmost importance if conclusions drawn from the figures are to be reliable. After all these reports are finished a further analysis is made to determine the practices followed in achieving the results. Some of the items included in this analysis are monthly production of milk, butterfat, eggs, pounds of gain on hogs, amount and kinds of feed fed, sanitation practices followed, and amount of labor expended.

After the reports are completed, they are summarized, and comparisons made where there are enough projects in one enterprise to make this worth while. These comparisons are then used as the basis for class discussion.

This device lends itself to livestock projects better than to crop projects although the students with the latter determine what their costs have been to date every month and hence know how much they will have to sell to end up with a profit.

The main advantages of this plan are: (1) The student knows at the first of each month just where he stands instead of waiting until the end of the year to find out, when nothing can be done to change the results of that year's project, (2) project records are kept up-to-date much better than if the instructor merely glances through them occasionally, as the book and report sheet are checked against one another, and many omissions or mistakes are found that would be hard to correct at the end of the year, (3) considerable practice in farm accounting is obtained with a definite reason for doing the work rather than as an assignment to be handed in, (4) some competition is stimulated with a resulting increase in interest in project record keeping and project work in general.

A Successful Vegetable Project

B. J. EDWARDS, Agriculture Instructor,
Panaca, Nevada

ROBERT ORR, a resident of the mining town of Pioche, enrolled in vocational agriculture at the Lincoln County High School last year. No farming land was available in his home town so he rented two acres fourteen miles away at a cost of $32.00 for land and irrigation water. All jobs were studied and plans made during the winter months.

He had many difficult problems to overcome, including trouble from rats, rabbits, wind, soil erosion which made irrigation difficult, and aphis. Cultivation, weeding, irrigation and replanting continued until his two acres were a sight to behold.

There was always a ready market for his fresh vegetables in the mining town of Pioche. Cash sales amounted to $300.10; value of vegetables used at home $17.50, making a total of $317.60. Expenses amounted to $103.87 including seed, water, transportation and interest, leaving a labor income of $213.73 for a total of 404 hours of student labor. This was a return per hour of 52 cents.

Robert says, "I found that the quality of my vegetables was superior and therefore they were always in demand. I can see real possibilities for gardening in this section because the growing season is right and there is a good market in the mining town of Pioche and the railroad town of Caliente."

A Teacher's Responsibility

J. H. ADAMS, Teacher of Agriculture,
Erie, Illinois

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

PART TIME Farmer Classes EVENING

Results of Evening Classes in Wyoming

CARL G. HOWARD, State Supervisor Agricultural Education

C. G. Howard

DEFINITELY planned and well-executed evening classes have characterized most of the recent work in Wyoming.

One teacher reported trouble due to soil erosion in a dry farming area in his community. As a starting point he held a farm visiting tour to close out his previous year's evening class work. On this tour he pointed out to all prospective students for the next year the results of soil erosion in the fields of evening class members visited. This resulted in a careful study of erosion, and a number of class members selected as an improved practice control of soil erosion. Two or three class members had outstanding success in controlling erosion, so the farm visiting tour to close the current year's work allowed all class members to see what could be done if proper methods were followed.

Another teacher, finding that one of the principal enterprises in his community was egg production and finding further a decided need for more orderly marketing of the eggs, conducted a poultry evening class which resulted in the formation of an egg-marketing association with the evening class group as a nucleus. This association is now one of the most active and successful organizations of its kind in the state.

Another teacher discovered that there were several tractor operators in his community who contemplated abandonment of their machines on account of the expense involved in returning them to operating condition. He conducted a tractor repair school where the operators and owners of these tractors overhauled them and returned them to operating efficiency, at practically no cost save for a few parts.

An outgrowth from another evening class was a community garden for the relief of the needy families in the community. This was a cooperative endeavor: the service organizations, vocational agriculture department, and several clubs cooperating under the direction of the agriculture teacher to produce vegetables for needy families. Some of the women's clubs canned the vegetables, and they were kept until needed, then distributed by the Future Farmers of America.

Another teacher, through his evening class group, induced a large portion of the farmers in his community to keep accounts of their operations. Few of the farmers knew exactly what it cost them to produce a given product. As a result of this, most of them now have a fair knowledge of their own production costs.

These are only a few samples of types of work being done in evening classes. Many other situations have been and are being met and solved through the medium of the evening class, and from the experiences of teachers conducting such classes has come the fact that in serving the farmers of the community in this manner the teachers are indirectly receiving for their departments more and more recognition and support where most needed, namely, from the people whom the department is endeavoring to serve.

Evening Schools in Oregon

EARL R. COOLEY, State Supervisor Agricultural Education

DURING the past five years evening school classes for adult farmers have become an important part of agricultural programs conducted in 36 Oregon high schools. Last winter there were 511 farmers enrolled in 28 evening schools.

Most of the subject matter for these classes involved topics pertaining to agricultural economics and farm management with some added emphasis to related social problems. Many centers have been rendering valuable service to farmers in their communities in cooperation with the county agent by assisting in the program of farm record keeping. Farmers who signed production control contracts are required to provide information relative to their production, thus farm record keeping is of special interest to the farmers. The study of soil and soil fertility has created more interest than usual. The application of lime and commercial fertilizer and the application of barnyard manure and crop rotation are among the important problems studied by the farmers. Other courses include poultry, small fruits, garden, dairy, and various kinds of crop production. Some classes are being held in farm mechanics. Such a class is made practical when shop facilities are such as to enable the farmer to participate in machinery and household repair work along with instruction relative to the inventory and investment of equipment.

These courses usually meet at weekly intervals for a period of ten or more meetings. The farmers appear to be much interested in this type of instruction. One farmer is reported to have asked if a meeting might be postponed in order that his perfect attendance record through a three-year period might not be broken. In another center a group of farmers requested certain lessons to be repeated so that they could make up some of the lessons which they missed.

Some developments in the technique being used in organizing and conducting the adult classes are rather significant. In most instances efforts are being made to enroll only those persons who have a definite interest in the unit being offered and who propose to participate in the course regularly instead of catering to a large group who may attend rather irregularly. The conference method of instruction which consists of systematic group discussion carried on by experienced persons under the direction of the instructor of agriculture is recommended as the best procedure. This method provides an opportunity for constructive thinking and the pooling of the experiences of the various farmers enrolled. The instructor continually keeps in mind that the farmers are interested in actual facts, not theories. Thus reliable information such as experimental data, statistics, charts, graphs and demonstrations are used to supplement the experiences of the farmers. Agricultural specialists from the Oregon State College, county agents, representatives from the department of agriculture, bankers and others are called upon from time to time to help with some specific topic. Accompanying the instruction in the evening school, or soon afterwards, improved practices on the farms of those attending, are emphasized. The adoption of the improved practices by the farmers is the basic purpose.

The schools are generally held in the high school agriculture room. However, rural school buildings, grange and community halls are quite frequently used.

The following are some evening schools typical of those being conducted in various centers over the state: At Forest Grove a poultry school with 22 members. They have discussed such problems as egg marketing, poultry feeding, breeding, house ventilation and diseases. Among those who have assisted are R. M. Adams, instructor of agriculture; Dr. W. T. Johnson, poultry veterinarian at the College; Charles Brewster, of Hodgen Brewster Milling Company, Portland; G. C. Keeney, Manager of the Pacific Cooperative Poultry Producers; and other specialists.

A garden and fertilizer school with 24 enrolled is conducted at Grants Pass under the direction of W. S. Carpenter, Fall plowing and cover crops, application of fertilizer, culture of beans and peas, garden insect pests, and irrigation are some of the topics discussed in the series of ten meetings on vegetable gardening. For the past three years Borden F. Beck, instructor of agriculture at Redmond, has taught two such courses each year within the radius of the high school district. This year there is one class held at Redmond with an enrollment of 30, and another in the Terrebonne center with 18 enrolled. The discussion of both groups centers on problems in raising alfalfa and clover seed, with considerable time devoted to cost of production and record keeping. Gus Haggland, county agent, assists in providing information at both schools.

At Imbler a series of ten meetings on topics pertaining to the emergency agricultural program was completed recently. This course included such topics as Federal Loans, recent information on the A.A.A. program, pasture seeding, 1935 Agricultural Outlook and reforestation for the farmer. H. G. Avery, county agent was among those who assisted the instructor, Joe W. Jarvis. There were 18 enrolled in this course.

Ortonville Part-Time Program

R. H. HOLBERG, Teacher of Agriculture, Ortonville, Minnesota

THERE was a real need for availing to unfortunate young farmers the opportunity for a practical study of modern agriculture and its complicated problems in Western Minnesota where virtually every farmer has suffered two crop failures in the past two seasons, even without sufficient feed to maintain a foundation herd of livestock, and consequently have become entangled in the government provisions for farm relief and rehabilitation.

It was for the discouraged class of young farmers who, for various reasons, were not fortunate to proceed after their rural school education into high school or agricultural school, that this part-time agriculture program was organized. There are many of these young farmers in every community, and in general, they are classed as helpers on the home farm.

Some of these boys were graduates of the agricultural department and others were not. All were contacted through the department. A letter was sent out to each boy in the surrounding community, outlining the course of study, and several of the agriculture graduates brought their friends along, so the first meeting was a very welcome sight.

From all parts of the county youthful farmers made the trips to the Ortonville school to participate in this program, usually once a week, sometimes twice. Five lads drove 25 miles to the meetings. Beginning late in October, 26 boys enrolled for the 28 classes which lasted until March of this year. Their interest is indicated by the average attendance at each meeting of 24 students. The classes began at 7:30 p.m. and lasted for three hours.

Study courses were conducted in government, farm accounting, the program of the Agricultural Adjustment Act, cold metal and farm shop wires, animal diseases, and a regular period for recreation. Special emphasis was placed on the Agricultural Adjustment Act—its production limitations, contract sign-up on wheat and corn, and hog reduction. All of these phases of the government's drouth provisions to agriculture were discussed in their entirety. Concerning the animal diseases, thorough studies of abortion, tuberculosis, and programs for their eradication were made.

These courses took up two-thirds of the evening and then the pupils used the gymnasium for an hour at basketball, boxing, and wrestling. As a result of this recreational program, several basketball games were scheduled with small schools and added greatly to the interest in sports.

These lads ranged from 17 to 24 years old with one pupil 34. Some of them are active members of the Future Farmers of America and do considerable work as junior leaders in their own communities. They carry on supervised practice work on their farms and report the progress made following the conclusion of their part-time education.

An additional meeting of these students was planned for an evening discussion on conservation to deal largely with the planting of amber cane for feeding our fowl next winter.

All in all, the part-time instruction this year was a huge success, and next year an even larger course is planned with additional subjects to be offered. It is felt that many young farmers will take advantage of this instruction, for there are hundreds of them who cannot during this drought period continue their schooling because of the feed relief bills which must be worked off in road work, and township work-relief projects. To them a part-time school will be a welcome opportunity for the furtherance of their education and this department plans on having two schools next year instead of one.

A Part-Time Class in Agriculture

C. E. HELLBUSCH, Agriculture Instructor, Anthony, New Mexico

WITH our country in an economic chaos and many thousands of people on relief a great number of farm boys are unable to attend high school. Hundreds of boys throughout the country have had to quit before finishing high school either because of the lack of clothes, not being able to buy school supplies or they had to remain at home and help their fathers earn a living for the rest of the family.

Many of these boys were enrolled in the vocational agricultural classes of the high schools throughout the country. They were eager to learn and were an asset to their classes. There is much these boys can be taught and it can be taught them through part-time classes sponsored by the vocational agricultural department of our high schools.

Every vocational agricultural instructor should inventory his community and ascertain whether it has a need for a part-time school. It is very safe to say that eight communities out of every ten will have enough farm boys not in school to support a part-time class. The needs of these boys will vary and the instructor should make his subject matter conform with the needs of the boys.

It is true that a boy cannot get a complete education in a part-time school but he can secure enough knowledge concerning his special interests to make it profitable for him either in dollars and cents or in personal satisfaction.

A part-time school will not only serve to instruct the boys in some enterprise but it will help to keep boys under control emotionally. A boy who isn't attending a regular school but is working continuously hasn't any source of recreation and his social life is sadly neglected. If a group of boys can get together once a week for study and recreation, they feel that they have something to look forward to each week.

Thirty minutes of recreation after the class is over helps to keep up the attendand interest in the work. Games of all kinds may be indulged in.

The Vocational Agricultural Department of the Anthony Union High School, Anthony, New Mexico, conducted a part-time class for boys on Farm Shop Work. The average attendance was ten. The class met every Wednesday night and each meeting lasted at least ninety minutes. Recreation was provided for the boys after each meeting in the form of basketball, ping pong and volley ball. The recreation period lasted about thirty minutes and the boys were all home by ten o'clock. Twelve meetings were held and the following jobs were taken up in their respective order:

1. Organizing the farm shop.
2. Kind and amount of tools for the farm shop.
3. Care and handling of tools.
4. Making a simple farm wood appliance.
5. Tool sharpening.
6. Operating the blow torch and soldering a small farm appliance.
7. Making harness threads.
8. Making simple harness repairs.
9. Tying the common knots in rope work.
10. Making the common splices in rope work.
11. Fitting handles in farm tools.
12. Farm painting.

Each part of the course could not be delved into completely but at the end of the school the boys could do simple jobs in each phase which was much more than they could do in the beginning.

The subject matter may be criticized on the grounds that it is too general. It was the wish of the group that several phases of farm shop work be given rather than spend all the time on one.

Later follow-up work proved that these boys were applying the knowledge gained in the part-time class in reorganizing their farm shops and to the shop work they were doing at home.

Thousands of farm boys throughout the United States need similar training in part-time classes. This is an excellent way for a vocational agriculture instructor to strengthen his department and at the same time render a valuable educational service to the community.

Farmers' Evening School Accomplishments

S. L. HORST, Schwenksville, Penna.

THE Farmers' Evening School which met once a week for ten weeks completed a very successful course.

Twelve members enrolled, eleven of whom completed the course. Eight of the members did not miss a meeting. The members' ages ranged from nineteen to fifty years old, the average being thirty-two years. Six members were from the school district and six from other districts. They came from one to fifteen miles with the average distance of six miles.

The various jobs on which the members worked were the fitting and filing of timber and hand saws; soldering; tempering cold chisels, axes and picks; sharpening shredder knives and iron twist drills; making a cedar chest, four wheelbarrows, four lawn chairs, twelve singletrees, four doubletrees, two wagon tongues, a neck yoke, two gun stocks, two foot stools, two bench stools, lawn settee, bushing for split pulley, block and gavel, end table, wheelbarrow handles, cut out parts for hog feeder, fence posts, cupboard doors, and dressing table; repaired part for manure spreader, and trailer hitch.

The members were always on time and from the time the lights were lighted until quitting time the Farm Shop of the school was a bee hive of activity. When the last meeting was held all of the members expressed the wish that another course be given next year.

Future Farmers of America

Future Farmers Cow Testing Association

E. D. FAHRNEY, Vocational Agriculture Instructor, Stapelton, Nebraska

AS an outgrowth of two evening schools conducted last winter, a cow testing association has been organized in Logan County.

At the evening schools there was much interest shown in the testing work and the possibilities of organizing a regular dairy herd improvement association, but due to the small herds, low price of diary products, and the fact that there were few strictly dairy herds in the county, it was impossible to establish a testing ring. A good many "wanted to know what their herds were doing, but if it was going to cost them money to find out—well, they would just let it go."

About this time the local F.F.A. was looking for another worthwhile job to add to its program of work and the instructor suggested doing cow testing work for farmers. We are now operating under a plan at a minimum cost to farmers, a story of which may serve as a guide for other chapters.

We enrolled 12 herds. They were owned by conveniently reached farmers, some of them parents of F.F.A. boys. If we wished to arrange for more herds we could probably triple the number as our school district comprises 254 square miles, or practically half of the county. The farmers whose herds we tested were all volunteers and we feel that to test more might involve too much school time.

Most of our boys ride in school busses so we arrange to have one or two boys look after each herd. On the date that John Jones' herd is to be tested, Herbert Smith takes the testing box containing scales, sample bottles, barn book and herd book out to Jones' place where he weighs the milk from each cow, takes a sample, weighs the feed, finds out the age of the cow, the weight, etc., —regular tester's procedure. He then stays all night with Mr. Jones or goes home and comes back early in the morning to collect the morning samples. He brings the samples and other equipment back to school, and tests the samples during some vacant period during the day. Usually one or two other boys help and as most of the herds are small, 7 to 12 cows, the work is not burdensome on any one boy.

The instructor supervises the tests and makes the reports to the state dairy herd improvement association. In practically all cases the testing has been done during the instructor's conference period so that he has been able to keep a close check on the work. This testing is done by-monthly and the record for the intervening month is made by averaging the other two.

It is expected that during the summer months the boys can take time to continue making the tests and as most of them are showing interest in the work we do not anticipate any trouble getting the summer tests made.

It is too early at this writing to say just what the results of this activity will be but thus far every one is enthusiastic.

Giving F. F. A. Publicity

THOMAS FRANKLIN, Texas State F. F. A. Reporter

DO THE Future Farmers of America have the publicity they deserve? Does the public know that the Future Farmers of America is a national organization that reaches from Washington to Florida and from Maine to Hawaii? They do not.

It is not because the Future Farmers are not doing excellent and outstanding work, but because they are falling down on the publicity part. If chapters and district organizations are doing work that deserve public mention, there are several ways of carrying this news to the public.

One way is for local or district organizations to broadcast over some nearby station. They may broadcast a business meeting, or any kind of program they desire, in order that the public may know of the work of the Future Farmers. These programs should be broadcast regularly.

Another suggestion is that each district organization promote project shows, project product shows, exhibits, and educational booths at local, district, state, and national shows and fairs.

A further suggestion is that each local chapter set up a yearly program of news writing which will involve every member, and that each district organization furnish news items bi-monthly for the state publication.

If each local chapter and district organization will follow these suggestions the public will grow in its knowledge of the F.F.A. and its work.—The Lone Star Farmer.

Hen Pays for F. F. A. Banquet

HOW shall we pay the expenses of our banquet? A question all F. F. A. chapters must face. The Bunker Hill, W. Va., chapter answered it this way. The ladies in a local church provided the banquet on the basis of so much per plate. Father, mother and son attended the banquet at a cost of one hen. Each F. F. A. member brought in a hen from home and the hens were kept for a few days and then sold to a dealer in poultry products. The proceeds paid for the banquet. A lesson in cooperation and marketing as well.

National Computing Card

WILLIAM A. BROYLES, Department of Rural Education, The Pennsylvania State College, State College, Pa.

THE national computing card is designed for use in computing the scores of contestants in all kinds of judging contests, where four specimens are used, such as are annually conducted for F. F. A. boys, for 4-H Club groups or for college students at the International Livestock Show. For convenience the card is printed in the shape of a fan on different colored slotted cards, twenty in number, eyeletted and grummetted so as to make readily accessible any desired table.

Seven different tables are provided to correspond to varying classes of specimens to be judged. In some classes adjacent pairs of specimens are equally difficult to judge while other classes have adjacent pairs of easy or difficult decisions. The seven tables are so weighted as to reflect the reasoning of the students in contests so concisely that seldom will contestants have tied scores.

The computing card is a revision of the one used at the American Royal Livestock Show at Kansas City last year.

Ample directions are given on the card for making its use practical and for finding scores rapidly.

Past Presidents Presented with Gavels

W. A. SMITH, State Adviser

THE Indiana Association of Future Farmers of America has given a gavel to the retiring president of the Association each of the past two years. The presentation of the gavels was made at the annual state convention banquet. Each of the two gavels has a historic significance to enhance its value. The first one, presented to American Farmer William C. Haase of the Martinsville Chapter and president of the Indiana Association from 1931 to 1933, was made from a piece of the timber used in a lock in an old feeder canal which tapped the St. Joseph River near Fort Wayne, Indiana, to supply water to the historic Wabash-Erie Canal. The gavel was made in the industrial education classes of the Fort Wayne schools.

Kenneth Meyers, a member of the Angola Chapter and an American Farmer of 1933, was presented with a gavel at the conclusion of his term of office as president of the association last January. This gavel was made by the industrial education classes of the Lafayette, Indiana, High School from wood taken from the flagstaff of the building which housed the first high school in Lafayette. W. A. Ross, National Executive Secretary of F. F. A., who attended the state convention of the Indiana association, made the presentation of the gavel to President Meyers.

Reading Maketh a Full Man Collecting Data	Writing Maketh an Exact Man Assembling, summarizing, analyzing, interpretating data collected	Speaking Maketh a Ready Man Making immediate use of data collected in program of work
Surveys		
1—Home farming situation.	1—Working out survey blanks and assembling data, etc.	1—Report to class.
2—Marketing situation.	2—Assembling data and writing plans.	2—Report to F. F. A. chapter.
3—Make survey of members' project programs.	3—Write up trip to projects when making surveys.	3—Tell about trip to luncheon club.
Read		
4—Literature on projects and supervised practice programs.	4—Write project and supervised practice plans.	4—Report to class on supervised farming program.
5—F. F. A. manual.	5—Write interpretation of creed or other phases of F. F. A. organization.	5—Tell your interpretation at chapter meetings, luncheon club.
6—Parliamentary procedure booklets and books.	6—Write your interpretation of conducting an F. F. A. chapter meeting.	6—Preside as an officer in F. F. A. meetings.
7—The life of George Washington.	7—Write a paper on George Washington, the Farmer.	7—Make a talk at chapel on George Washington, the Farmer.
Trips		
8—Make a trip to state fair.	8—Write trip up for local newspaper.	8—Tell about trip to an evening school meeting.
9—Make trip to experiment stations.	9—Write paper on how improved practices found at experiment station would improve the local farming situation.	9—Make talk before part-time class on experiment station.
10—Make trip to state F.F.A. convention.	10—Write essay on state convention.	10—Make report to local chapter on convention.
Readings		
11—Tom of Peace Valley by Case; Moon Valley by Case; Cotton by Bethea; The Greenhand by Chapman; New Land by Schmidt; George Washington, The Soul of the Nation by Holmes; Young Farmer by Lewis.	11—Write synopsis of books read.	11—Tell to a group the contents of your readings. Memorize five minute speeches to say at chapter meetings. One Hundred New Declamations, Five Minute Speeches, The Babcock Co., Ft. Worth, Texas.

From Texas F.F.A. Association Bulletin 1934–35.

Suggestive Subjects for F. F. A. Public Speaking Contests

There are hundreds of other good subjects. Use your initiative.

1. Why Be a Farmer?
2. Stabilizing the Purchasing Power of Money as a Solution to the Farm Problem.
3. The Machine Age and Its Effect on American Agriculture.
4. Leadership, the Urgent Need of Agriculture.
5. Equalization of Taxes as a Farm Relief Measure.
6. Cooperation and the American Farmer.
7. The Challenge of Adversity and the American Farmer.
8. Taxation and Its Meaning to American Agriculture.
9. The First American Farmer and the F.F.A.
10. The Farm Credit Situation.
11. Taxation, Its Relation to the Rural Community.
12. The Future Farmers of America.
13. The Equalization of Taxes as a Source of Farm Relief.
14. The Advantage of Being a Farmer.
15. Cooperative Marketing for the American Farmer.
16. Diversified Farming and Its Effect on American Agriculture.
17. The Present and Future of American Farming.
18. Ways and Means of Reducing Farm Taxes, Their Implications as a Farm Relief Measure.
19. The Future of the American Farmer.
20. A Live-at-Home Program as a Farm Relief Measure.
21. The Future Farmers of America in Relation to American Agriculture.
22. What Vocational Agriculture and the F.F.A. Mean to Me and Other Farm Boys.
23. The Agricultural Depression, Its Challenge and Its Opportunities for Future Farmers of America.
24. Does Controlled Land Utilization Hold the Key to Present Farm Problems?
25. The Restoration of Agricultural Stability.
26. Why I Choose to Become a Farmer.
27. Farm Machinery and the Agricultural Revolution.
28. Farm Management and Cooperative Marketing as a Solution to Farm Problems.
29. The Agricultural Situation.
30. Education's Contribution to a Balanced Rural Living.
31. What Should the American Farmer Do Toward Reducing and Controlling Agricultural Surplus.
32. The Master Farmer.
33. The Unorganized Farmer in an Organized World.
34. The Farmers' Own Farm Relief.
35. The Opportunities for and the Limitations of Corporation Farming.
36. Tariffs and Their Relation to the American Farmer.
37. The Relation of the Farm Credit Administration to the American Farmer.
38. Rural Electrification and Its Effect on Agriculture.
39. The Back-to-the-Land Movement.
40. Subsistence Farm Homesteads and Their Relation to American Agriculture.
41. Education as Permanent Farm Relief.
42. The A.A.A. and the Individual Farmer.
43. Emergency Organizations and Their Relation to the American Farmer.
44. How a Commodity Adjustment Program Affects the Individual Farmer.
45. A Coordinated Program of Agricultural Financing.
46. The Utilization of Economic Information in Farming.
47. Cooperative Activities of the F.F.A. and National Agricultural Cooperation.
48. The Economic Status of Farmers in Relation to National Prosperity.
49. The F.F.A and the Youth Movement.
50. Youth in the Saddle.
51. The Part-time Farmer in American Agriculture.
52. Training for Leadership through the F.F.A.
53. Agricultural Adjustment and a Balanced Agriculture.
54. The New Era in American Agriculture.
55. Education and Adjustment.

Compiled by Office of Education, Washington, D. C.

ACTIVITIES IN ALABAMA CHAPTERS

Community Hotbeds

The Ramer F. F. A. Chapter has for the past few years been operating plant beds for the purpose of producing disease-free plants for the community, and at the same time adding some money to the treasury.

Last year the chapter sold 192,000 sweet potato plants, 12,000 tomato plants, and 500 pepper plants. The type of beds operated were electric, manure, and flue heated. This gave the pupils practical experience in constructing different types of hotbeds.

Under the direction of G. H. Dyar, adviser, work is now under way on two flue-heated beds 50 feet long, two electric beds 30 feet long, and one small manure-heated bed. A cold-frame will also be constructed for hardening off the tender plants.

Atmore Organizes Thrift Bank

At the second meeting of the Atmore F. F. A. chapter the members were discussing ways and means of raising money.

After several suggestions had been adopted one boy suggested that a plan

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5. Ability to make adjustments in production of farm products on the basis of:
   a. Probable market conditions when the product is ready to market.
   b. Relationship between supply and price of the major farm products grown in the community.
   c. Business conditions (local, domestic, and foreign) and prices of farm products.
   d. Competition between producing regions.
6. Ability to make practical adjustments in production, taking into consideration the limitations of the individual farm business.
7. Ability to determine the most economical size of farm of a given type.

D. Marketing.
1. Ability to evaluate the marketing opportunities, the advantages and limitations of the marketing agencies accessible to the farmer for the existing and potential products of the farm.
2. Ability to adapt profitable production to market demands as to quality and quantity.
3. Ability to determine buying and selling programs in keeping with probable price trends for a season.

E. Capital and investment.
1. Ability to determine actual need for credit.
2. Ability to establish and maintain a good credit rating.
3. Ability to conserve farming capital.
4. Ability to rent or buy a farm.
5. Ability to create reserve capital.

F. Sociological.
1. Ability to utilize the economic returns of farming to the end of satisfactory standards of living.
   a. Farm and home conveniences.
   b. Beautification of farmstead.
   c. Recreation.
   d. Civic relationships.
2. Ability to recognize and appreciate the aesthetic values of farm life.
3. Ability to perform the functions of community leadership.
4. Ability to cooperate in economic, social and civic activities.

We Need More Vocational Education

(Continued from page 36)

masses will save us from such extremes if opportunity to secure a reasonable livelihood is made secure to the intelligent and industrious major portions of our people. The natural law of variations applies to human intelligence as well as to all natural characteristics of plant and animal life. The rule of the unintelligent will always bring disaster just as in Russia where in one year over one million in the upper scale of intelligence were wiped out only to result in death by disease and starvation of from four and one-half to six million in the lower part of the scale for each year since in countries.

We cannot "buck" nature and preserve our liberties. The masses must be educated as to the philosophy of "Economic Democracy" and above all they must be given the opportunity to earn and live by their own efforts if they are to have faith in their government.

3. An expansion of the program of vocational education will help to reach the millions of youth crying for an opportunity to earn a livelihood and will help us to reach our national goal of economic security.

4. The expansion of our vocational education program is the most economical way to help educate millions of others, mostly forgotten young people, to meet the serious economic needs of the hour and build pride and hope in in their hearts.

5. The success of recovery measures will largely depend upon the final sensible cooperative conclusion of the millions of people of average or better intelligence. Vocational education touches the very lives of a vast number of such people and can reach millions more. For example, the vocational agricultural teachers of the south, between July and December 1934 held 18,000 community meetings on cotton problems alone with a total attendance of 750,000. These teachers are not charged with the responsibility of administration and were therefore in a position to present all the facts for and against the cotton adjustment program.

America is one of the world's last citadels of liberty and freedom. We must not let it fall for lack of light from the torch of learning.

Activities in Alabama Chapter

(Continued from page 47)

be worked out for saving money. While on his feet he suggested that the members of the chapter organize a thrift bank. After some discussion his plan was also adopted.

The chapter elected a banker who receives the deposit each meeting night and gives the members a receipt such as one gets when a deposit is made at a regular bank. Each member has a bank book which is kept at the office of the local adviser.

The banker goes the next day with the entire amount and makes a deposit in the name of the Atmore F. F. A. chapter. The account is entered on savings and a member cannot withdraw his funds except under one of the following conditions: Graduation from high school; definitely stops school or withdraws from F. F. A.; moves to another community; discharged from F. F. A.

Makes Money on Crotalaria

After investigating possibilities of an additional cash crop, 18 members of the Geraldine F. F. A. Chapter and a few farmers last year planted Crotalaria spectabilis. Some of the plots were not successful, due to the fact that the seed was not scarified. In spite of this however, over 6,000 pounds of seed were saved last fall. Yields varied from 400 to 1,200 pounds per acre.

The group has on hand now about $1,500 worth of seed, some of which will be planted while the majority will be sold cooperatively.

According to the local officers, the project has been very successful and will be continued as a regular activity of the chapter. The project has been developed under the leadership of T. L. Crowder, adviser.

Buys Trees Cooperatively

For the past three years the members of the Camden F. F. A. Chapter have purchased fruit trees for their home orchards cooperatively.

The first year about 175 trees were purchased. Last year about 225 trees were purchased. The F. F. A. member ordering trees makes up the list of trees he wants by consulting experiment station bulletins and by the recommendation of his local adviser, F. M. Barnett. These lists are then combined and the order is placed with some reliable nursery.

The trees are sent to the chapter adviser and are given out by some designated member or heeled in in the laboratory area until the member is ready to plant them in his orchard.

Grows Cotton Cooperatively

The Lyeffion F. F. A. will carry a cooperative cotton project for the benefit of the school and the chapter during 1935.

This project will be financed with funds from the chapter treasury, obtained from last year's cotton patch, and money derived from delivering catalogs for a seed company.

A project committee of three, with the help of the local adviser, L. W. White, will assign each boy a portion of the work that he is either to do or pay for having done.

The proceeds from the project will be used for constructing entrances to the school grounds, a rooting shed for shrubbery, landscaping the school grounds, and financing a trip for the entire chapter to Auburn for the annual convention in July.

The chapter plans to use a pure variety of cotton seed and field select seed for the market next fall. The chapter carried a cotton project last year and made a profit of $50.

Baker Hill, Alabama, F. F. A. Buys Land for School

THE Baker Hill chapter recently purchased two acres of land and donated it to the high school. The land will be used to enlarge the present play grounds, which are inadequate. The chapter expects to build a baseball diamond and a football field on the area.

Last year the chapter had a cooperative cotton patch, with each member sharing the work. This fall the boys decided that additional funds would be needed, so they conceived the idea of operating a school store to furnish school supplies for the students and seed to be sold to farmers. The boys expect to make enough money from these sources to pay for the land and to have enough left to finance their annual camp.