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Agricultural Education

Future Farmers of America Building in the Heart of the Mid-South Fair Grounds, Memphis, Tennessee, Frank D. Fuller, Manager.

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"Sense is better than sound."—Benjamin Franklin.

EDITORIAL COMMENT

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WHAT'S THE HURRY?

ONE of the interesting and popular Minnesota State Fair attractions for young people is a miniature train. This train is supposed to be an exact replica of one of the transcontinental trains. The miniature train runs on a circular track perhaps an eighth of a mile in circumference. The writer spent some time watching the "kids" and the train. Suddenly there was a lot of commotion in the line of waiting youngsters. This came about because an overall clad lad became impatient and attempted to crash ahead. One of the attendants collared him and sent him back in line with the statement, "Hey! what's your hurry? You ain't goin' no place." And he was right. The children would ride and ride, the engine would puff and puff, the whistle would screech and the old bell would ring. Finally the train would stop. The passengers would get off, and there would be Mamma standing in the same place waiting for Billie. He had a long ride, but he landed on the same spot. He had not been any place.

In watching this activity one could not help but think how many "grownups" there are in the world whose activity takes them "no place." Sure enough they start out, but they usually come back to the point from where they started. Lack of definite objectives, and lack of careful planning for the achievement of the objectives usually account for the failure.

The week following the fair, a teacher of agriculture dropped into the office and told about his work of the first two weeks. The first year class had met six times and they had covered "everything" in two enterprises and were well along on the third. The teacher was somewhat worried because "the students don't seem interested. They regard agriculture as just another subject." The teacher said, "I tremble when I think what they will do when I tell them they must have a home project as part of the work." The plan the teacher used was not an unusual one in teaching. The students had a text, the teacher assigned a lesson,—some study,—question and answer recitation,—more pages assigned and the vicious circle started over again. They were rushing forward—*in the book*—but they were "not going any place" as far as agriculture and farm life are concerned.

The following suggestions were made to this bewildered teacher: 1. Agriculture is not a course made up of a specified amount of subject matter to be covered in a year. It is a mode of life.

2. Use the first few days of school to build a concept of what the course of study in agriculture is and how the program is to be organized. Show how it differs from the ordinary academic subjects. Frequently teachers pitch into the subject matter of agriculture before the students are prepared for the new type of work. Individuals must be changed before practices in study and learning will change.

3. Develop a thoro understanding of the objectives to be achieved in the agriculture course.

4. In co-operation with the class build a suitable plan of procedure for the activities to be carried on in the agriculture class.

5. Build the concept of farm practice work as an integral part of the agriculture course. The farm practice or project work should not be something that is tacked on as a penalty for taking agriculture.

6. Select the most worthwhile activities and use enough time to do a good job. Teach fewer things but teach them better.

7. Individualize the teaching procedure so as to permit individual students to progress according to their interest and ability.

8. Focus attention on the development of the boys rather than on the farms. The agriculture in a community will be improved indirectly by guiding the boys to become better farmers.

These suggestions should aid the teacher to break the "circular track" idea and strike out in some direction appropriate to the need of the boys. Definite objectives and a carefully conceived and thoroly understood plan will aid in making progress.—A. M. F.

FACING A CRISIS

TODAY vocational agriculture is facing the most severe crisis in its history. Some factors associated with this condition are: (1) relatively low salaries, (2) competition from other agricultural agencies for vocationally trained men, (3) lack of adequate state and Federal funds for vocational education, and (4) possibly a prevalent assumption that the public school is incapable of doing an educational job in agriculture.

Salaries of agricultural teachers, along with salaries of other teachers, were drastically cut as a result of the depression. Reductions in salaries were in order and to be expected. No one should contend that teachers' salaries should not have been adjusted in keeping with general economic conditions, and no one should contend that agriculture teachers' salaries should not have been adjusted in keeping with a fair and justifiable adjustment of all teachers' salaries. Yet, when teachers with excellent training are now receiving less pay than common labor, no one can justifiably defend such adjustment. The adjustment in agriculture teachers' salaries, in too many cases, has failed to recognize the necessary expense involved in successfully carrying out a program of vocational agriculture. Under the present salary scale, there is serious danger that instruction in vocational agriculture will necessarily revert to an academic classroom type.

For about a year, other agricultural agencies have been "picking off" too many of our best agricultural teachers. Most of these agencies have been agencies supported liberally with Federal funds. They have been in position to offer more attractive salaries than agriculture teachers were receiving, and the agriculture teachers have done the sensible thing of accepting employment in these other more lucrative fields. While this has been complimentary to the qualifications of agriculture teachers, yet we can ill afford to lose our best men from the field of vocational agriculture.

Federal funds have been appropriated lavishly for almost everything except public school education. Can it be that the public schools have nothing to contribute to this nation's recovery? Why has vocational agriculture failed to get even a small share of Federal funds that have been appropriated for almost every conceivable purpose?

Various special agencies have been created to carry on special educational programs designed to contribute to the recovery of this nation. Hundreds of millions of dollars have been appropriated for such programs. The administration of such educational programs has been assigned to almost every sort of organization except the public school of this country. Has this been because the public schools are

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Professional

Vocational Guidance as a Responsibility in Agricultural Education

H. M. BYRAM, Assistant Professor, Vocational Education, Iowa State College, Ames, Iowa

IN MOST all educational undertakings we find it necessary to take certain things for granted. Education is built upon philosophy as well as science and in order to inaugurate educational procedures and programs it is often necessary to make certain assumptions. But we need to find something fairly solid on which to base our procedures. If the foundation of a structure rests on shaky ground, that structure will crumble and fall of its own weight. It is essential, therefore, for educators to examine the assumptions which they make. They should first of all realize that they *are* making assumptions. They should scrutinize and test them to determine whether they are valid. Burtt has said, " . . . there is vast difference between the thinker who has made a serious effort to criticise his ethical assumptions and one who has only admitted exceptions to them here and there as forced by concrete situations, without attempting to straighten out, intellectually the inconsistency involved."[1]

How many of us, as teachers of agriculture, are aware of the assumptions we are making or have made when we plan programs of work, courses of study and procedures? Having made the assumptions, how many of us have taken the trouble to determine their validity or to cast about for more acceptable postulates? The writer would like to point out a few assumptions bearing on vocational guidance which have often been made by teachers of agriculture, to discuss their validity and to suggest certain responsibilities of teachers of agriculture in the guidance of boys with whom they come into contact.

FIVE assumptions frequently made by teachers of agriculture which are in this category are: (1) That every boy enrolling in the agriculture course has made a definite and final decision regarding his life work and that this work is to be farming of a type now found in the community. (2) That any teaching which does not involve methods of doing farming jobs is not *vocational* and therefore should not be taught. (3) That if a boy's interest in farming is low it will not be profitable for him to study agriculture. (4) That agriculture and farming are synonymous. (5) That placement and follow-up is not a responsibility of the agriculture teacher.

Let us examine these assumptions one at a time. Several years ago the writer started teaching in a new situation just as the school year began. The boys in the agriculture class had been recruited by the preceding instructor. The course taught was farm management. The first day the question was raised as to whether the boys were planning to become farmers. Most of the boys disclaimed any intentions of actually entering farming for themselves. When asked why they were enrolled in the course, the boys said they liked to study agriculture. So the first week of school was devoted to a study of agricultural occupations other than farming. This was followed by systematic study of farming as a life work. At the end of this study the conclusion reached by a majority of the members was that, considering their interests in agriculture and their experience and training, some type of farming would be a logical choice of life work. The following days were spent, therefore, in deciding upon types of production occupations, the training, experience and capital required, and the advantages and disadvantages. Bear in mind this was the first chance any of them had had to discuss with anyone in school or out the important question of what occupations they should follow.

ANY person well acquainted with what is being done in the junior and senior high schools of rural areas knows that there is a notorious lack of systematic and scientific vocational guidance of young folk. There are exceptions. There are a few teachers of agriculture who make a real effort to find the occupational interests of prospective students. How many teachers, however, take assumption number one for granted? If it is not true, then, some boys may not be profiting as greatly as they might or some boy may be directed into a farming occupation when he might better have entered some other in which he might be happier and achieve greater success. F. G. Nichols says, "Vocational Education of any sort without vocational guidance before, during and after the period of training is little short of futile."[2] This applies to agricultural education with just as much force as it does to any other vocational work.

Two years ago in the columns of this magazine C. V. Williams called our attention to the fact that ". . . the ninth-grade boy, particularly, has a very unsettled viewpoint of what his life work might be. If he chooses to take vocational agriculture at all, it is because he at least has a passing interest in this field and wishes to further his experiences in agriculture. . ."[3] It is probably safe to say that the majority of instructors regard the training of boys for farming pursuits as their chief responsibility. This attitude is not criticised here. The writer does not contend that we should stress training less, but that *some attention* be given to guidance. It is a pretty well established fact that not over fifty or sixty percent of the boys trained in high school departments of agriculture actually enter farming. What becomes of the boys who do not go into farming? If they know nothing of *other* agricultural occupations they may enter distinctly urban occupations and their training and experience may not be used. Of course, many probably should do this. On the other hand it is true that many of the occupations closely related to farming and to agriculture are now being filled by individuals without a farm background and training. If we wish to enlist good men in the ranks of agricultural journalists, agriculture teachers, county agents, agricultural engineers, plant breeders, florists, nurserymen, veterinarians, and manufacturers and distributors of goods produced or used by farmers, where can we find better prospects than in high school classes of agriculture?

Whether or not assumption number two is judged to be valid will depend somewhat on one's definition of the word "vocational." If the definition is narrow, then helping a boy to make occupational adjustments in the field of agriculture might be interpreted as lying outside the field of the vocational educator. Every teacher might well ask himself this question: Will time spent in helping a boy decide what specific field he should enter within the agricultural group promote his success in this chosen work? If it will, it is justified. Perhaps it is not the job of the agriculture instructor. If nobody else accepts the responsibility it *must* be his. He should accept the responsibility for guidance of farm boys in occupations for the agriculturally trained.

THE third assumption is false if we recognize the agricultural occupations *other than farming*, some of which have been referred to. What does a boy know of these occupations, or for that matter of types of farming with which he has never come into contact? He might not want to farm the way farmers farm in his community or to live as they live. But if he is interested in the general field of agriculture he should be allowed to explore it to see if, perchance, there is something in the whole realm of agriculture to his liking and which calls for the type of ability which he has.

Three boys in the writer's experience as a vocational teacher some years back stand out in his memory. They were Loyal, his younger brother Glen and his cousin Gerald. Loyal was an average student intensely interested in farming, carried an outstanding supervised practice program, developed leadership and won the State Farmer degree in F. F. A.

Glen was a very superior student especially in mathematics and science, interested in agriculture, but not in farming. Gerald was a town boy who spent his summers on his cousins' farm, very adept mechanically, but not particularly interested in farming. All boys studied agriculture and were allowed to adapt it to his own interests and needs. The possible outlets for their abilities were explored and discussed. Today all three boys and the father of the first two are in a dairy business together. Loyal, now married, has a family. He and his father produce the milk, by managing two adjacent farms. Glen is salesman, buyer and business manager. Gerald, the mechanic, runs the up-to-date dairy plant. All boys are succeeding in agricultural occupations. They are not all farming.

AFTER what has been said it is clear that agriculture and farming should not be thought of as being synonymous. The many types of farming embrace the largest group and the most important of agricultural occupations. We should also consider several other fields, however, in addition to the production occupations. There is a whole host of occupations related to production and to processing and distribution of agricultural products. This group is growing in prominence and in importance. Then there are the occupations in agricultural education represented by teachers, county agents, extension specialists, cow testers, etc. Closely allied to them are the occupations in agricultural publicity. The agricultural service occupations have come into prominence in recent years. This group included civil service occupations in agriculture as well as non-civil service. Examples of workers in the occupations in this group are agronomist, forester, erosion control superintendent, landscape architect, land appraiser, etc. Occupations in agricultural research will become increasingly important. If we add to our occupational group those involved in the manufacture, distribution and service of special products for farmers we have a large group, indeed.

We turn now to assumption number five, "that placement is not a responsibility of the agricultural instructor." It may be that not many teachers believe this, but it is certainly neglected. Rare indeed is the school in which a beginning teacher can ever find, by diligent digging, in the archives, enough of a record of the graduates and drop-outs from the department so that he could find where they are, and what they are doing and aid them in gaining a foothold in agriculture. Teachers of algebra and Latin need have less worry about what their students will do with their subject when they graduate. But it should be a major concern of the agriculture teacher. What a waste of time and effort in guidance and training if, when the boy is ready to work, he can not locate himself satisfactorily! There are plenty of situations on farms and elsewhere, where untrained help is being used and where the type of product which our agriculture classes can turn out would be particularly welcomed.

We have had called to our attention again and again of late the problem of out-of-school youth. To sum up what has been found out about the interests of these young people so far, we can say that (1) they want vocational guidance, (2) they want vocational education and (3) they want jobs. In reviewing the situations last year the special conference called to study out-of-school youth concluded that "one of the first responsibilities of the agricultural teacher is to develop with the out-of-school farm youth opportunities for happiness and success as well as to determine the limitations in farming or occupations related to farming."[4]

Having criticised these five assumptions frequently made by teachers of agriculture and challenged their validity, let us attack the problem constructively and decide what major responsibilities in vocational guidance agriculture teachers should accept. The first guidance responsibility of an agriculture teacher is to examine and become acquainted with vocational interests and aptitudes of the farm boys in the community. Surely this is as important as becoming familiar with the farms of the community. After all, our finished product is in terms of boys and men rather than of farms. To quote Williams again, "Teachers of boys in the day vocational classes should constantly keep in mind that one of the biggest objectives which they have to realize, as a result of the boy's vocational course, is to have him make a wise decision in the matter of his choosing to enter into farming or some other vocation."[5]

THIS brings up this third responsibility, to give information about opportunities, qualifications in various positions, mode of entry, etc. It is true that literature discussing agricultural occupations from the guidance viewpoint is very meager and inadequate. The materials on agriculture in most texts on occupations and in vocational civics books are practically worthless. Most agricultural texts and references emphasize the development of abilities in the occupation in question and give very little information on trends of employment and probable future demands, renumeration, nature of the work, personal qualifications and training required. We need a great deal of research in this field and the collection of materials of value for high school classes. Until such time as the information needed can be uncovered and written up we shall have to depend on what is now available. The writer has canvassed the guidance literature in the field of occupations for the agriculturally trained and has suggested in the appended list a few of the best available materials. Many good references relating to farming as a life work are not included as they are already well known to most agricultural teachers.

The fourth responsibility is a dual one; to recognize that not many more than half of the boys enrolled in any given class will farm, and to make the work of such a nature that all boys in the class will derive large benefit from it, regardless of their interests.

Finally, every agriculture teacher should accept part of the responsibility for following up boys after they leave high school and in helping them get a start in life and make a success of it. There is a much-needed service to be performed in helping to place graduates and in finding opportunities for farm boys out of school.

If these responsibilities were to be accepted some communities would see a different agricultural education program than has persisted in the past. But it will be a more acceptable program from the standpoint of farm boys and their parents, and it will be more highly valued by them. Not only this, the teacher carrying out these responsibilities will be repaid by knowledge of the expanded service which he is performing and by the satisfaction that comes with following up a job until it is *entirely* done rather than started and dropped before completion.

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1. A. E. Burtt, *Principles and Problems of Right Thinking*, p. 455.
2. F. K. Nichols—"Occupations," Feb. 1934, p. 59.
3. C. V. Williams, "Vocational Agriculture and Vocational Guidance," *Agricultural Education* (July, 1033) p. 5.
4. Report of Conference on Out-of-School Farm Youth Washington, U. S. Office of Education, October, 1934, p. 6.
5. C. V. Williams, *Op. Cit.*, p. 7.

*A more extensive list may be obtained by writing to the author of this article.

N. E. A. President Speaks to F. F. A. Members

On November 11, 1935, Miss Agnes Samuelson, President of the National Education Association and State Superintendent of Public Instruction in Iowa, appeared on the National F. F. A. Radio program. Her timely remarks will be of interest to the readers of Agricultural Education. Miss Samuelson is an honorary member of the Iowa Association of F. F. A. Her address follows. —Editor.

ON THIS Armistice Day it is indeed appropriate to honor those who made the supreme sacrifice for their country in safeguarding the ideals of democracy. One element in this observance is the promotion of international good will and understanding to the end that there may be no future world conflicts with their resultant loss of man power and maladjustment of social and economic structures.

Mr. Ross informs me that the Future Farmers of America is now an organization with over 100,000 members in some 4,000 local chapters of 47 states, Hawaii, and Puerto Rico. This is the more remarkable in that the first annual Convention was held only eight years ago this month in Kansas City. This would suggest that the organization is meeting the needs of the farm boys who are studying vocational agriculture in high schools. Otherwise it would not have continued to grow so rapidly. The broad purposes emphasize thru its diverse activities the best possible development of individual and group action in the agricultural program of the community. They suggest a promising future in the training of prospective farmers.

Leaders in the agricultural field tell us that one of the greatest needs of agriculture today is a trained leadership developed from within its own ranks. Members who will be the farmers of this country in the future learn many of the abilities requisite in a leader. These F. F. A. boys not only organize their own chapter programs but in some instances even develop individual training plans for themselves. Opportunities to develop the ability to preside at meetings in an approved parliamentary manner and to speak in public are given the members in the chapters to the end that they may exert an influence for the betterment of rural life.

This fall 300 select boys in Iowa attended five one-day district, intensive, leadership-training conferences for the purpose of developing their individual abilities. Many of the former members are now, as adults, serving as officers in community, co-operative, and farm organizations. Others are furthering their education in agricultural colleges. Many of the members awarded the State and American Farmer degrees report earnings in their supervised farming work amounting to $1000 or more in addition to serving as leaders in numerous high school activities. High scholarship is one of the purposes of the organization that the mind may better direct the work of the hands in using the best equipment and methods in doing the everyday tasks on the farm.

The records of the boys awarded the American Farmer degree abound in illustrations of some of the things we have in mind here. One of our Iowa boys who was accorded this honor and who was elected national secretary of the Future Farmers of America at the recent National Convention is Julius Black of Waukee. While in high school Julius served as Chapter President, officer in the Sunday School, State Secretary and Reporter, and as one of the two delegates to the National Convention. He assisted with class projects, community programs, parents' meetings, and agricultural service projects. Starting his project work originally with two pigs, this was developed until he now has $1163 invested in farming. Upon completion of his agricultural course in college, Julius plans to specialize in the production of improved seed, particularly corn.

INDIVIDUAL effort in farming of pioneer days has given way to co-operative undertakings in the present organization of social and economic forces affecting agriculture. The experience of working and playing together in various chapter activities is a fundamental part of the training program, with competition assigned to a place of minor importance. Such activities as group projects, mutual livestock insurance associations, co-operative buying and selling undertakings, camping trips and tours to industrial centers are suggestive of the educational opportunities for learning to strive for common goals and for learning to be an agreeable member of a social group.

Chapters of the F. F. A. regularly include as an important feature of their programs items dealing with service to their communities as set forth in a part of their motto: "Living to Serve." Good citizenship demands of each person a contribution to the improvement of his community that it may become a better place in which to live. Such activities as home beautification programs, spray rings, introduction of leading strains of livestock and crops, contributions to charity, conservation of wild life, and social events illustrate the varied activities sponsored by chapters. Certainly learning to contribute generously to the common good and developing the ideal of service to others have a place in an educational program.

The educational opportunities inherent in the F. F. A. are numerous, challenging and significant. With the entire school and community as a laboratory where real problems arise and teaching situations abound, there is abundant opportunity to study the questions carefully and to carry the group conclusions reached into actual practice in the further improvement of rural America. To this end, the members of the organization working with their vocational agriculture instructor and the school administrators, systematically plan the year's program in consideration of local needs. They develop their own leaders and exert united effort in accomplishing their common objectives. I am very proud to wear the Iowa Farmer pin with which the Future Farmers of Iowa have honored me.

Today is the beginning of American Education Week which has come to be one of the most important events during the school year. On these days the doors of the schools are opened not only to parents and friends of school children but to all the people for an exchange of appreciations and understandings regarding the functions of the school. Parents, teachers, pupils and friends can profit greatly from this "Visit Your School" program, and thruout the year in the mutual understanding and confidence developed.

Last year about six million people in four thousand communities took part in American Education Week exercises. We hope that the number will be even greater than that this year.

Our Cover

THE F. F. A. Building was erected by the Mid-South Fair for the states of Tennessee, Arkansas, Mississippi and Missouri. At the fair this year, Friday was officially designated as F.F.A. day and about five thousand Future Farmers from all four states were present and staged an extensive parade.

The building was equipped with a microphone and loud speaker and one of the state presidents was on duty at all times to tell the people about what was on the inside. The room to the left was used for exhibits, the room to the right for sleeping quarters, and the center room for a small assembly room.—D. M. Clements, State Adviser, Tennessee.

Teaching Objectives for Agriculture in the Elementary Schools

W. H. SHIVELY, Teacher of Agriculture, Monrovia, Indiana

WHAT should be the teaching objectives for agriculture in the elementary schools? This was a problem to which the agriculture teachers of Morgan County (Indiana) addressed themselves recently. The problem arose in connection with an effort being made to formulate a comprehensive program of agricultural education for all age levels in the county. In order to make a clear-cut approach to the whole problem the teachers grouped their "prospective" pupils as follows: First, those below high school age; second, those of high school age; third, those out-of-school of approximately eighteen to twenty-six years of age; and finally, those classified as adults.

From the experiences the teachers had had a tentative list of objectives for agriculture in the elementary schools was formulated. This list was sent to other agriculture teachers who were teaching elementary school agriculture. They were asked to evaluate the proposed list and to make additional suggestions. Replies were received from these teachers and a careful study was made. The original list of objectives was then revised and is now being offered as follows:

1. To stimulate an interest in vocational agriculture.
2. To become acquainted with the prospective vocational agriculture pupil.
3. To arouse in the pupil an appreci-

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Methods

Creating Interest Thru the Use of Demonstrations

S. L. HULSLANDER, Supervisor of Agriculture,
Fleetville, Pennsylvania

ONE of the vital fundamentals of good teaching is to secure the interest of the pupils. It is also important to have the community interested in the vocational agriculture program. It becomes necessary then to include in the annual plan some provision for securing this interest.

The use of agricultural demonstrations has proven to me that they are a very effective means for securing this interest from both the pupils and the community.

An agricultural demonstration in order to be worthwhile must show in a practical and in an interesting, conclusive way the execution and explanation of the details of the job or problem which is to be demonstrated. A thoro knowledge of the details together with the ability to carry out accurately and successfully the skills involved are essential for a well presented demonstration. To secure interest such things as the use of charts, actual materials used in the job, pointed conversation, good titles, and correct stage characteristics contribute much toward the success of this part.

The State of Pennsylvania has for a number of years recognized the value of such demonstrations and has sponsored and conducted a state-wide demonstration contest for vocational schools, held in connection with its State Farm Products Show. This contest has been of unestimable value in the creation of interest on the part of the schools participating. It has also been very valuable in focusing the attention of the public on the work of vocational agriculture.

The following demonstration on poultry culling staged by the Benton Township pupils won first place in the 1934 State demonstration contest and illustrates what the writer considers a well arranged and presented demonstration. It opens with an explanation of the problem, follows thru with a logical seasonal sequence of details, and ends with a short catchy conclusion.

"The Hen That Lays Is the Hen That Pays"

Characters. Three Vocational Boys
Materials. . One catching crate.
One section trapnest.
One poor bird showing molt.
One good bird in all details.
One sickly looking bird.
One pale, poor type pullet.
One poor bird (not molting).
One good pullet.
Charts.

Opening—As curtain rises boy Number 1 advances to front center of the stage. The other boys (two) busy themselves in getting the birds ready for the demonstration.

No. 1—In order to succeed in modern farming it is necessary for us to produce everything on our farm in the most efficient way, that is, for every dollar we invest in farming we must receive the highest possible returns if we are to be successful. During the next few minutes we plan to illustrate to you one of the ways in which this type of efficiency can be obtained on a poultry farm or with a farm poultry flock. It is quite astounding to us when we realize that the average hen in Pennsylvania lays only 90 eggs per year and that it takes approximately 125 eggs per year to pay for a hen's keep. The cause for this, investigations have shown, is that we have in many of our flocks a large number of birds who are boarders or low producers. Our problem lies then in being able to separate our poor birds from our good birds and disposing of them at the best advantage. In general there are two methods of determining which birds are good producers, namely, trapnesting, and a study of the external characteristics. Trapnesting is a definite, certain way of determining what a bird's actual production is, but it is rather impractical for the average farmer. (During this time boys No. 1 and No. 2 bring the trapnests toward the front of the stage so that audience can observe them.) It is therefore advisable for us to use the other method of picking out a poor bird by her external characteristics. (Remove trapnest to rear of stage out of the way.)

We now plan to demonstrate a sample program of a year's culling on a good poultry farm. We'll start on July 1st and go right thru the year.

(Flash Cards Show July and August)

No. 2—Let's run these birds into this catching crate so that it will be easy to catch them and save a lot of disturbance in the flock. Unusual disturbances among birds tend to make the good producers go off production, you know.

No. 3—There they are, now what next?

No. 2—Well, lets pick out a bird and see what she looks like (takes out bird with molt). Well, well, an early molter. By the way, have these birds had their feed changed or have they undergone a change of any kind recently?

No. 3—There has been no change in the feeding or management practices of this flock. Why do you ask me that?

No. 2—Well, because the early molter is one of the birds we want to cull out providing the molt is a natural one and had not been caused by poor feeding or care.

No. 1—Why do you advise culling out the early molter?

No. 2—That is because the bird which molts early is a slow molter and is out of production for a long time. You see, a bird molts in the following order: neck, breast, body, tail and wing (points out the different parts on the bird). Under most conditions a bird will have gone out of production by the time the wing molt starts. When a bird is in the wing molt she sheds these primary flight feathers in a definite order. There are ten of these feathers. The first one is next to this little feather called the axial feather. When a bird molts early she molts slowly, dropping these primaries usually one at a time. It takes approximately 6 weeks for the first feather to drop out and grow back in again and 2 weeks apart for each succeeding feather. Therefore, if only one primary is dropped at a time it will take the bird around 22 to 24 weeks to complete her molt and get back into production. The bird which does not molt until late in the fall drops two to four primaries and even possibly more at one time, thereby cutting down her period of molt and off-production to around 6 to 8 weeks. This makes a difference of around eighty possible eggs between the early and late molter. This is the reason why we advise culling out the bird which molts naturally between July and September. (Replace early molter in separate pen.)

(Flash Cards Show September, October, and November)

No. 3—Here's a pullet ready for the laying house. Shall I put her in?

No. 1—Let's look at her for a moment. She looks rather pale in the beak and shanks and, oh yes, look at this head—see how long and narrow it is. Her comb and wattles are small and dry also. She doesn't seem to be very deep bodied either. Get me another one and we'll see how they compare (No. 2 hands No. 3 a good pullet). Now here's one which looks pretty good to me. See how deep her head is and how her eye sparkles. Her comb and wattles show good circulation and vigor also, by their red color and waxy soft touch. Well, I guess this bird will go into the laying flock and this one to market.

(Flash Cards Show December, January, and February)

No. 1—This bird doesn't look well, does she? I wonder what we ought to do with her.

No. 3—Well let's get her out of the flock first. If it's something we can treat her for we'll bring her back after awhile. If not she goes out of the flock for good. Never leave any sick or suspicious looking birds in the flock.

(Flash Cards Show April, May, and June)

No. 1—Look at that pretty looking bird over there. She certainly looks neat and trim.

No. 2—Catch her for me, will you please. I'd like to look at her for a moment. Uh-mm. Just as I thought. Not laying an egg and probably hasn't for months. Why at this time of year any old hen ought to be laying if she is ever going to.

No. 1—Why what's the matter with her?

No. 2—Well, first look at this vent. See how small, dry, hard, and yellow it is. That shows that she isn't laying any at present. Notice how yellow her eye-ring, ear-lobe, beak, and shanks are. That shows that she hasn't been laying any for approximately five or six months.

No. 1—Well, how do you know that?

No. 2—Because this yellow color which we see is a substance contained in the fat of a bird. When we see this yellow coloring we know that the bird is putting fat on the body instead of using it for egg production. Experience has shown that when a bird starts to lay after a period of non-production there is a definite order with which the yellow pigment leaves the body. For instance, within two to four days after a bird starts to lay the vent will lose its yellow color almost at the same time the base of the beak starts to bleach out. Within a week the yellow color in the eye-ring also disappears and in about two or three weeks the yellow color will have disappeared from the ear-lobe. The beak will bleach out after about six to eight weeks of laying and the shanks will have lost all of their color after five or six months of laying. When a bird ceases to lay the yellow color returns in the same order as it disappeared. From this you will see that we have another check-up on what a bird has been doing. Now this bird has yellow color thruout her body showing that she has been out of production for at least five or six months. Look at these toe-nails, see how long they are. She certainly has not been using them so far as scratching about in the litter is concerned. Her feathers are trim also. A bird that is getting on and off the nest every day wouldn't be wearing a clean unsoiled bunch of feathers like this. I guess you've been a boarder long enough, so to market you go. (Places bird in market crate.)

No. 3—Well, let's check up and see what kind of birds we have culled out. Last summer (No. 1 holds up flash card July and August) we picked out all of the early molters (No. 2 holds up bird with molt) which were in molt naturally and not because of poor care and management. We have culled out all the pullets which were pale colored, poor shaped, had dry pale combs and long narrow heads. (No. 2 holds up above described pullet.) We removed from the flock all the birds which were sick or acted droopy and suspicious. We sent to market the birds with the unsoiled plumage, with carefully manicured toe-nails and yellow color thruout their bodies. (Each one of the above birds is exhibited as they are mentioned.)

We have saved the birds which molted late in the season, which were strong and healthy, and had medium-sized bright red combs and wattles which were soft and waxy to the touch; the birds which had deep, wide long bodies with full, soft, pliable abdomens; the birds whose feathers appeared soiled and whose toe-nails were worn because of their activity; and lastly we have kept the birds which were bleached thruout the body. (Replaces all the birds.)

Nos. 1, 2, and 3—
We have culled out the boarders
To save the mighty dollars.
We have kept the hens that lay
For they're the hens that pay.

Suggesting a Contest in Judging and Estimating

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A FARM boy meets many situations in which he must make judgments and estimates of various values. As a result of his decisions in many of these situations financial values are involved such as in estimating the weight of an animal which he is considering purchasing, while in other situations the decision may not involve economic returns but nevertheless is a help or a hindrance in his managerial procedure.

Undoubtedly in different sections of the country certain situations involving judgments or estimates may vary in their frequency and importance while others will be more or less common thruout the several states. Estimates related to cotton or tobacco or irrigation would be limited in their appropriateness; estimating the weight of a calf or a hog would be practiced more generally over the United States, while estimating the dimensions of a building or a field would be quite universal among vocational boys.

Is not the ability to make estimates and judgments of this kind of enough importance to vocational pupils and farmers to justify the organization of a contest to test that ability? While I have not completed the plans for such a contest, I am suggesting a few features which might be embodied in it.

1. An estimate of distances under a given limit, say 400 feet. The contestants would be asked to estimate the distance between two buildings, the dimensions of a building, and the dimensions of a small area of ground such as a barn lot.

2. An estimate of vertical distances in which the contestants would estimate the height of a silo, a windmill, and the peak of a barn.

3. An estimate of areas which might include the number of acres in a small tract, say under 5 acres, and a larger tract approximating 40, 80, or 160 acres.

4. An estimate of livestock weights which might include a calf, a hog, a horse, and a cow.

5. An estimate of weights such as a fractional bushel of grain, a partially filled sack of grain or grass seed, and a small package or bundle tied as it is received from the store and weighing under a given weight, say 5 pounds.

6. An estimate of volumes such as the number of gallons of milk in a partially filled pail, the number of bushels of grain in a partially filled bin or crib, and the capacity of a water tank.

7. Additional type situations will suggest themselves.

In addition to an appropriate selection of situations to be judged or estimated the formulation of a score card of values for correct decisions and errors is a most necessary consideration. To this end three important decisions must be made. First, how many points shall be given the correct answer? Second, how many points shall be deducted for variations above or below the correct answer? In the third place the weighting of correct answers also arises as some may be inclined to weight the ability to estimate weights of animals, for example, as of more importance to the boys than the ability to estimate areas. To my knowledge there are no standards already devised by which these scores can be determined. It, therefore, becomes a matter of trial and comparison with improvements and refinements being perfected from time to time.

With the thought that some directors of our state judging contests may be interested in introducing a contest of judgments and estimates somewhat after the procedure I have outlined, I am submitting these suggestions and shall be glad to correspond with any workers in agricultural education who may decide to attempt such a contest.

Teaching Objectives

(Continued from page 101)

ation of and respect for farming.

4. To impress pupils with the importance of farming as a basic industry.

5. To give preliminary training in agriculture enterprises.

6. To emphasize how farmers may be mutually helpful to each other.

7. To appreciate the fact that agriculture furnishes regular and permanent employment.

8. To acquaint the pupil with the need of some kind of farm records.

9. To acquaint the pupil with the fact that there are available approved farm account books.

10. To develop an appreciation of the value of a long continued experience in farming.

11. To acquaint the pupil with some of the more important farm organizations.

12. To acquaint the pupils with the enrichment values of farm life.

13. To acquaint the pupil with the importance of the conservation of our natural resources.

14. To acquaint the pupil with the principles and qualities of leadership.

15. To have the pupil acquire an agricultural vocabulary.

TO LIVE in the temper and spirit of a learner, open-minded, unwarped in judgment, free as far as light permits from delusions, eager to explore and inquire, quick to give up a confuted idea and to gain a higher outlook, striving steadily to improve and grow—these are watchwords of adult education."—*The Spokesman*, University of California.

PART TIME **Farmer Classes** EVENING

Suggestive Procedure for Training Farmers to Understand and Discuss Economic Material

PROFESSOR E. R. ALEXANDER, Texas A. & M. College

THE procedure here given was developed in the summer of 1935 in forty meetings of farmers in twenty-eight counties, nine in Oklahoma, and nineteen in Texas. Any teacher of vocational agriculture in the United States can readily adapt it to local conditions by merely substituting a local commodity for cotton or wheat.

This procedure is designed to do the following things:

(a) To set up a sort of economic yardstick for farmers to use when attempting to evaluate the agricultural adjustment program or any other proposed program or legal measure that may be expected to provide aid for the farmer.

(b) To acquaint leading farmers with the sources of this agricultural economic information which may constitute the yardstick.

(c) To encourage farmers to make use of this information, not only in their thinking but in their contacts with their farm neighbors as well as their town neighbors.

(d) To demonstrate methods of interpreting this yardstick by means of (1) simple charts made during the training period; (2) simple arithmetic calculations.

Materials used:

(a) Twelve copies of a recent issue of The Agricultural Situation.

(b) One copy of a recent issue of The Survey of Current Business.

(c) Twelve copies of Foreign Crops and Markets; single copies of different issues preferred.

(d) Several sheets of newsprint paper, 32" x 44".

(e) Thumb tacks, wall board, and school crayolas.

General Impressions

1. Farmers generally are anxious to learn something of economics.

2. Farmers 50 to 60 years old are especially eager to learn—they seem open minded in most cases.

3. Farmers contacted in meetings seem fully aware of the fact that cotton producers, for example, will have a better chance to succeed financially if wheat producers receive a good price for their wheat. As a German farmer at Cuero, Texas, put it, "Ve must hang togedder, or ve vill hang separate."

4. Farmers contacted seem to appreciate tactful but plain speaking.

5. A majority in each meeting seemed willing to face these issues squarely: (a) The necessity for securing united efforts among farmers. (b) The necessity for winning the friendly support of non-farmers, particularly small income consumers. (c) The necessity for farmers to know a great deal more than merely the skill of producing commodities. (d) The choice between the alternatives: adjusted production of farm commodities along with adjusted production of industrial commodities or the unlimited production of both farm commodities and industrial commodities.

6. Farmers liked the use of the term "blind-bridle thinking" as descriptive of the kind of thinking they have been doing heretofore.

7. Farmers laughingly agreed with this statement which is of questionable value, but significant in its implications: "Two things are wrong with farmers; first, they don't know enough about their own business, and second, they have been taking advice from people who know less than farmers know."

Reasons for Such Training

The idea of attempting to train farmers to understand and use certain economic information grew out of the following impressions:

1. That farmers have little or no understanding of certain fundamental economic facts and relationships.

2. That farmers have not been able to accept with assurance of accuracy the newspaper interpretation of certain economic facts and practices as they affect the farmer's opportunity to secure a fair share of the national income.

3. That most farmers are not accustomed to relying upon their own thinking except in the matter of making decisions necessary to perform the routine activities involved in the production of agricultural commodities.

4. That farmers need to know how to interpret and use such economic tools as index numbers of farm prices, prices paid by farmers, factory employment, factory payrolls, etc.

5. That few farmers have any knowledge of such publications as Agricultural Situation, Foreign Crops and Markets, and Survey of Current Business.

6. That too great a proportion of producers of farm commodities have made group decisions in response to emotional appeals.

The Procedure

Step 1. Explain to the group of farmers that we are not to discuss contracts nor compliance for the reason that the speaker has had nothing to do with setting up the adjustment plan nor any experience in administering the act. Explain further that the farmers will be asked to answer a few questions and to take part in the discussion in order that certain important details may not be overlooked.

Step 2. Ask the following questions:

(a) "Can a national farm program succeed without the support of farmers?" The answer is invariably "no."

(b) State that if it is true that a national farm program cannot succeed without the support of farmers, then "shouldn't farmers have something to say about the kind of national program we are to have?" The answer was always "yes."

(c) State that since they have agreed that a national farm program cannot succeed without the support of farmers, and also that farmers should have something to say about the kind of national program we are to have, "then finally, isn't it true that farmers ought to know how to judge a national farm program?" The answer was always "yes."

Step 3. Write the following question on the chart paper or blackboard:

"How can farmers judge a national farm program?"

Step 4. State that before we go any further that it is necessary to ask two or three questions:

(a) What is the price of cotton today?

(b) About what would a 500 pound bale bring at that price?

(c) What is a common type of farm implement generally used in the county in the production of cotton?

(d) How much will it cost you?

Note 1: Divide the agreed price of the implement by the value of a bale of cotton to get the number of bales needed to pay for the implement.

Note 2: Repeat the foregoing procedure by asking the prices on cotton and the same type of implement in 1932 and make the calculations to show the number of bales needed in 1932.

Note 3: In the wheat area we used wheat and tractors usually.

Note 4: Summarize work of Step 4 by contrasting amount of cotton needed today with amount needed in 1932 to pay for the implement.

Step 5. State that what has just been done is nothing new to farmers, but that it illustrates a condition that has a lot to do with the farmer's chance to make a success out of farming. It suggests that the "mudsill" of any national farm program is the relationship between the prices that farmers receive for their products and the prices they pay for the goods they have to buy.

Step 6. Ask the group then if it is true that a sound national farm program will provide a fair exchange value between farm products and things farmers buy.

State, therefore, if the amount of cotton needed to buy a certain farm implement today is a fair exchange, then the amount needed in 1932 was not fair. Or, if the amount needed in 1932 was a fair exchange, then a less amount today is not fair.

Note: Many times farmers would insist that the smaller amount of cotton needed in 1935 was too much.

Step 7. Lead the group to agree that they may get the wrong slant if they consider only the exchange value of cotton in terms of the implement named.

Step 8. Ask cotton producers if their opportunity to make money off cotton depends in any way upon the price the wheat producer gets for his wheat.

Note: Invariably a farmer would suggest that if the price of wheat was good, then the wheat producer could buy more cotton goods.

With a little coaxing another farmer would suggest that when wheat sold for a good price, the wheat producers would buy more manufactured goods other than cotton textiles and that meant larger factory payrolls—a larger market for cotton goods.

Step 9. Ask the group then if they shouldn't think of the exchange value of all farm products in the United States when they are attempting to judge a national farm program.

Step 10. Place Agricultural Situation in their hands and ask them to turn to the page for "General Trend of Prices Received and Paid."

Step 11. Ask farmers to find the last three columns.

Step 12. Explain that these numbers represent the prices of all farm commodities sold and the prices of all commodities bought by farmers.

Step 13. Explain meaning of and reason for "base period."

Step 14. Show on chart how to obtain ratio of prices received to prices paid for 1910, 1919, 1932, and for latest month.

Step 15. Explain again that the figures on this page give them the price relationship situation for a period of years for all the farmers in the United States, and therefore the national situation, as well as the local, must be taken into account when they are estimating the effect of any proposal to help the farmer (national farm program).

Step 16. Ask how many have heard of price parity. Explain that the government is merely trying to bring about a situation so that the farmer's products will buy as many goods today as they would buy in 1909-1914. For example, a bale of cotton, 100 bushels of wheat, or a 200-pound hog must exchange for as many goods today as each would exchange for in 1909-1914.

Step 17. Ask group to find the table marked "Prices of Farm Products" in Agricultural Situation.

Step 18. Ask group to note "5-year average," latest month, and "parity price" columns. Write the price figures for the local major commodity on the chart or blackboard. Explain that for the major commodity to exchange for as many goods today as during 1909-1914 it would have to sell for the price listed in "parity" column.

Note: Explain also that the recent amendments to the Agricultural Adjustment Act provide that hereafter the "parity" price shall be calculated so as to include the increase in taxes and the increase in interest on farm mortgage debt above what these items were during the base period, August 1909–July 1914. (See table 478, 1935 Yearbook of Agriculture for farm real estate taxes and table 481 for increase in Farm Mortgage Debt.)

Step 19. State that we have learned something of two important things to keep in mind when judging a national farm program, or any proposal to help the farmer—(1) the exchange value of farm products today as compared to their exchange value during the base period, and (2) parity price as a measure of the progress being made in getting present day exchange value up to that of the base period.

Step 20. Ask group what must be done to get parity. The answer in general is either raise the price of farm products or reduce the price of goods farmers buy.

Step 21. Ask if they think consumers will support a national farm program if the prices of farm products go still higher.

Note: Cite examples of consumer protest, emphasize the point that farmers need the sympathetic support, particularly of low income consumers, those who buy bread, meat, and coarse textiles.

Step 22. Ask group if a national farm program should be adjustable to changes in foreign demand for our farm products.

Step 23. State that if they agree to the proposition in Step 22, then what is the outlook for sales of our farm products in foreign countries.

Step 24. Write on chart or backboard: What is the outlook for sales in foreign countries?

Step 25. Ask group to find "The Trend of Export Movement" in Agricultural Situation.

Step 26. Lead group to agree that they can use this information when judging a national farm program.

Step 27. Call attention to the decline in exports prior to the time of the adjustment program.

Step 28. Ask group why our exports have declined so much.

Step 29. Bring out such evidence as:

(a) Our change from creditor to debtor nation. We owed about two and one-half billions in 1914 but on January 1, 1935 foreign nations owed us about twenty-three and one-half billions.

Note: It is very effective to divide twenty-three and one-half billions by 126 million, the number of people in the United States, to get the amount per person, approximately $182, that foreign nations owe us.

(b) Fear of war has led foreign nations to increase production of wheat and pork particularly.

Note: Cite illustrations of increase in production of pork and wheat in Europe. (See Economic Trends Affecting Agriculture, p. 28, Foreign Competition in Hog Products, and p. 30, Foreign Competition in Wheat.)

Step 30. Lead group to agree that a national farm program should be adjustable to changing foreign demand for our products.

Step 31. Ask group if a national farm program should be adjustable to changes in demand for farm products in the United States.

Step 32. Ask how we can figure on the demand in the United States.

Note: It is easy to get a farmer to suggest the number of people at work.

(Continued on page 112)

Methods of Reaching Farm Boys Who Are Out-of-School

L. L. PULKRABEK, Instructor of Agriculture, Windom, Minnesota

SUCCESSFUL instructors of agriculture are usually good recruiting agents. There is the yearly effort of securing suitable pupils for all-day and part-time school classes with which to contend. Well developed recruiting tactics are a means to this end.

How can one locate good part-time school prospects? In my locality, approximately one hundred fifty rural students graduate from the eighth grade each year. About half are girls and half boys. A careful check over a period of years would probably show that over half the number of farm boys graduating from eighth grade do not go on to high school. To locate the part-time school prospects, the instructor should look for these boys who did not go on to high school.

Acting according to the above statement, one may investigate the rural school superintendents' records to find part-time school prospects. In going over these records, I found my most desirable prospects. They ranged in age from eighteen to twenty-five years. The average age in my part-time schools is about twenty-two years, which seems to indidate the selectiveness of this method of obtaining students in so far as age is concerned.

Boys and youths out of school welcome the chance to get back into the fold if there are special inducements. Part-time schools are the answer to their needs. The best way to win them over is by means of the circular letter which stresses the opportunities afforded by part-time classes in agriculture. Follow up the letter with newspaper announcements and personal visitation. Up to this point the method of reaching out-of-school farm boys for part-time schools will take a minimum of effort. However, there is always the possibility that the required number of pupils will not be secured.

Fifty circular letters followed by visitations to prospects will in all probability yield not more than twenty pupils for classwork the opening day. Should the instructor wish to increase his enrollment, the seemingly logical plan of sending more letters and making more visitations, is not the best thing to do. It is better to make an appeal through the pupils already recruited. State the opportunities offered by the course to them. Ask each one to bring to the next meeting some friend who may be interested in the work to be offered. In this manner you will have gotten together a group of pupils with whom, I assure you, it will be a pleasure to work.

As a special inducement, offer some work of recreational nature during part of each class meeting. Basketball, volley ball, and wrestling are good recreational activities that serve to hold the pupils' enthusiasm and create interest aside from the regular class work. Still another inducement for regular attendance and high quality work is the offering of a special certificate. This certificate should be given only for satisfactory completion of the course requirements.

Farm Mechanics

A Plan for Grading Farm Shop Work

BEN S. SLANGER, Vocational Agriculture Instructor, Big Timber, Montana

ONE of the difficult problems of vocational agricultural instruction is finding a satisfactory method of grading the work done in farm shop. This is due to the fact that we have no definite factors to base the grade on, other than the instructor's own judgment of quality of work finished, which too often is influenced by factors other than the quality of work.

A number of methods have been and are being tried in different departments; however, a good many are using the old method of giving a grade for each article finished. This method is unfair because two pupils may make the same grade on jobs of unequal size. The grade has been given to the boys based on what the instructor thought the job deserved. One boy builds a small tool box which takes him two shop periods. He does excellent work and receives grade "A." A second boy builds a hay rack which takes him three weeks to complete. The job is good but not perfect, and his grade is a "B" for three weeks work. In the meantime the first boy may decide to make a number of tool boxes for several of his relatives or to make other similar small articles for which he also receives "A." Thus at the end of the three weeks the first boy has a higher grade than second, but which one has learned the most or which one has earned the most credit? Isn't doing a large job requiring many skills worth more than a number of small jobs requiring one or two skills?

IN FARM shop grading there are five factors that should be considered if the pupil is to receive a fair grade for the work he does, namely: *the matter of correct handling of tools, the interest the boy shows, the progress he is making, the quality of his work,* and the *quantity of work* he turns out.

In an effort to meet some of the requirements, the point system has come into use. This system takes into consideration the quantity of work a pupil does, but ordinarily entirely disregards the important factor of quality. In fact, it is found that it may even discourage good workmanship because the pupil is trying to turn out a greater quantity of work to receive more points and a higher grade. To improve the old system, points not only for number of jobs completed but also points for quality of jobs may be given. The basis for grading on quality is to accept as completed jobs only those that come up to a satisfactory standard of workmanship, taking into consideration the boy's ability in shop work.

Take for example the case of the tool box and the hayrack. The tool box may be worth 40 points for quantity, and if credit is also given for quality would merit another 40 points, making a total of 80 points. On the same basis the boy building a hay rack would receive say 300 points for quantity and 300 for quality if perfect, making a possible 600 points. As this work is not perfect, the boy who builds the hay rack may receive 280 points for quality, making him a total of 580 points for the job.

AS A basis for working out a plan to use the point system of grading, 200 points a week or 40 points for a 90-minute period of shop work makes an easy unit to use. During the week the boy might earn 100 points on quantity and 100 points on quality of work. A system of demerits may also be worked out, taking off a certain number of points for misdemeanors, misuse of tools, etc. Additional points may be given for special factors, such as good shop conduct, bringing jobs from home, doing jobs at home or outside of school time, supervising other boys on a job, etc. This plan of adding or taking away points helps greatly to take care of the other requirements of grading farm shop and is also a help to better discipline.

The point system should be worked out with the list of jobs and number of points for each job; then this should be posted in the shop room. The number of points each pupil has should also be posted on a large chart so that the pupil may see just where he stands.

The following is a suggested outline of the jobs and number of points given for each job. No additional points or demerit system is given, for if this is to be used each instructor would have to work this out to fit the individual department. The suggested list of jobs and points should also be adapted to the individual school.

	Quantity	Quality
1. Small Wood Appliances		
Bread board	20	20
Nail box	33	30
Egg candler	40	40
Woodbox	40	40
Other jobs	40	40
2. Farm Shop Appliances		
Mitre box	20	20
Harness wash rack	80	80
Saw filing clamp	40	40
Saw horse	88	80
Bolt and screw cabinet	100	100
Tool cabinet	200	200
Other jobs	....	....
3. Farm Home Appliances		
Plant box	10	10
Stepladder	100	100
Ironing board	100	100
Kitchen stool	20	20
Magazine rack	10	10
Others	....	....
4. Stock and Barn Appliances		
Fork and shovel rack	40	40
Stall feed (box installed)	40	40
Sing. tree (ironed)	60	60
Evener	20	20
Barn medicine cabinet	100	100
Sheep panel	10	10
Sheep roughage rack	100	100
Hog trough	40	40
Hog self feeder	200	200
Cattle roughage rack	250	250
Stanchion set	200	200
Horseshoeing box	50	50
Farm gate installed	200	200
Others	....	....
5. Poultry Appliances		
Feed trough	80	80
Self feeder	80	80
Water stand	40	40
Others	....	....
6. Farm Machine Repair		
Riveting 5 ledger plates	20	20
Replacing all sections on sickles	20	20
Replacing pitman rod	220	220
Replacing worn or broken parts	Variable	
Replacing neck yoke ring	20	20
Overhauling machinery	Variable	
7. Tool Sharpening		
Sharpening any axe	20	20
Sharpening wood chisel	10	10
Sharpening plane bit	10	10
Grinding screw driver	10	10
Filing auger bit	10	10
Joint, set and file cut saw	150	150
Joint, set and file rip saw	100	100
Sharpening timber saw	100	100
Others	....	....
8. Handle Fitting		
Wood chisel	10	10
Claw hammer	20	20
Axe or hatchet	20	20
Shovel	30	30
Pitchfork	20	20
Others	....	....
9. Simple Building Repairs		
Cutting glass to size	10	10
Replacing window glasses	20	20
Screening window frames	20	20
Hanging screen door	40	40
Hanging and fitting door	50	50
Repairing screen doors and windows	30	30
Freehand drawing or working drawings	20	20
10. Metal Work		
Gate hook	20	20
Repairing broken chain with welded link	40	40
Singletree hook	60	60
Cold chisel	40	40
Pinch bar	80	80
Meat hook	60	60
Babbitting	60	60
Brazing	100	100
11. Rope Work		
Demonstrating 10 knots	80	80
Each kind of splice	20	20
Rope halter	20	20
12. Harness Work		
Splicing strap, sewed	20	20
Cleaning and oiling	100	100
Making strap halter	60	60
Making bridle	80	80
Rivet splice	10	10
Lacing a belt	20	20
13. Soldering and Sheet Metal Work		
Soldering exercise of running seams	20	20
Sweating a patch	20	20
Soldering jobs	Instructor's judgment on size of jobs.	
14. All others	....	....

Something Different in Farm Mechanics

JOE DUCK, Vocational Agriculture Instructor, Neosho, Missouri

"VARIETY is the spice of life" saith an old adage. This article tells of some things the author has done in the farm shop that may be different from common farm shop jobs. No attempt will be made to defend their inclusion in the shop program, save from the standpoint of variety and interest. They have been found interesting, especially to the group of boys living on small farms or in the suburbs and who, therefore, cannot use to advantage the common farm shop jobs.

We found the tanning of hides from the cow, the sheep, and the goat to be useful and interesting. The cow hides were tanned for leather and rugs, that is, with the hair off and the hair on. Sheep and goat pelts make fine rugs for the boy's room or for the cabin. The tanning process is not difficult, nor does it require expensive equipment. The cost of the material is not high and it can be purchased from any drug store. There is not room in this article for discussion of materials used and the processes recommended. Full directions can be found in Farm Meats by Helser, published by The Macmillan Company.

White Portland cement can be used to make interesting things for the home and the lawn. We use it to make book ends, pin trays, bowls, and other small articles. By using coloring material, articles resembling marble can be made. It can be turned on the lathe into any shape desired, if worked at the right stage. White cement costs us about three times as much as ordinary cement.

We make all our rope from binder twine. Our rope machines are easily made in the farm shop. The cost of the binder twine going into a rope is about half of the cost of the rope if bought from a hardware store.

Boys like to make knives from discarded hack saw blades. We get our blades from a foundry, which is next door to us.

Wood turning is frowned upon by many farm shop instructors, but there are many others who include it in their program. I find a little of it to be helpful. Several boys have made a hobby of wood turning and thru the hobby have built up good farm shops. Its use must be confined to within reasonable limits.

Nice looking, useful scoops can be made for the kitchen from old tin cans. Number three or two and one-half cans are best. Tin handles may be soldered on, or wood handles may be turned and screwed on. Mothers like these scoops.

A farm shop exhibit at least once a year containing these unusual jobs is interesting to the public and to the school as a whole. Of course, the majority of the exhibits should be real jobs that the farm demands in every day work, but these "things that are different" add variety to the exhibit and give spice to it.

Remodeling Barn for Farm Shop

WESLEY P. JUDKINS, Teacher of Agriculture, Yarmouth, Maine

WHEN it became time to plan a course in shop work at North Yarmouth Academy our shop facilities were found to be decidedly too limited to take care of the rapidly enlarging classes. What to do was a serious problem because it is well known how much all normal boys enjoy the activities and training received in the farm shop classes. To cut down on this phase of the work would seriously injure the course.

After much thought and planning it was decided to increase our time allotted to shop work and in order to accommodate all the pupils it was necessary to secure a larger shop. This was done by remodeling an old barn 28 feet by 45 feet, which was connected with the boys' dormitory of the school.

The foundation of the building was in a poor state of repair. However discouraging the prospects were the boys went to work with a will and completed repairs to the foundation before winter set in.

Here I should like to show the ability of the average high school boy and what he is capable of doing when the work is planned and how much of an educational nature can be accomplished. Due to difficulties of one kind and another we did not secure our lumber and materials for our spring work until only two weeks of school remained. With the exception of the work put in by two boys working for three days after school closed, the following work was done by the agricultural boys in just nine school days.

The main floor of the building consisting of two-inch plank and one-inch boards was removed. The old floor timbers and two 8x8 cross timbers 28 feet long were removed. In replacing the floor the boys put in the two cross timbers splicing each in the center with a two foot splice. Then a twenty foot section of the front sill was put in and 37 floor timbers mortised in. To support the front sill a new wall of stone six feet by 20 feet was laid up. At the same time a new retaining wall to hold the drive was built and two concrete piers were made in the cellar. A new floor was then laid on the new timbers. The materials used to date by the boys include the following: 1300 board feet of one inch flooring, 2700 board feet of two inch planking, 37—6x6 timbers 12 feet long, four 8x8 timbers 16 feet long, one 8x8 twenty feet long and 15 bags of cement.

While the above repairs were going on another crew was tearing down a lean-to building and this side of the barn was shingled.

Our plans at present include the completing of a pit for automobile work which had been started while laying the floor, the cutting of a door in the back of the shop to allow for thru traffic to avoid too much backing around of long machinery in the shop, the construction of a driveway all around the shop, putting in windows, the building of a chimney and forge, and the replacement of the remainder of the foundation. This will of course require several years but when it is completed it will make it possible to include in the course such work as the repairing of automobiles and farm machinery, elemental instruction in forge work, carpentry, harness work, and the usual line of shopwork desirable for agricultural pupils.

The work of the boys certainly shows the ability of the average high school pupil when given a chance to show his true colors. I believe many of our pupils do not show outstanding results because they are not urged or allowed to tackle new and big jobs. We expect they will make mistakes occasionally but as a rule I believe they would surprise their elders if their actual ability was known.

Book Reviews

Farm Mechanics Text and Handbook, Cook, Scranton, and McColloy. Interstate Printing Company, Danville, Illinois, price $2.50. This book is one of the best that has come to our attention. The projects are well chosen and adequately treated, accompanied by excellent illustrations, and carefully selected references. Considerable method is embodied in the plan of organizing and presenting the subject matter material. An excellent guide book for the instructor and should prove to be highly satisfactory as a text.—A. P. D.

Workbook in Farm Mechanics, G. C. Cook, Interstate Printing Company, Danville, Illinois, price 60 cents. This is a loose leaf workbook and punched with holes for a standard 8½x11-inch notebook cover. This workbook is designed to accompany *Farm Mechanics Text and Handbook*, by Cook, Scranton and McColloy.—A. P. D.

Farm Machinery, Stone, published by John Wiley and Sons, Revised Edition, 460 pages, excellent topography, well illustrated, durable paper and binding. This edition has been revised and corrected, and new material has been added, but the same practical methods of study have been retained. In this text a few typical machines have been selected from the large number available. These few are treated in considerable mechanical detail, with emphasis on their operation, adjustment and repair. The same treatment may easily be applied to other implements. This text should prove helpful to both teachers of vocational agriculture and their students.—A. P. D.

Manual of Farm Shop Work. Mack M. Jones of the Department of Agricultural Engineering, University of Missouri, has published a Manual of Farm Shop Work that should prove especially helpful to teachers of beginning classes in farm mechanics. This provides guidance in construction projects with emphasis on proper tool operation in woodwork, cold metal, general blacksmithing, tool making and tempering, welding, soldering and sheet metal work, harness work and pipe fitting. An excellent treatise on basic shop skills can be secured from University Cooperative Store, Columbia, Missouri, at fifty cents per copy with ten percent discount in quantities of ten or more.—L. B. P.

Job Operations in Farm Mechanics, revised in 1932, contains one hundred and sixty-three pages, including a complete bibliography on farm mechanics and a carefully arranged index and table of contents.

One hundred and fifty-four basic operations in farm mechanics are described in terms of materials and tools needed, special information, specific procedures, notes, questions and references. These operations are selected from sixteen different job groups as follows: wood work, drawing, tool care, painting, rope work, glazing, harness repair, belt work, sheet metal work, iron work, pipe fitting, concrete, masonry, farm machinery, electricity and gas engines. Two hundred and twenty carefully selected illustrations add materially to the text.

A limited supply is still available. The regular price of *Job Operations* is $1.50 per book. Ten or more books in one order shipped to one address, postpaid at $1.00 per copy, cash. Order at once for immediate delivery by addressing Sherman Dickinson (Editor and Publisher), Professor of Agricultural Education, University of Missouri, Columbia, Mo.

(Continued on page 112)

Future Farmers of America

F. F. A. Alumni — What Do We Propose to Do With Them?

D. M. CLEMENTS, State Supervisor of Vocational Agriculture, Nashville, Tennessee

D. M. Clements

BECAUSE I was advised at the time this subject was assigned to me that I was being "put on the spot," I wish to record in writing the things that I have to say.

Since the passage of the Smith-Hughes Act in 1917 the several states and the two territories have been training high school boys in the subject of vocational agriculture. These boys have been taking training from one to four years and with the passing of each year great numbers either completed their high school courses in vocational agriculture or dropped out of school with one or more years to their credit.

After this program had been in operation for a period of about seven years, the State of Virginia, thru Mr. Henry C. Groseclose, took the lead in the Future Farmer movement which spread from state to state with a force beyond the expectation of all, and in 1928 was consummated into the National Organization known as the Future Farmers of America. This organization of high school pupils of vocational agriculture today boasts a membership in excess of 100,000 active members. This is a remarkable record and the teachers of vocational agriculture in this country are to be congratulated on promoting, fostering, and guiding what I believe to be the greatest organization for rural youth this or any other country has ever known. The Future Farmers of America developed such a spirit of loyalty, comradeship, and co-operation among this great group of farm boys that as they finished high school or dropped out they left with a yearning for the continuation of this great fellowship. They continued to wear that emblem of the Future Farmers of America and it mattered not to them whether it was the emblem of the Green Hand, the Future Farmer, the State Farmer, or the American Farmer. They made no social or other distinction because of the variation in degrees, but they met on a common ground of true loyalty to the Future Farmers of America. Some way, some how, there was instilled into them the spirit of love for their alma mater and it is still with them.

Up until now these young men have had no organization to really attract and hold their attention, and this period is the time in their lives that will decide their place in rural leadership and good citizenship.

Because of my knowledge of this desire of the boys who were former Future Farmers, I began writing a few articles advocating an organization for these boys. In casting about for a name for such an organization, it occurred to me to keep paramount the letters "F.F.A." in order that these young men might cling to that mother love and mother taught principles of the Future Farmers of America.

These thoughts and writings took form on February 12, 1934 when a small group of people met in the Chamber of Commerce in Nashville, at the call of Mr. G. B. Thackston for a meeting of the district advisers and district presidents of F.F.A. in middle Tennessee, and formed a temporary organization for the Future Farmer Alumni.

Other states began to talk such an organization, especially the western and Pacific coast states. In the meantime, the Tennessee organization had called a state convention of alumni in connection with the regular F.F.A. convention. There were representatives of more than sixty chapters. Jack Ezell was elected state president and he and Alex Fitzgerald were designated to go to Kansas City, Missouri, to represent Tennessee in the event there was anything done about alumni.

That was the beginning of the opposition to the alumni of the Future Farmers of America. This opposition took two forms — (a) from those who were guiding the destinies of the Future Farmers of America, there came the fear that the alumni might grow into an organization that would overshadow the active F.F.A., and it was thought very unwise to promote two organizations from the same bloodstream; (b) there also came a question, if not opposition, from our large national farm organizations, raising the question—if it was the intent of those sponsoring the alumni to build another national farm organization. The result of conferences of those who were in power in vocational agricultural education and farm organizations was—if this is not an effort to build another farm organization, I am for it; if it is, I am against it. At the outset, I wish to state my position on these two matters in order that those in authority may know where I stand.

First, I am going to state that it is entirely possible to grow a national farmers' organization out of the Future Farmer alumni, but I think every effort should be made and will be made not to do such a thing. I do believe that all of the present big farm organizations should have a policy of affiliation that would bring about federation for the good of agriculture when such a move is needed, but I certainly think it would be the height of folly to bring into the picture a new farmers' organization when those we now have can and do serve the farmers and their needs.

If the farm leaders of this nation and the vocational educational leaders of this nation will help instead of oppose—the alumni of the Future Farmers of America can be the connecting link, the leadership training follow-up device, that will greatly strengthen our big farm organizations. The F.F.A. alumni should be the training ground for leadership and membership in all of the farm organizations and not for any one.

After attending the meeting in Kansas City in 1934 with two alumni from Tennessee present, I became convinced, after conferring with sound thinking men, that the F.F.A. alumni should be built from the bottom up rather than from the top down. When I say from the bottom up, I mean from the community to the county, to the state. Some communities have relatively few former Future Farmers, some have large enough groups to establish chapters of their own. In some counties, where there are a number of departments of vocational agriculture that have been in operation over a period of years, it is entirely possible to get an active and strong group from a county basis if the local communities do not have sufficient members to justify it. Where one community does no have a very large number, it is permissible for a young man from one local community to become a member in any community and county chapter and even in cases where one or a few are too far away to be active in any local chapters, then they are permitted to identify themselves with the state organization and may affiliate with any local chapter at any time and any where.

In order to clear up any misunderstanding on the part of any concerned, I am quoting the preamble, and Articles I, II, III, and IV of the constitution.

Preamble:—We, former Future Farmers of Tennessee, realizing that there has not heretofore been a systematic follow up of the work of the Tennessee Association of the F.F.A., do hereby propose an organization of former Future Farmers to be known as the Future Farmer Alumni, and do hereby offer and propose the following constitution.

ARTICLE I. *Name.* This organization shall be known as the Tennessee Association of the Future Farmer Alumni, and shall be formed of the representatives of local organizations, — formed wherever there are ten or more former Future Farmers of America. Also, there may be district and sectional groups organized.

ARTICLE II. *Organization.* This organization shall be made up of former members of the Future Farmers of America (whether graduates or non-graduates of vocational agriculture);—provided that no person may be an active member of both organizations; former students of vocational agriculture who were in school prior to the organization of the local chapter of the Future Farmers of America in that school; and persons interested in the work of the Future Farmers of America.

ARTICLE III. *Objectives.* The objectives of this organization shall be:—1. To promote, foster, and protect vocational agriculture in the high schools of Tennessee. 2. To promote and assist the work of the Future Farmers of America. 3. To improve the economic, educational and social conditions of rural America. 4. To co-operate with other agencies whose objectives are the improvement of rural America.

ARTICLE IV. *Membership.* Section 1. Membership in this organization shall be of two classes, —active and associate. Active membership may be granted to all former Future Farmers and to former students of vocational agriculture who had no opportunity to become Future Farmers. All active members shall have the privilege of voting and holding office. Section 2. Associate membership may be granted to teachers, supervisors, etc. who are actively working in the interest of the Future Farmers of America, and to other persons vitally interested in the work. Provided that associate members may not have the privilege of voting or holding office but may be ex-officio members of committees. Section 3. Active and associate members may affiliate with any local chapter, regardless of location.

Instead of asking me what am I going to do with the F.F.A. alumni or what are you going to do with the F.F.A. alumni, it might be well to ask what the former Future Farmers are going to do with or to you.

Even if you never organized them into any group you will have from now on (if vocational agriculture continues to be taught) to deal with this group of young men and say what you will, organized or unorganized, they now are and will, in a much greater degree in the future, represent our rural leadership and to a great extent our state and national leadership. Some are afraid this group will take matters into their own hands and go contrary to some ideas we may have. They certainly may, if they are not guided and any teacher that is afraid of his leadership of young men he once taught in high school, should raise the question in his own mind if he should be teaching. Is it logical to believe that this group of fine young men would do everything that is fine and clean and noble under you as a teacher, adviser, and a guide, and then as soon as they are out from under your jurisdiction do the reverse? You have an instructional obligation to them after they leave you—what a fine chance to do a real job if you keep them together! It is your job to make them conscious of the fact that they have a civic and social obligation to the society in which they live so that when they find a place for themselves in the life of the community, they will actively become members of one of the great farm organizations that may be in their county. Surely, the Farm Bureau, the National Grange, the Farmers Union, or any other farmers' organization will not oppose an effort to fit these young men for a place in their organization. The question has arisen, —if there is a local Grange in a community, would you attempt to have an F. F. A. Alumni Chapter? I have thought about this a great deal because I realize the Grange is organized on a local unit basis and has as some of its objectives, the very objectives of the alumni. I see no reason why there could not be a local alumni organization as well as the local Grange even tho the alumni young men belonged to both. In fact I think they should belong to both. Where the Grange can take the place of the alumni in leadership and other objectives, it should, but in the years just out of school, if this young farm boy is weaned away from his group, he might not ever become a member of the Grange or the Farm Bureau. If he can find his place in both, sooner or later he will find the strongest call for service coming from his farm organization. He will take more interest in it and less in his alumni until the day will come that he will give way to one of the thousands who will come after him and take his place of leadership among the group of men and women who have really found their places in the community.

If I were a teacher of vocational agriculture, all the opposition in heaven and on earth could not keep me from clinging to my boys who stayed in my community after they left school. I would attempt to guide and advise them and would seek their guidance and advice. I would join one or even two of the national farm organizations, and make every effort to take them along with me. There is no policy of the Grange and the Farm Bureau that bars members of either organization from becoming members of the other organization if they so desire.

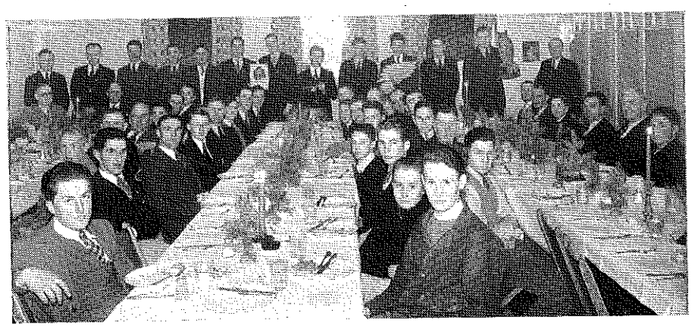
From June 10th to June 15th you (teachers) met in conference and made up a report for the year of what you proposed to do and how. You said these things about the F.F.A. Alumni—"1. Every active F.F.A. chapter organize an Alumni chapter, or where there are not enough men for a chapter, all available men become affiliated with state organization at large. 2. Organization of Alumni chapter be included in active State Chapter Contest. 3. Every Alumni chapter send one or more delegates to the State Camp during Alumni Week. 4. Every Alumni chapter send two delegates to the State Alumni Convention which shall be held on the same date and at the same place as the active chapter convention. 5. Have 2,000 active Alum-

(Continued on page 112)

The Value of F. F. A. Banquets

C. H. WISWALL, Teacher of Vocational Agriculture, Moscow, Idaho, gives us the following list of reasons why he thinks F.F.A. banquets are of value:

1. Acquaints the parents, school administrators, and members of boards of education with F.F.A.



2. Creates pride on the part of the boys in their organization.

3. Gives an opportunity for co-operation with the home economics department.

4. Helps to hold alumni members.

5. Encourages boys to perfect the opening and the closing ceremonies.

6. Makes the parents feel more at home in the agriculture department.

7. Encourages the parents to visit the agriculture and farm shop classes to learn about the work of the department

8. Gives parents and boys an opportunity to express their views on vocational agriculture.

9. Gives the parents an opportunity to meet each other and to become acquainted with the school administrators and members of the board of education.

10. Is an important medium of publicity.

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

Activities of Two South Dakota Chapters

W. P. BEARD, State Adviser,
Pierre, South Dakota

Gregory Chapter

THE third largest F.F.A. chapter during the past year was in the Gregory High School. Not only was it third largest chapter, but it was one of the most active and probably one of the most seriously handicapped. Gregory is located in an area that has had several years of grasshopper devastation followed by two years of complete crop failures and dust storms. As a matter of fact some of the dust storms pictures were taken in the Gregory area.

In spite of these conditions the Gregory boys are enthusiastic F.F.A. members and brought to the state convention one of the largest groups in attendance.

For a number of years the Gregory Chapter has been sponsoring a rural school day. This event is held on Saturday and the boys and girls of the seventh and eighth grades of the rural schools in the Gregory territory are the guests of the Gregory Chapter for that day. The chapter, of course, has secured the cooperation of the homemaking group, and commercial department.

The day is featured by various judging contests and other types of competition. This rural school day is one of the main reasons for the large enthusiastic F.F.A. chapter at Gregory.

The Gregory Chapter thru a co-operative agreement with the commercial department puts out a mimeographed F.F.A. newsletter monthly.

Sisseton Chapter

In these days of unconstitutionality, this chapter during the past year deserves consideration. In the absence of a vocational agriculture teacher on the Sisseton High School faculty for the year, the chapter has gone forward.

When the drouth was coming on in the early spring of last year, the Sisseton Board of Education concluded that no farm boys would be attending high school during 1934-35, and so did not hire an agriculture teacher. Unforeseen events changed the condition and the farm boys did come to high school. While there was no agriculture teacher, under the guidance of Glenn Ruckdaschel, a senior who had been a leader in the F.F.A., the chapter was maintained. The principal of the high school acted as temporary adviser.

The chapter sent three boys to the state convention and paid more dues than many other chapters where there was an agriculture teacher. Fortunately, the Sisseton Chapter will have a constitutional chapter next year with an agriculture teacher as adviser.

How to Win the Public Speaking Contest

1. Decide now to try out.
2. Start to prepare yourself now.
3. Write short one-paragraph speeches to start with and deliver them before the class.
4. Talk on timely subjects with which you are familiar and in which you are vitally interested.
5. Prepare an outline and organize your material before writing a speech. Organize and reorganize.
6. Do little quoting and paraphrasing. Your speech should be your own.
7. Practice talking without notes.
8. Emphasize conversational method rather than oratorical display.
9. Be natural and avoid mannerisms.
10. Have members of the class and your teacher ask questions about your subject and attempt to answer them.
11. Organize a local F.F.A. speaking contest and participate in it.
12. Enter district practice contests.
13. Try your speeches on the public.
14. Prepare neatly written copies of the final speech with perfect English and spelling to be submitted to the judges.
15. Spend much time in preparing to answer questions.
16. Practice! Practice! Practice!

—From Nebraska F.F.A. News, May, 1935.

F. F. A. Builds Program of Work Scientifically

A. V. TOWNSEND, Adviser,
Bedford, Pennsylvania

ACTIVITIES under each activity category are suggested by members of the chapter. After refinement, they are presented in mimeographed form to each member for checking. Those items considered by the members as being most worth while and most readily achieved thru co-operative effort, as determined by a frequency of checking, constitute the program of work.

Suggested Activities for Program of Work

Check all of these activities which you think should be interesting and worth while and in which you would co-operate in carrying to completion.

Community Service Activities

1. Organize a pest eradication contest.
2. Gather tree seeds, plant and grow forest tree seedlings.
3. Grow shrubs for planting around house.
4. Give baskets of food to two or more poor families at Thanksgiving.
5. Improve school grounds by fertilizing present plantings of shrubs and by making new plantings.
6. Improve the farm shop equipment by buying a new tool.

Social and Recreational Activities

1. Hold a father-and-son banquet.
2. Organize two teams and play mushball and volleyball.
3. Have an F.F.A. baseball team.
4. Make a ping-pong table.
5. Hold a summer picnic.
6. Buy two books for the F.F.A. library.
7. Have refreshments at 50 percent of the meetings.
8. Have a committee responsible for games at all meetings.
9. Encourage boys to have hobbies.
10. Conduct a rifle shooting contest.

Leadership Activities

1. Each member of chapter to be appointed on at least one committee during the year.
2. Sponsor a local speaking contest to select speaker to compete in state contest.
3. Send demonstration team to compete in contest.
4. Send delegates to state meetings.
5. Send judging teams to compete in state contests.
6. Arrange for parliamentary practice in meetings.
7. Each member appear on program in meetings.

Thrift Activities

1. Support the F.F.A. thrift bank.
2. Have a banking day each week.
3. Each boy deposit at least 50 percent of project labor income in bank if he does not have to pay for stock and equipment.
4. Each boy who has stock and equipment to pay for, to deposit 10 percent of labor income in bank.
5. Offer prize for senior having the greatest amount in bank and invested in stock and equipment at graduation.

Co-operative Activities

1. Buy incubator for boys to hatch own chicks.
2. Grade and sell eggs.
3. Buy feed co-operatively.

Scholarship and Educational Activities

1. Offer prize for most outstanding senior in vocational agriculture.
2. Post honor roll for agricultural pupils in the classroom.
3. Strive to have all F.F.A. members have an average of 80 percent in grades.
4. Take a trip or tour.
5. Award sweater emblems to members making certain accomplishments.

Promotion and Publicity

1. Publish F.F.A. news sheet once a month.
2. Publish news articles each week in the local paper.
3. Keep a scrapbook of clippings of news articles.
4. Make an exhibit in a store window.
5. Give an assembly program.
6. Elect two honorary F.F.A. members.
7. Sponsor judging contests for grade rural schools.
8. Secure F.F.A. markers for boys to use at home.

Vocational Training Activities

1. Take a project tour to visit projects of other boys.
2. Require each candidate for the second degree to have planned a four-year project supervised practice program.
3. Offering a prize to the boy who is doing the greatest number of jobs which are studied in class.

Conduct of Meetings and Membership Loyalty Activities

1. Have the F.F.A. pin worn by every member.
2. Have schedule for regular meetings.
3. Have one evening meeting a month.
4. Have all dues paid by December 1st.
5. Have each member own an F.F.A. manual.

Money-Making Activities

1. Husk corn for farmers.
2. Hold a party.
3. Operate a class project (Broilers).
4. Give a play (possibly in conjunction with Home Economics Department).
5. Grow plants in hotbed for sale.

—From *Pennsylvania Agricultural Education.*

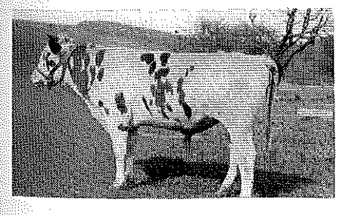
F. F. A. Co-operates in Building Better Herds

H. J. SHOUP, Adviser, Little
Valley, New York

LITTLE VALLEY Future Farmers Association is co-operating with the breeders of Cattaraugus County and the neighboring counties in placing young herd sires with dairy farmers of this community. The boys have been building up their herds by purchasing calves and herd sires for themselves, then they completed two bull surveys and found very few purebred bulls at the head of herds.

Cattaraugus County, in a hilly region of Western New York, is twenty-sixth in milk production in the United States and 89 percent of the income of the county comes from the dairy cow.

The community has become greatly interested in the boys' work. Over one hundred and fifty calves were exhibited at the county fair in 1934. Last year among the calves were many bull calves from cows with records of over 400 pounds of butterfat; one had a record of 733 pounds of fat.



Many of the better farmers have purchased purebred sires due to this advertising work of the Future Farmers. However, things were not moving fast enough and after considerable thought the long time program brought forth this idea.

Many young bull calves from cows with records were not receiving a new home. Here, co-operation was the key word. The breeder was to furnish the Future Farmer Association with these bulls and then the association was to advertise, visit, and place these bulls in herds where they would be taken care of. An agreement is made between the breeder and the association that he will furnish bulls from cows capable of giving 400 pounds of butterfat at maturity. The Future Farmer is to place the calf in a herd where it will be taken care of, and to have it registered. After three years these bulls that prove themselves are to be sold as breeders or otherwise sent to the butcher, the proceeds to be divided between the breeder and the association.

A second agreement is made between the breeder and the farmer. The breeder agrees to lend the bull from said high record cow for a period of three years from birth. The farmer agrees to properly care for and feed said bull and to return to the breeder or the association at the time stated.

Little Valley Future Farmers feel that this co-operative community activity should do much to improve the dairying of Cattaraugus County.

The association now owns in part, six Holstein bulls, two Jersey bulls, and one Ayrshire bull.

The breeders have offered several more bulls than the association could place. This activity is part of their chapter program.

It is felt that the proceeds from the sale of the bulls will net the association over four hundred dollars a year and the breeder will secure more than he would by selling the calf. The farmer will become interested in better dairying and thus the breeder, farmer, and Future Farmer will benefit thru co-operation.

Letter From a Former F. F. A. Boy

THE following letter was written to State Adviser L. M. Sasman of Wisconsin by Stanley Kemp, who is now attending Milton College. It reveals how boys who have been members of the F.F.A. remember the splendid training they received in the organization. The letter follows:

"I have just been listening to the five boys who have been competing for honors in the State F.F.A. speaking contest. As I listened to each speech, and the questions after each speech, my mind traveled back to 1931, when, under Mr. Wiseman's leadership at Janesville, I had the privilege of representing our district in the state meet at Chippewa Falls, and then the state at St. Louis. As I listened this afternoon, I was inspired to write these few lines to you.

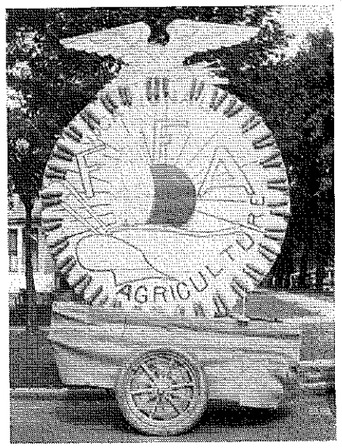
"I wish I might talk with each one of the five contestants who competed today, and all of the others who have been in this year's contests, and merely remind them of the opportunities which are afforded them by belonging to the F.F.A., and by taking part in the speaking contest.

"As year passes year, leaving these experiences further in the past, we better understand and feel the good they marked upon our lives. I have been in six plays, and for a year have been a student-pastor, since I was privileged to be in the F.F.A. speech contest. As I look back today, I can easily recount the qualities, which were developed to a great extent in my F.F.A. experiences, which have helped me ever since. If an individual gains nothing else, he gains the ability to present himself before people with ease. But more than this, he gains self-confidence, initiative in digging out his own speech, sportsmanship and fellowship with his fellow contestants, experience among fine leaders away from home, and above all these, he gains a deeper knowledge of some of life's problems by dipping to the bottom of some of the different phases of agriculture. I will never forget the words of the man who was our leader in St. Louis. I believe his name was Linke. He called us, the ten contestants, together and said, 'Now, boys, get acquainted. Forget that you are to be in a contest and compete against each other. Remember that all of you are F.F.A. members. You are going to do your best tonight, but do it for the F.F.A. organization, and not just for yourself. Please try thinking of it this way.' I shall never forget the lesson which those words brought to me.

"I do hope that I have not been boring you with this letter, but I do hope that these words will let you see and understand that your work is effective and is helping to mold the lives of many boys and young men. I am graduating from Milton College this year, but I have by no means forgotten the F.F.A. organization."

Chapter Floats

THE Wauseon, Ohio, Chapter of Future Farmers of America believes that civic interest and spirit need to be developed in its members as well as in farmers as a group. Realizing the value of actual participation in bringing about such a goal, the F.F.A. chapter has constructed a float each year to help make the local homecoming parade a success.



This year they featured as their float a ten-foot enlargement of the F.F.A. emblem which the boys constructed during their spare time in the summer evenings. The judges respected their ingenuity and ability by awarding them a prize of $5.00. Elton C. Rhoad is the adviser. The accompanying picture shows the prize-winning exhibit.

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Facing a Crisis

(Continued from page 98)

incapable of doing the job of education, or because hostile influences have operated to prevent this work being assigned the public schools?

Lack of adequate funds to compete with other agencies for well trained teachers, combined with strong, if not large, opposition to agricultural education thru the public schools will result soon in seriously impairing, if not destroying, the educational work of the vocational force of this country.

What shall we do about it? "Put our job over," someone says. To be sure, this must be done, yet we feel that we have done a pretty good job already. There is need for a courageous and aggressive policy, setting forth what the public schools in general and vocational agriculture in particular, have to contribute in the way of meeting the practical everyday needs of society.

Altho seemingly paradoxical, there is need for convincing the public that schools are *educational* institutions. Education must be looked to as the primary means to achieving recovery and permanent security in agriculture. Organized instruction in agriculture in the public schools must be accepted as the best educational program to be found.

Next, there must be adequate financial aid to support a program in agricultural education that is capable of doing the right kind of an educational job and reaching all who need this kind of education. In this connection, there must be provided more Federal funds. While probably the best opportunity to get more Federal funds has passed, yet nothing should be left undone from now on to bring this about.

Unless public schools are to be regarded as the best agency for agricultural education, and unless sufficient remuneration can be offered to keep our best teachers of vocational agriculture, then, indeed are we facing the gravest crisis in our history.—V. G. M.

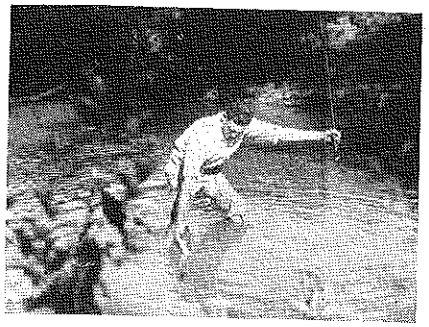
F. F. A. Alumni

(Continued from page 109)

ni with dues paid before StateConvention date of 1936."

I am asking you—what are you going to do about it? They are not coming to you of their own free will and accord. They are not going to stay with you unless you have something worth while for them to do. No supervisor, district supervisor, or teacher trainer, can build for you the details of your program. You cannot do it yourself, but with your guidance and your advice, your former Future Farmers can build a program that can and will change the complexion of your community and that change will be for good and for progress. What will you do with your former students and others in your community?

These young men have set for their slogan, *"Educational advancement, social uplift, and economic security."* This slogan is in the form of an endless and indestructible triangle that surrounds that great emblem of the Future Farmers of America. They have pledged themselves to promote and protect the Future Farmers of America. They need your counsel and advice. They are no longer school boys, but active and thinking young men with the energy that only youth can have. It is the youth of our country that makes progress possible. It is the wisdom of our country that keeps us in a straight and sane path. Take their youth and temper it with your wisdom and there will come a new and great day for rural America.



Our National F. F. A. Treasurer, Henry C. Groseclose, believes in the recreational part of the F. F. A. program. He was caught in the act and we have evidence upon which he bases his fish stories

Suggestive Procedure for Training Farmers to Understand and Discuss Economic Material

(Continued from page 105)

Step 33. Tell the group that you are going to show them how they can get a pretty good idea about the number of people at work in factories.

Step 34. Write on chart or blackboard: Judging the outlook for sales of farm products in the United States.

Step 35. Explain that you are to put down the index numbers of factory employment as shown in *The Survey of Current Business*.

Note 1: State that this is the largest group of worker consumers of farm food and textile products.

Note 2: Explain the use of the base period as a means of understanding the index numbers.

Step 36. Have someone read the index numbers of factory employment as shown in the current issue of the Survey of Current Business, beginning with a month in 1929, and using the figure for the same month thru the current year.

Note 1: It is effective to stop at the figure for 1932 and ask farmers what they were doing from 1929 to 1932.

Note 2: Write the index numbers of factory payrolls from 1929 thru 1932 and ask for comparisons as to trends.

Note 3: Complete both series and call attention to the increase of employment exceeding the increase of payrolls, and ask how this may affect the farmer's chance to sell his goods.

Step 37. Warn group against letting favorable trends lead them to forget price relationship factor.

Step 38. Lead group to agree that a national farm program should be adjustable to changing demands in the United States.

Step 39. Review briefly the importance of each of the four items in terms of their use:

(a) Price relationships. (b) Parity. (c) Outlook for foreign sales. (d) Outlook for domestic sales.

Step 40. Ask group if they are willing to use this information in their contacts with their neighbors, on the farms, and in town.

Step 41. Hand out slip with titles, place to order, and cost of each source used in the discussion.

Publications:

1. The Agricultural Situation, Supt. of Documents, Washington, D. C., 25c per year.

2. Survey of Current Business, Supt. of Documents, Washington, D. C., $1.50 per year.

3. Monthly Business Review, Federal Reserve Bank, Dallas, Texas. Free.

4. Foreign Crops and Markets, Bureau of Agricultural Economics. Probably free.

Book Reviews

(Continued from page 107)

Farm Enterprise Mechanics, edited by K. C. Davis, published by J. B. Lippincott Co., price $2.00. This book contains 408 pages, treats 965 mechanical jobs, and carries 594 illustrations. The publication indicates most of the mechanical skills needed in farm work, and is organized on the plan of teaching skills in connection with actual jobs. When one considers the number of jobs presented and the number of illustrations included, it is obvious that the treatment of the jobs must be considerably curtailed. The publication is especially valuable from the standpoint of listing the skills that should be mastered in connection with the major enterprise divisions of farming, and in listing suitable references. Teachers of vocational agriculture with good farm shop libraries should find this publication helpful.—A. P. D.

Agricultural Engineering Job Sheets. A series of Engineering Job Sheets including all types of the more common pieces of farm machinery, also specific job study sheets in farm buildings, painting, farm plumbing, farm water supply, farm lighting, fencing, farm drainage, and explosives has been prepared by E. P. LeGrand, instructor in vocational agriculture at Midland, Ohio. The series of job lessons is spread over 136 pages neatly mimeographed and securely bound in loose-leaf style.

This publication should prove a great help to the teacher in teaching the advanced phases of farm mechanics and farm engineering. The compilation can be secured from Mr. E. P. LeGrand at one dollar per copy, postage prepaid. —L. B. P.

Elements of Farm Management by John A. Hopkins, Professor of Agricultural Economics, Iowa State College, Ames, Iowa. A well bound mimeographed text book for high school use. It contains 250 pages and sells for $1.40 per copy. This is the second edition of the book. Teachers of agriculture will find this a valuable addition to their libraries. The book is organized and covers a small number of the fundamental principles of production economics in a practical way, by considering the farm as a going concern, and not around the abstract principles. The discussions center around farm management bringing in the relationship of the other problems in an appropriate manner, such as marketing, record keeping, crop and livestock production, problems of financing, etc. Order the book directly from the author.