Organizes Co-operative

C. E. RHOAD, Instructor,

THE study of the problems of farm management, marketing, and consumer co-operation was the motivating force which brought about the organization of the Wauscon Co-operative by the members of the Wauscon Future Farmers Chapter. A careful analysis of local farm conditions impressed the Future Farmers of our chapter with the need and possibilities for successful co-operative effort among the boys of our community.

The chapter members drew up a tentative plan providing for a constitution, elected a board of directors, and appointed a business manager. This co-operative is a non-profit organization of members designed to provide experience in co-operation and mutual benefit. Among other things the constitution has the following provisions:

Each member of the co-operative has one vote in all legislative matters.

A board of five directors is elected to set up a policy of control for the cooperative and employ a manager to conduct the business of the organization.

Any active Future Farmer is eligible for membership in the organization and alumni members are eligible until the second February following graduation.

A membership fee of \$2.50 is charged each member. This fee is used for capital and may be withdrawn in the event membership discontinues. The co-operative will act as a thrift bank and pay members 4 percent interest.

Dividends on the earnings are paid each February. The surplus will be divided according to patronage. A small amount of the yearly surplus will be set aside for expansion, depreciation, and other factors in the organization.

The general policy of the chapter co-operative is not to enter into competition with the Farm Bureau but rather co-operate with this farmers' organization. To facilitate this co-operation the chapter co-operative buys one \$10 share in the Farm Bureau.

The business activities proposed for this Future Farmer co-operative includes the buying of certified seed, fuel and oil, feeds, fertilizer, and seeds. It is proposed to buy one purebred boar for use in the community and to buy purebred gilts for boys who will return two gilts for one.

This junior co-operative is prepared to sell such services as: oil and repair harness, test seed corn, test milk for butterfat, test soils for fertility and acidity. The manager contracts for these jobs, pays the labor, and keeps 10 percent of the cost as commission. When the transaction is between members, five percent commission is charged.

The Future Farmers are taking this organization seriously and feel that an instrument has been provided by which theory and practice can be worked together.

Young Men in Farming

(Continued from page 152)

ditional instruction is given

major problem confronting rural farm

I hope that Bulletin No. 188 will serve to convince teachers of agriculture that the placement phase of vocational education in agriculture has been neglected for many years, or thought of as a phase of our agricultural program quite beyond the realm of the school; that we have failed, in this respect, to capitalize upon one of our golden opportunities; that there is an effective way of studying, evaluating, and dealing with the major vocational problem of rural farm youth; and that our future, as successful leaders of part-time education, depends upon the recognition of the major needs of the groups to be served.

How Good a Classroom Teacher Are You?

(Continued from page 153)

SCORING KEY

1.	None	Very Little	Some	Most	SCORE
a b c d e f g h	3 2 3 2 0 0 3 3 0	2 3 2 3 1 2 2 2 1	1 1 1 2 3 1 1 2	0 0 0 0 3 1 0 0	3
2.	Often	Some- times	Sel- dom	Never	SCORE
a b c d e f g h i i j k l m	0 3 6 0 0 6 6 3 0 0 0 3 3	1 2 4 2 2 4 4 2 1 2 1 2 2 1	2 1 2 4 4 2 2 1 2 4 2 1 2 1 3	3 0 6 6 6 0 0 0 3 6 3 0 0 2	2 6 7 7 7 7 7
4 a – 5 a –	1; b—3 4; b—3 0; b—4	c—0; c—2;	d—1; d—3.	e—2.	

Supervised Practice Work of Part-Time Pupils

(Continued from page 155)

TOTAL SCORE.....

When boys are carrying on improved practice skills as a project, it is difficult to obtain an accurate record of accomplishments. Many improved practice skills will not reveal themselves until several years later. Personal contact with the boy will reveal many skills he has performed and will offer many opportunities for suggestions.

"Film Strip"

HAROLD GULVIN, Adviser, Forestville, New York

THE Forestville Chapter has compiled a film strip of its activities called "Future Farmer Activities." All the pictures that the chapter had available and which had been taken in recent years were assembled. These pictures were selected for clearness and desirability of the subject. Each of the 45 pictures represents some F. F. A. activity, such as judging, field trips.

placed in the correct order. They were photographed on a regular 35mm film negative in a special camera. The negative was sent to the factory for positive copies for projection. The Forestville Future Farmers plan on using the film strip as a part of their program at the county fair. It will be shown three times, each picture being explained by a Future Farmer. It should prove very interesting, as well as advertise the Future Farmers of America and what they are doing.

Placement Opportunities

(Continued from page 157)

- Baker, O. E. "The Outlook for Rural Youth." Extension Service Circular 203, United States Department of Agriculture, Washington, D. C. 1934. p. 17.
- Lively, C. E., and Beck, P. G. "A Movement of Open Country Population in Three Townships in Northwestern, Northeastern and Southeastern Ohio." Rural Sociology Mimeograph Bulletins No. 3, 4, 5 (1928). Ohio State University, Columbus.
- Baker, O. E., Senior Agricultural Economist United States Department of Agriculture, Radio Talk, February 7, 1936.
- Lively, C. E. "The Status of Rural Youth, 16 to 24 Years Old in Selected Areas in Ohio," Preliminary Research Bulletin, Department of Rural Economics, Ohio State University, Columbus. November 1, 1935.
- The Agricultural Situation. Bureau of Agricultural Economics, United States Department of Agriculture, Washington, D. C. November, 1936. Vol. 20. No. 11.
- "General Conditions and Tendencies Influencing the Nation's Land Requirements."
 Part I Supplementary Report. Land Planning Committee, National Resources Board, Washinton, D. C. 1936, pp. 3, 4.
- National Resources Board: Report. December 1, 1934. p. 101.
- Anderson, W. A., and Kerns, Willis. "Interests, Activities, and Problems of Rural Young Folk—Men 15 to 29 Years of Age." Agricultural Experiment Station Bulletin 631. Cornell University, Ithaca, N. Y. 1935.
- Magill, E. C. Progress Report on Work With Young Men to April 6, 1935. Department of Agricultural Education, Virginia. Polytechnic Institute, Blacksburg, Virginia.
- Starrak, J. A. "A Survey of Out-of-School Rural Youth in Iowa." Report, Iowa State Planning Board Committee on Education. Ames, Iowa. 1935.
- Manny, T. B. "Characteristics and Needs of Rural Youth in the 16 to 24 Year Age Group." Agricultural Education, February, 1935.
- Pressey, Sidney L. The Nature and Problems of the Student Group in the Ohio Emergency Junior College Centers, 1934-1935. College of Education, Ohio State University, Columbus.
- Baker, O. E., and Manny, T. B. "Population Trends and the National Welfare." Bureau of Agricultural Economics, United States Department of Agriculture, Washington, D. C.

Vermont Teacher Supports Magazine

I consider it an honor to contribute to Agricultural Education. The magazine has proved of great value to me in my teaching work and I only trust an article of mine may prove as interesting to others as many articles have to me.

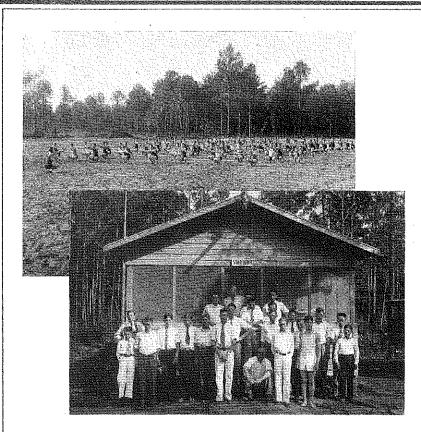
As this is my first attempt at contributing, I am not certain about material and the manner of writing. I trust it is in a form which can be used.

May I suggest that your idea of making the magazine more of a teacher's paper meets with my utmost approval. May your venture succeed! I certainly do like the idea and know that there

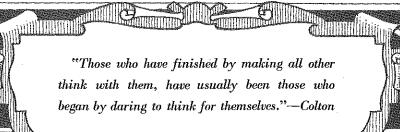
Vol. 9 MAY, 1937

No. 11

Agricultural Education



Young Tar Heel Farmers' Camp at White Lake, North Carolina. Each chapter has a cabin with the chapter name over the door. Boys are taking exercises on the spacious camping grounds. (See page 176)



EDITORIAL COMMENT

A monthly magazine for teachers of agriculture. Managed by an editorial boachosen by the Agricultural Section of the American Vocational Association and published at cost by the Mercellth Publishing Company at Des Molnes, Iowa.

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

CLOSING OUT

WE HAVE been asked by the Meredith Publishing Company to relieve their storage space by removing the remaining copies of the booklet, Contributions of Ten Leading Americans to Education. Rather than to store them in a more or less unknown and inaccessible place, we have thought it best to distribute them more widely and where they will be used.

Every teacher of agriculture should have a copy in his personal reference library. The reading of this booklet will give him stimulating ideas about his work. The teacher who is doing or planning on doing graduate work will find much material in the booklet that will aid him in building a sound

philosophy of education.

The manuscripts for the 45-page booklet were prepared, under the direction of Dr. A. K. Getman and Dr. Carsie Hammonds, by our own colleagues and contains much valuable material about the following men: John Dewey, William James, Werrett Wallace Charters, Edward L. Thorndike, Alexander Inglis, Charles William Eliot, W. H. Kilpatrick, Charles Hubbard Judd, Ellwood Patterson Cubbarles and Franck Pierre. berley, and Frank Pierrepont Graves.

We suggest to teachers of agriculture that they inquire of their state supervisor or the teacher-training department if they have a supply of the booklet. In many cases they may be able to supply the booklet to the individual teacher at

five cents per copy.

The state supervisor and teacher-trainer in each state can decide where it is best to keep their supply of the booklet and may notify the teachers in their state.

It has been the experience of teacher-training departments that students in educational psychology and general methods classes buy the booklet readily when they become acquainted

The remaining supply of booklets is limited, and orders will be filled by the Meredith Publishing Company, Des Moines, Iowa, in the order in which they are received until the supply has been exhausted. No reprinting will be made. Do not delay if you desire a copy or copies of this booklet on the Contributions of Ten Leading Americans to Education. Single copies ten cents, 25 or more copies to one address, five cents per copy postpaid. ORDER NOW.

WHO WROTE THE EDITORIALS?

A FEW readers have inquired of the editor who the writers were of certain editorials used in former is-

the writers for their co-operation in the preparation of the editorials, the names of authors are given for all the editorials that have been initialed in the past issues.

April—H. M. Hamlin
July—E. C. Magill, W. F. Stewart
September—R. W. Gregory, H. E. Bradford
October—Sherman Dickinson December—A. W. Nolan, H. O. Sampson

January—A. M. Field, V. G. Martin February—H. W. Sanders, A. K. Getman, R. W. Roberts March—F. E. Armstrong April—E. C. Magill May—Carsie Hammonds, H. E. Lattig June—J. A. McPhee, J. A. Linke July—E. E. Gallup August—L. M. Sasman, A. P. Davidson September—M. D. Mobley, E. R. Alexander October—C. R. Wiseman, R. B. Jeppson November—G. T. Sargent

The editor is now using the full name of the man contributing the editorial.

Beginning with the new volume, July, 1937, the regional representatives on the editing-managing staff of the magazine have been assigned the duty of obtaining editorial comment for specific issues from workers in agricultural education in their respective regions. This will give us comments from all parts of the United States, and we look forward to your co-operation and contributions, when called upon by these men. You may send them material for the editorial page at any time for consideration. The regional representatives are:

North Atlantic-Dr. E. R. Hoskins, College of Agriculture, Ithaca, New York.

Southern-Mr. M. D. Mobley, State Capitol, Atlanta, Central-Mr. E. E. Gallup, State Capitol, Lansing, Michi-

gan. Pacific—Mr. William E. Kerr, State Capitol, Boise, Idaho.

"TO OUR FATHERS"

A suitable toast for a boy to say at a Father and Son Banquet:

Fathers of the Future Farmers: We, your sons, are filled with joy To have you as our guests tonight, Each father seated by his boy.

The boy who from his infancy
Has looked to you to guide his way; The boy who values all you are, And all you think, and all you say.

Your precepts, we have made our own. Your faith and courage now we claim And from achievements you have wrought, We hope to build our future fame.

Our creed contains the things you think. Our motto is your thoughts expressed. Your cause has challenged one and all. Fear not! Your griefs shall be redressed.

And rural America shall ever bloom, A monument to you, our sires; And we, your sons, will feel with pride That we've accomplished your desires.

The blue we think of as your faith; The gold, a token of your toil: So dads—just keep in mind tonight That we're the product of the soil



Professional



Whither Agricultural Education in the Art of Living?

DR. ARTHUR K. GETMAN, Chief, Agricultural Education Bureau, Albany, New York

ONE of the most fascinating movements in education today is the renaissance of interest in the art of living. For a long time education has been so absorbed in adjusting itself to science and to the socio-economic life created by scientific inventions that real concern about the art of living as a primary aim of education has been lacking. Few will disagree with the state-ment that a primary aim of education is to increase the quality of "the abundant life" for the individual. Now, there are seemingly countless ways to evaluate the objects and to provide the means for attaining the abundant life. In this concluding article, under the central caption "Whither Agricultural Edu-cation," I can do no better than to give my own interpretation in this rich and complex field of responsibility in education. In this effort I shall suggest a major proposition as follows: The abundant life is dependent in part on the ability of the individual to distinguish between the elements resulting from discovery and the elements resulting from inspiration; in part on the standards of living which the individual is able to maintain; and in part on the moral, ethical, and spiritual resources which the individual makes available to him-

Discovery and Inspiration

The idea of discovery centers chiefly in accurate knowledge developed from time to time thru the channels of research concerning the universe and man himself. The idea of inspiration centers primarily in the values derived thru the channels of music, Nature, sculpture, architecture, inspired literature, and the influence of a strong personality and the like. Life itself is not so much a science as an art. The language of science changes beyond recognition from one generation to another. Art, however, endures from period to period because it deals not only with the beautiful but it also tells the truth. Take from the great artists the conviction that their beauty is the fruit of vision, that they are seeing and reporting eternal truth, and their art vanishes. The artist believes that no one can know the whole of Reality by science alone.

When we move from science to art we pass from the realm of specific knowledge to the realm of creative, personal values. Put a dozen scientists at work on a problem and they will return with precisely the same answer. But give a dozen artists a picture to

Modern science is all for accuracy, exactness, meticulous data, and demonstrable propositions. But such terms in the realm of art are in a strange land. Here men use symbols to stir the imagination, express the truth, and inspire the soul. These values give a glimpse of Reality which forever baffles our understanding.



Dr. A. K. Gelman

The all-important question still remains: By what spirit are our schools animated? Do they cultivate the higher faculties in the nature of childhood-its conscience, its benevolence, a reverence for whatever is true and sacred? Or are they only developing upon a grander scale, the lower instincts and selfish tendencies of the race? . . Knowing as we do that the foundations of national greatness can be laid only in the industry, the integrity, and the spiritual elevation of the people, are we equally sure that our schools are forming the character of the rising generation upon the everlasting principles of duty and humanity?—Horace Mann

For years we have recognized the influence of the teacher to inspire students. Such inspiration clearly must center in the personality values which the teacher brings to his work. If he has

pear to be at least three realms in which the teacher may inspire the on-coming youth. He may quicken his appreciation and understanding of the elements in life which center in goodness, beauty, and truth. He may guide the student in the development of pride in his work and toward the realization that the real workers of the world are those who love their work and take keen pride in its dignity and merit. Finally, he may stimulate the youth to set high goals of achievement in making a living and in building a life full of zest, hope, and

To evaluate each of these responsibilities would require far greater space than is here available. It is the writer's conviction, however, that the teacher of agriculture cannot come into his full stature until he is able thru his own mastery in the art of living to guide and influence the youth under his instruction to share increasingly in the values which center in the channels of inspiration.

Standards of Living

When we study the elements in the abundant life we shall discover that the satisfaction of human wants is primary. Activity which satisfies no need or which results in failure or in the frustration of wants, will not yield happiness. We have come to group our desires and our means to satisfy them under the caption, "standards of living," There are at least three measures of such standards for any people. The first measure is that of the ability of the individual to secure consumption goods by honest means. What does the worker get in material goods for the service he renders? How much can he buy with his income? This question goes to the very heart of the problem of economic stability.

The second measure relates to the share of his life which an individual has to give to earning money and how much time he has available for leisure and avocational interests. This problem of leisure is highly important to the individual, because in leisure time opportunity is provided for education, for recreation, for better family relations, for artistic expression, and for individual study and thought. In America we have perhaps the highest standard of living in this field of any people. Surely when one has leisure-time desires to be satisfied, the art of living is thwarted if such desires fall back dead, because of insufficient time to satisfy them.

A third measure relates to the quality human freedom and the expression of

must ask how much does the individual have to give to the state or how much freedom does he have to sacrifice for the things he wants or the leisure he enjoys. In America and in many other countries we give up little of our human freedom, but in many parts of the world human freedom is rapidly vanishing, the individual becomes the servant of the state. Turn a globe beneath your fingers and as the countries pass note how much human freedom has been lost since the turn of the century.

There can be little doubt that the maintenance of increasingly higher standards of living is inextricably linked with the fine art of living in our time. Here we touch the entire realm of our social, economic, and civic relations in American life. He who serves the individual in maintaining economic security and the Nation in its search for economic stability will push upward our achievements in the artistry of life.

Moral, Ethical, and Spiritual Resources

There can be no understanding of life's deeper problems and no increase in the abundant life for the individual thru the development of scientific knowledge alone. In the sphere of values more science only adds more confusion. It is like the bonfire in the heart of the forest-pile on more wood and you increase the light in the immediate area, but at the same time you vastly increase the perimeter of darkness. It becomes increasingly certain, with the advance of knowledge, that unless the scientific facts are subordinated to the homely facts of everyday living they will confuse rather than liberate the minds which developed them. This subordination must come from the abiding values of life rather than from the laboratory. A deeper understanding of the breadth and quality of life's problems is not a subject of scientific proof. Rather, such understanding must come from a belief in values and from a faith in the

Unseen, which no logic can disprove. Here, we move into the area from which power grows within the individual because of his grip on spiritual resources. William James, one of the greatest contributors to our knowledge and experience in the realm of psychology, was very explicit in his conviction that such resources constitute the most vital sources of inspiration and energy available to the individual. I commend to your reading his matchless volume, Varieties of Religious Experience. Thruout his writings this conviction grew in power as he matured in years. The columns of this secular journal offer an inappropriate means for attempting to evaluate and interpret the thought of such a leader in the realm of the spiritual. It will be sufficient to note, however, that no real art in living can be realized without penetrating study into this field where

values assume their highest significance. It is my view that the teacher's chief means of guiding and instructing youth in the art of living is the depth and quality of his own life experiences and his ability to inspire youth thru his own example. To do this one must have a one teaches in the field of earning a living is highly important in a scientific age, but to stop at this level is to fall

portant than what he teaches. Arthur Gutterman has a stanza on the quality of Mark Hopkins as a teacher:

"Mark Hopkins sat on one end of a log And a farm boy sat on the other. Mark Hopkins came as a pedagogue And taught as an elder brother.

I don't care what Mark Hopkins taught, If his Latin was small and his Greek was naught,

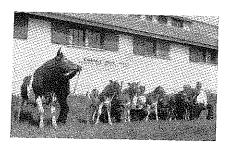
For the farm boy he thought, thought he, All thru lecture time and quiz, 'The kind of a man I mean to be

Is the kind of a man Mark Hopkins

Dairy Program Carried Thru

ROY A. NELSON, Dairy Specialist,

THE purebred sire associations in St. Louis County have made great strides since the establishment of 14 Smith-Hughes agricultural departments in the county in 1932. At present 15 purebred Guernsey sire associations are in operation, owning 29 outstanding registered Guernsey sires. There are $24\overline{5}$ dairy farmers as members of these associations owning 1,308 cows which are bred to the association sires each year. All herds have been tested for abortion, and safety bull pens and breeding stalls have been constructed by the members on all farms where association sires are kept.



The picture illustrates an exhibit at the county fair of the Iron association sire and five daughters. At all the community centers where we have a Smith-Hughes agriculture department, a fair has been held exhibiting the best stock and crops produced in the community. Approximately 400 dairy animals have been on exhibit at our community fairs this past fall. (You will perhaps be interested in reading again the article, appearing in the October, 1936, issue of this magazine, which gives in more detail the results of the program carried out by the teachers of vocational agriculture.—The Editor)

What About the Vocational Agriculture Graduate?

G. THOMASSON, Instructor, Maddock, North Dakota

UNLIMITED possibilities exist for the teacher of vocational agriculture to do much work with the graduates of his department. Instead of giving only part-time instruction to these boys in groups, it is highly advisable to render individual help, thus taking care of the storehouse from which to draw. What needs of each boy and his specific problems.

After a boy has completed four years

of agriculture are taught in the classroom, but too often the boy goes home only to work for someone else, and this type of employment too often does not give the boy a chance to put into use the methods and scientific practices he has learned in school. He is, in other words, merely taking orders from others and does little or nothing on his own

In order to make our work effective, we must try to encourage and help our boys to go into farming either as partners or entirely on their own. In so many instances of which I know there have been three and sometimes four boys in the same family who have been graduated from the high school vocational agriculture department. Obviously it is not possible for all these boys to stay at home and work on the same farm. Some of them must seek other places and often they go into lines of work other than agriculture. The main reason for this is that these boys feel it takes too much capital to start farming. It follows therefore that our work as vocational agriculture teachers must include some means by which we can be of assistance in getting these boys started in farming.

A commendable way to start these boys off on the right road is to contact local banks or finance companies that are usually in control of several farms in the various communities. We should inquire as to possibilities of getting these boys started in farming the land owned by these companies, many of which are more often than not very much interested in just such propositions.

An insurance company which owns several farms in North Ďakota is very enthusiastic over the future welfare of our boys who have had vocational agriculture, the reason being that some of our former boys are their most successful tenants, carrying on the type of farming that is most acceptable to the managers of these farms.

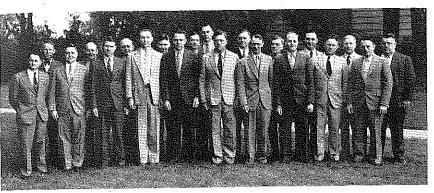
Some of the boys who are in school at the present time are renting land, some as much as a quarter of a section, Drought has prevented them from being highly successful in their venture, but if conditions change so that they receive one fair crop, it will help much to give many of them a good start. At present these boys use their fathers' machinery and power to operate the rented farm and by so doing they have an opportunity to get a start in farming.

While in school the supervised farm practice program should serve to give the boys a start in livestock raising as well as producing the quality of seed that they should raise if they were farming on their own.

Climatic conditions in North Dakota the past few years have been such that farming has been discouraging. This fact, paradoxical as it may seem, gives us an excellent opportunity to get these boys started in farming. Conditions are sure to change, and those getting started now will be in a position to take advantage of improving conditions. Land is plentiful in the state, and it can be bought at a low price. Land to rent is also plentiful, therefore now is a most opportune time for us to do a great deal to help our young vocational agriculturalists to get a good start in

"TEN YEAR CLUB"

L. D. CLEMENTS, State Supervisor, Lincoln, Nebraska



THE "Ten Year Club" of the Nebraska Vocational Agriculture Association has become an important and growing honorary organization. The official A. V. A. ten year certificates are awarded each year at the state conference to instructors who have completed their tenth year of service in vocational agriculture. The certificate entitles the holder to wear the official key of the A. V. A. Ten Year Club, which is now a national recognition.

The "Ten Year Club" has an annual breakfast session during the state conference and is assigned some problem of importance for study during the year Ralph Vose, instructor of vocational agriculture in the Perkins County High School, is president of the organization for 1936-37, Mr. J. H. Pearson, Regional Agent for the North Central Region, and Professor Clyde Walker, of the Oregon State College at Corvallis, are honorary members of the club. Both are former teachers of vocational agriculture in Nebraska.

Mr. Pearson also acted for a number of years as state supervisor in Nebraska, and Mr. Walker was a critic teacher in the Eagle High School.

Fredericktown Community Fair

J. H. LINTNER, Instructor, Fredericktown, Ohio

THE increase in the number of individual exhibits from 1,554 in the first year to 2,068 in the second is some indication of the success of the community fair in Fredericktown, Ohio, which was started last year and continued this year. Many articles have been written on the benefits to be derived from a community fair, and the purpose of this article will be to describe briefly the methods used in organizing and conducting the Fredericktown Fair.

Fredericktown is a village of 1,500 population and located at the intersection of five townships. Neighboring towns have had community fairs held on the streets for many years with more or less success. Altho I have been located in Fredericktown for ten years and upon several occasions have been tempted to start a community fair, I have never done so because the school house was not large enough to have the fair sponsored by the school and I did not feel that it was advisable to go ahead without having some organization to assist in getting it started. Two years ago the American Legion wished to discontinue their usual Halloween carnival and agreed to assist in starting the street fair at an earlier date. A temporary board of directors to operate the fair for the first year was selected with American Legion members in the key positions, altho they were in the minority since the entire community must be represented in order to have all groups assume their share of the responsibility. This temporary board was to serve one vear until the regular election could be

and four businessmen from the village. This provided for the balance of power in the country, where it should be, and a farmer was elected to the presidency. Committees were appointed to draft a constitution, prepare a premium list, raise the necessary finances, and make arrangements for the concessions, etc. All of the above took place after July 15th, and in the second week in October the first fair was held, which was even more successful than anticipated and which has since been used as a pattern by several other community fairs in this

The fair was financed by the selling of advertising in the premium book, receipts from concessions, and selling of membership tickets. The local superintendent of schools sold the advertising to the businessmen on the basis that they would have to pay twice as much per page as is usually charged in order to have the fair and not have to ask for donations in addition to advertising. The result was that \$460 was raised this year, which with \$235 taken in from concessions and about \$40 from membership tickets made up the total budget to operate the fair. As the premiums offered amounted to \$385.95, it was necessary to cut down expenses of operation to the very minimum. As the fair board had no equipment, trestles and poultry cages and table tops were borrowed from other community fair associations. No money was available to obtain free acts, so a coon chase, colt show, and a pet and doll parade were used instead, one on each of the three afternoons of the fair. Since the fair board had no money for premiums for these special events it was necessary to organize a stallion-owners' association to sponsor the colt show and provide the premiums, a coon-dog association to op-

dogs paid the winner, and we persuaded the local moving picture show owner to provide tickets for all of the participants in the pet parade in return for advertising. Not only did the special events pay for themselves, but they caused a great many more people to assume some responsibility in connection with the fair and consequently developed more in-

The premiums offered were divided among the following departments with a fair board member in charge of each department except the junior fair where the Future Farmer chapter and Future Homemaker chapter had entire charge: Department No. 1, farm products including organization display; Department No. 2, baked and canned goods including organization display; Department No. 3, modern needlework; Department No. 4, relies; Department No. 5, flowers; Department No. 6, poultry and pets; Department No. 7, junior fair; Department No. 8, businessmen's window displays and merchandise specials for odd and freak exhibits; and Department No. 9, colt show.



Believing that the success of any fair in having a great many people do something to help the fair without anyone's being overworked to the extent that they feel they have to be paid to exhibit, the individual exhibits were limited to the single varietics, and organizations alone allowed to compete in the display class. As the premiums offered were very small (\$10 for first), the basis of judging was more on the attractiveness and quality of the exhibit with little weight being given to quantity. Organizations could make such an exhibit and have little labor or expense, and as a result four of the five Granges in the community competed in both the men's and women's divisions with other organizations also showing.

Each of the department heads selected a committee to assist him, with one member coming from each of the five townships. In this way the member in the township could contact the various organizations and not only get people to exhibit but could also find out what people wanted to show and what they were not interested in. As new members of the board of directors are necessary, these committee members will be placed on the ballot, and as the new member must be a resident of the township from which the old member retires, the equal representation will be perpetuated.

While the fair board is not yet in a very strong financial position it now owns all of the electric light wiring and all of the trestles necessary. Each year more will be bought and less will be borrowed until eventually all equipment necessary will be owned.

All of the men's exhibits were placed on the streets with the women's exhibits



Methods



The Welsh Community Fair

CURTIS JACOBS, Teacher,

THE Welsh F. F. A. Chapter, under - the able leadership of their president, Junior Love, decided to sponsor a community fair as an educational objective and as a means of knitting the community together.

A committee was appointed by the president to contact leaders in the other civic and educational organizations of the community and to secure their cooperation. A permanent fair organization was set up with the following organizations represented: the Future Farmers of America, the Young Mens' Civic Club, the Civic League, the Flower Club, the Women's Home Demonstration Club, the Parent-Teachers' Association, and the 4-H Club.

Some of the factors that contributed to the success of the first Welsh Community Fair were as follows:

1. The freedom from any financial

2. The large number of entries and the quality of the products displayed

3. The educational program featured by talks in connection with the judging of all agricultural products and the livestock exhibits as well as talks on beef cattle in southwest Louisiana and Rice Experiment Station discoveries of interest to local farmers

4. The entertainment program featured by band and vocal numbers

5. The displays by local merchants in space that was assigned to them without cost

6. The untiring efforts of the com-

7. The co-operation of the entire community.

Space does not permit a detailed discussion of each of these factors, but the method of financing and the degree of co-operation received from the community can not well be omitted. Since the two were so closely related they will be discussed as a unit.

To keep the fair from proving a financial burden to the community, tickets to the parish fair were to be used as prizes. That organization also furnished all printed forms and the necessary ribbons. To cover the other expenses each business house was assessed 25 or 50 cents according to the estimated value of its enterprise. This fee was collected 100 percent. A local businessman appeared at one of the meetings and asked permission to raise the necessary funds to pay all prizes in cash. He was granted this privilege only after he had given his assurance that merchants would not be solicited. It required exactly two hours the following morning to secure an amount-more than 25 percent in excess of all needs. Another merchant asked permission to contribute \$35 worth of merchandise to be used in any way that the organization specified. Other valuable prizes were donated without solicitation. Such spontaneous

a community enterprise of that nature.

The local Future Farmers feel that the fair was more educational than any other they have ever attended. All agricultural products were judged before an interested audience. The judging of the beef cattle and horses drew the largest crowds, and it was a really interested group that listened to the official as he pointed out the strong and weak points of the entries and summarized these points to arrive at his final placings, never becoming too hurried to answer any question.

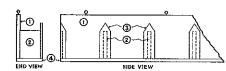
Members of the chapter saw ample evidence of the fair's success in drawing the community together as they watched the large numbers that filed by the exhibits thruout the day.

Today the chapter's motto is "Another fall-another fair."

Wall Filing Cabinet

PAUL L. BENBAU, Teacher, Williamsfield, Illinois

THIS type of bulletin filing cabinet 1 may be varied for any agricultural room and for as many bulletins as one



As shown in the accompanying sketch the construction of the cabinet is simple. For the back (1) any 10-inch board may be used. Boards 1-inch thick are preferred because of the load they must carry. The division boards (2) are 1-inch boards cut 7 inches long and $2\frac{1}{2}$ inches wide. The width of these boards may be varied depending upon the number of bulletins to be filed. The disivion boards are nailed or screwed to the back, leaving 61/4 inches between each division board. As most bulletins are 6 inches wide they will easily slip into the 6½-inch slots. The bulletins are kept from falling out by means of plywood boards (3) cut 2 inches wide and 8 inches long and nailed or screwed to the front edges of the division boards. The bottom of floor (4) is fastened to the back and division boards. Wood or 1/4inch mesh wire may be used. The wire will allow dirt and dust to fall thru.

Hooks are screwed into the top of the back, as means of hanging the cabinet to the wall. Bulletins are placed in groups according to subject matter. One may go farther and place labels on the front of the plyboard fronts, thus making a little more detailed file.

One objection I have to the system is that dust accumulates quite badly. To overcome this I have tacked 8-inch strips of cloth to the back board and

let them hang down over the bulletins. I like the system because I find the pupils read the bulletins much more readily; the bulletins are out of the way;

This same type of file may be used for filing magazines for current use by varying the dimensions to accommodate the larger size of materials to be filed.

Developing Reading and Speaking Ability

SCOTT HOSKINSON, Teacher, Big Sandy, Montana

AS A means of developing interest in reading agricultural material, we began holding a Montana Future Farmer day. Students read and reported on items from the monthly state F. F. A. paper on that day.

The class members made the following rules for carrying out this work: 1. Every student must give a report on some article in the magazine.

2. Each report must be at least two minutes long.

All the students, as their turn came, gave reports from the front of the room, with the instructor keeping time and marking down a grade on a chart at the completion of the report. Higher grades were given for reports which were delivered without notes or reference to the magazine article. Such a provision gave the more timid boys an incentive to participate and to develop a feeling of confidence in their ability to express themselves.

So much interest was aroused after two of these magazine days that we changed our set-up to include all the standard agricultural magazines and had magazine day once a week. This gave the students an opportunity to read current agricultural material and to acquaint themselves with the sources of this material. It became necessary, especially if the boys were reporting upon an exceedingly interesting subject, to limit each speaker's time to five

Topics for reports were distributed by student committee elected after each magazine day. Emphasis was placed on reports concerning the students, projects.

Late in the year we tried having students report from their seats without going before the entire group. This method simply did not work. It resulted in poorer reports, lack of attention on the part of other class members. and the development of poor speech habits. So we went back to the method of having the boys give their reports from the front of the room.

Is "Magazine Day" worthwhile? We found that nine members of the class had subscribed for one or more good agricultural magazines as a direct result. This class activity was more successful than our F. F. A. meetings had been in developing the faculty of speaking before a group. Previously, many boys could not be persuaded to participate in the meetings.

Thoroly to teach another is the best

School Ground Beautification

H. L. FAGAN, Teacher, Apopka, Florida

ONE of the main goals in the chapter program of work the past year was home and school ground beautification. The ways and means of accomplishing this goal were: (1) to build a 30 x 60 foot slat house for growing ornamentals; (2) to draw landscape plans for the school grounds and each boy's home; (3) to collect wild ornamental plants, shrubs, and seeds; (4) to follow the landscape plans of the school ground and the boys' homes this year in making plantings, working towards a completion of the plans in three years.

At the beginning of the school year, the chapter had no money in the treasury. To raise funds, the boys decided to sponsor a boxing tournament for the local talent. A committee was appointed to make plans and conduct the tournament. The chapter realized a net profit of \$12.80.

Our next problem was to secure material and build the slathouse. An uncle of one of the members owned an old fernery which had been blown down and was not to be used again, and arrangements were made to purchase the old lumber and posts for \$5. The material was hauled to the school plot, and, during their spare time, the boys built the slathouse.

Irrigation for the slathouse was first studied in the classroom. It was decided to buy second-hand pipe from a local man and install it as a laboratory exer-



The inside of the house was laid off in beds four feet wide around the walls and two beds eight feet wide in the center. In one corner a room 10 feet square was built for storing equipment and potting plants. In another corner a cutting bed was laid out and filled with white sand for use in propagating ornamental cuttings. The remainder of the beds was filled with compost.

The boys drew landscape plans for the school grounds. Annuals were planted around the basketball court, and later 200 cherry laurel shrubs gathered by the boys in the woods were planted. Also, 150 foundation plantings were set around the school house, and all old plantings were pruned, cultivated, and fertilized. A circle in the sidewalk in front of the high school building was planted with annuals, and 60 cocos plumosa palms were set around the edge of the school building. Thirty unsightly scrub oak trees were removed. For home beautification, each boy has made a drawing of his home grounds and is making landscaping plans to be followed

This year is only a beginning. In the ceived by each individual boy will not

will be sold. Each boy in the agriculture class, with an interest in ornamentals, can secure from the supply at school those plants he requires for home use.

An Employment Bureau

ALFRED F. CONNER, Teacher, Derry Village, New Hampshire

OFTEN the teacher of agriculture has an opportunity to procure a job of some kind for a boy. It may be of short duration, such as a few hours of work cleaning a chicken coop; it may be for every Saturday; and if a boy is capable, the teacher may secure a permanent job for him on some farm, after he finishes school in June. This opportunity came to me several times last spring and summer. In fact, twelve of my boys were working on farms, other than their own, last summer. This fall more farmers came to me to see if they could hire boys to work after school and Saturdays

We had no definite way of selecting these boys as to their availability and adaptability. This problem was taken up at one of our Future Farmer meetings. As a result of this and the suggestion made by our principal, John H. Bell, a Future Farmer Employment Bureau was started.

At present we have 33 vocational agriculture students enrolled in this bureau. Each boy has a card in the bureau files stating his name, address, telephone number, time available, adaptability, and preference.

After employment service had been in progress three weeks, we had found employment for 12 boys. The jobs range from one to two hours of work throwing in wood to a job every Saturday for the remainder of the year.

As each boy is employed, the date and by whom employed is recorded on the back of his card. So far I have been able to check with the employers on the boys to see if their work has been satisfactory. This is also tabulated on the back of the boy's card for future

Our main trouble has been to find boys adapted to the sort of work required. For example, a farmer wanted two boys to cull his poultry flock. I think you will agree that this is a task that most teachers would not want to trust to boys. However, two of my best poultry students did the job and did it well. Four hundred birds were culled very heavily. The report from the owner shows that the remaining 278 birds are laying as many eggs as the 400 were previously. If all jobs turn out like this, shall feel satisfied with this undertaking.

We have established a price of 25 cents per hour if employed by the hour and \$1.50 per day if employed by the day. Some think this is too high, others too low. If the price is set too high the farmers cannot and will not hire the boys, and if it is too low the criticism will be that we are cutting wages, in fact, that criticism has come in, but was adjusted satisfactorily.

Perhaps the amount of money renext few years the plantings on the be large over a period of a year, but the total amount received by all boys will be

this employment bureau is not the only one to be considered. The practical experience and the chance to work for someone outside of the family will outweigh this side of the question.

If this undertaking proves successful, which I am sure will, if the reports from the employers continue the same as they have the past three weeks, vocational agriculture will have taken another step toward proving its worth in the community.

Results From a Breeding Program

NEIL E. JOHNSTON, Instructor, Clarinda, Iowa

N THE April, 1936, issue of Agricultural Education there appeared an article covering the Page County Aberdeen Angus Breeders' Association and its work, which is the outgrowth of the vocational agriculture program in the Clarinda schools.

Just recently at the Ak-Sar-Ben Fat Stock Show at Omaha, Nebraska, a show which is classified as the largest baby beef show in the world with an entry list of over 700 calves this year, Page County showed a group of five Angus calves to the grand championship over all breeds in county groups. Three of these five calves were bred by members of our Angus Breeders' Association as well as fed by them. The fourth was fed by one of our members but was not bred in this county, and the fifth calf was fed by a non-member of our association and was also bred outside the county.



We are particularly interested in this showing because of the fact that these. three calves are some of the first products of our breeding program and give us some indication that the type and quality we are using as foundation stock is nearly the right type for the highest quality production. The three calves bred by our association are the three to the right in the picture. At the extreme right is Lester Steeve, an Iowa farmer and one of the original boys in our breeding program. The next is Nevin McLean, a graduate of the College Springs, Iowa, vocational agriculture department, and the small boy in the center is Lyle Fulk, who is showing a calf that belongs to his brother, Kenneth Fulk, which Lyle has fed. Kenneth is also one of the original boys in the breeding program and is an American farmer.

The highest function of the teacher consists not so much in imparting knowledge as in stimulating the pupil



Farmer Classes



Placement Opportunities For All-Day and Part-Time Students of Vocational Agriculture

J. B. McCLELLAND, Teacher-Training, Columbus, Ohio

Editors Note: Part I, which set forth the problem, appeared in the April issue of this magazine.

Part II-Some Findings

THE survey to ■ discover placement opportunities in farms in Ohio is one of several Federal Projects in Research in Universities with the United States Office of Education as the directing agency. J. H. Pearson is co-ordinator for the study.



J. B. McClelland

Purpose of the Study

As originally planned the individual farm survey of placement opportunities in farming would have involved an intensive survey of every farm within certain limited areas in order to determine the number of opportunities available in a community and in order to learn something about the character of these opportunities and about the qualifications desired in those who might qualify for the openings.

This study should serve three purposes: (1) To discover placement and employment opportunities in farming for out-of-school farm youth and young men. (2) To facilitate the establishment of young men in farming on a satisfactory basis. (3) To show the extent to which farm youth and others can be absorbed in farming.

This information might be used in several ways: (1) The schools could use it to aid out-of-school youth, young men, and others who wish to become established in farming. (2) The survey could assist teachers of vocational agriculture to better adapt their programs to the needs of out-of-school youth and others who wish to establish themselves in farming. (3) The survey could aid teachers of agriculture and others in guidance programs.

Procedure

The schedule used was prepared originally by a committee composed of members of the Agricultural Education Staff of the United States Office of Education but it was revised by members of the Department of Agricultural Education of Ohio State University after consultations with members of the Department of Rural Economics and the Bureau of Educational Research of the

Due to regulations prohibiting house to house surveys by W. P. A. workers, However, thru the co-operation of teachers of vocational agriculture in central Ohio the surveys were filled out by a few groups of farmers at evening schools and Grange meetings. In other instances, teachers co-operated by visiting a number of farmers in their communities who supplied the data requested.

After proceeding upon this basis until about two-thirds of the 139 questionnaires were obtained, it was felt that we were perhaps getting an unfair sampling in that older farmers who might be most likely to have placement opportunities would in many cases probably not be active in the Grange and other organizations. Then too, the teacher would tend to be better acquainted with those farmers who were active in organizations and who had sons in all-day or part-time classes and so would be inclined to visit those farmers for the purpose of securing the data.

To offset this situation during the latter part of the period when the surveys were secured, the teachers were requested to visit those farms where they thought there would be the greatest likelihood of finding placement oppor-

This suggestion did not lead to securing data from a very large percentage of farms which offered many placement opportunities even the each teacher, as a rule, interviewed five or six farmers. It cannot be said whether this is due to a lack of opportunities for young persons to get established in farming in these communities, or to a lack of knowledge on the part of the teacher of opportunities which exist.

Results of the Study

As already indicated, due to the fact that it seemed impossible to get an accurate sampling due to the regulations governing the work of persons assigned to the study, the study does not show the number of placement opportunities available in any particular community. However, it does show that some opportunities do exist for placement in farming in central Ohio and it gives some information about these opportunities and about the qualifications expected of those who are interested in these openings for young farmers.

Only 14 of the 139 farmers said that they would have employed more help during the past twelve months if it had been available at prevailing wages and in twelve of these cases the work would have been temporary. Three of these farmers would have provided room and board, one would have provided a separate home, the others either would not have provided any living essentials

renters out of the total of 139 farmers surveyed will probably employ 33 additional persons within the next two years. Thirteen of these persons according to the surveys will be employed on a full-time basis while the other 20 persons will be employed more than one month but not on a full-time basis. Eight will be furnished a separate home, eight will receive board and room, and two will be boarded. The others will receive no living essentials or this item was not reported.

Seventy-five percent of the owners said they wished to hire boys with training in vocational agriculture while 33 percent of the renters mentioned this alification.

Nineteen farmers were found who indicated that there is a probability that within the next two years they will enter into a share agreement with a desirable young man outside of their families.

It is quite apparent from the replies that most of these farmers are not thinking of the usual rental plan. In eight cases no capital, livestock or equipment is required of the young man. In other cases only a nominal amount is specified. In six instances a young man under 21 is specified. A separate home is available on nine of the farms. A former student of vocational agriculture is specified by 16 out of 18 farmers givany educational requirement.

It is also interesting to note that 90 percent of the farmers saying that the farm will probably be rented, say that they want a young man with training in vocational agriculture.

As an example of a farmer who would like to enter into a share agreement with some young part-time student of vocational agriculture, I will cite the case of a widower who owns 112 acres of good land. The farm is well-equipped. The owner has a new McCormick-Deering tractor, a binder, three head of horses, 25 head of beef cattle, 16 head of hogs. He also has a six-room house with bath and electricity which he would share with the boy or young man. This farmer hires men occasionally but finds that transient labor is not very satisfactory. If he could find some young man about 21 to 25 years of age who would be willing to work and put forth an effort to make a success of farming, he would arrange to share cash crops, and livestock including dairy and poultry and divide all the profits on a satisfactory basis. He would want this man to have at least three years of experience in general farming. He would insist on some one having vocational agricultural training. He could be either married or single. If he could invest some cash in the business, it would suit the farmer better because it is his belief that if the young man had some of his own money invested he would take more interest in the farm. This is one of the many opportunities that is waiting for some man who is prepared and who wants to become established in farming.

Financina Vouna Men in Farmina

culture who has taught a few years should be able to cite examples of boys who during the time they were enrolled in all-day and part-time classes have accumulated livestock and capital thru their project program enabling them to get started in the farming business for themselves as renters or owners. We must continue to emphasize continuation projects if we are to attain our objective of establishment in farming. It seems to me that this phase of the program is especially important in the case of part-time students.

In addition to the usual types of project work, F. W. Lathrop of the United States Office of Education suggests that more boys should conduct a program during the time they are in school of securing machinery and other equipment which they will need later when they start farming for themselves.

By watching, over a period of several years, for opportunities to buy used equipment at reasonable prices and by using the facilities of the farm shop for overhauling this equipment, a boy can get equipment that will need a very small capital outlay.

Farm Credit Is Being Used

For the third consecutive year production credit associations are financing projects of Future Farmers and members of others similar groups. Approximately 2,500 farm youths in over half of the states had an opportunity last year thru participating in these loans, to learn first-hand about business methods and about the value of a good credit standing.1

One example of how this plan works came to my attention recently when 22 Ohio students of vocational agriculture formed a Poland China Association and bought 26 registered gilts and two registered males. The project representing an investment of nearly \$900 was financed thru the local production credit association.

J. H. Pearson and other members of the Agricultural Education Staff of the United States Office of Education have been working with Federal Land Bank officials on another type of credit. The plan upon which they are working should make it easier for worthy parttime students of vocational agriculture who are ready to do so, to get started in farming for themselves.

It is recognized that a graduate of a department of vocational agriculture who has demonstrated his ability to farm by developing a good project program, and who continues as a parttime student to develop this supervised farming program with the assistance and guidance of his teacher should have a good credit rating and might be offered some special consideration from the standpoint of credit to enable him to get started in farming on a good basis.

The first case of a young farmer getting started under a special plan of this sort has been worked out this fall in the North Central Region.

In some instances where other forms of credit were not available, students and former students of vocational agriculture have secured loans thru rural resettlement officials, which have enabled them to get started in farming for themselves.

Since July 1, 1935, persons participat-

limited to needy cases where other forms of credit could not be obtained. At the present time (November 1936) loans are not being made to individuals who have not previously participated in this pro-

Part-Time Farming May Offer Possibilities for Some

Part-time work off their farms for pay, according to the United States Census was reported by 2,077,474 farm operators in 1934. This is 30.5 percent of the total number of farm operators. There is apparently a tendency for the movement toward part-time farming to grow with better transportation facilities, shorter working hours in industry, and location of industrial plants in small towns and rural communities.2

In view of the fact that a large number former students of vocational agriculture are going into other occupations and in view of the fact that many of those enrolled in courses in vocational agriculture come from part-time farms, it is possible that more emphasis should be placed upon preparation of certain students for part-time farming and upon assisting them to get established in parttime farming upon a satisfactory basis.

Summary and Conclusions

A study by H. G. Kenestrick shows that former pupils in departments of vocational agriculture tend to drift away from farming the longer they are out of school and that only 25 percent of these leaving school in selected areas in Ohio between 1918 and 1924 were found to be engaged in farming in 1935. He found that those who do continue in farming advance very slowly.

One reason for the difficulties encountered by young men in getting established in farming is that there is a large surplus of young men "backed up" on farms who would, under predepression conditions, have migrated to cities.

It is probable that this surplus farm youth will continue to exist for some time even the general employment conditions improve very materially.

Out-of-school young men on farms are very much interested in how to earn money and in how to get started in some vocation.

However, they need guidance, for a very large percentage have no definite plans for the future.

A preliminary examination of data obtained in a survey of placement opportunity on farms in Ohio indicates that a large percentage of farmers who report that they will probably enter into share arrangements with young men or who have farms to rent wish to secure some one with training in vocational agriculture.

Of the 19 cases of farmers who said they would probably be willing to enter into a share agreement with some young man, eight reported that no capital would be necessary. A separate home was available on nine of the farms.

Approximately 2,500 farm youth in over half of the states had an opportunity last year to participate in production credit loans.

A plan is being worked out with Federal Land Bank officials to provide special assistance for worthy part-time students of vocational agriculture who are ready to start into farming for themselves under the guidance of the teacher

a further development of part-time farming. This may indicate need for more emphasis upon this objective.

The importance of the placement problem and the difficulties to be overcome suggest the need for a more intensive program of part-time work for young farmers during the period when they are attempting to establish themselves in farming.

Farm Credit Administration, "Financing Projects of Vocational Agriculture Students." Washington, D. C. September 19, 1936.
 "General Conditions and Tendencies Influencing the Nation's Land Requirements." Part I Supplementary Report, Land Planning Committee, National Resources Board, Washington, D. C. 1936. pp. 9-10.

Practice Work in Evening Schools

HARRY A. MARTIN, Student Trainee, Knoxville, Tennessee

X/HEN I started my evening school work last fall as a student teacher it was with, more or less, a skeptical idea as to the value of such work. In my home community, even the vocational agriculture has been taught several years, there has never been an attempt made to conduct an evening school class. I had considered my classroom study in relation to evening school work theoretical, as it was, and wondered to what extent such training might actually be applied in working with and aiding farmers in solving their problems. But before I had much more than started in the work, I realized that our "classroom theory" could be applied. My "skeptical idea" as to the value in such work soon vanished, and in its place I was led to realize that there is a great need for and great opportunities in the development of the agricultural industry in our country.

As a student teacher I realized that was at a great disadvantage. I was inexperienced in such work; I was unfamiliar with the local conditions of the community; I was unacquainted with the farmers; I had only a smattering idea as to how I should adjust myself to situations similar to the above after I became a teacher. It is because of these disadvantages that my practice in evening school work was of such great value to me as an individual.

One of the benefits, which I value very highly and which I received from my practice work, is the training in contacting farmers on their home farms. If we expect to succeed in a community as an agricultural leader we must be able to favorably approach our farmers and guide them in their interests. This training could come in no way other than actually visiting the farmers, which we did before and during the first part of the evening school.

Had it not been for this practice work I might have used some method of teaching other than the conference method in my future evening school work. Before starting this practice I did not realize the full value and effectiveness of that method. I learned that, with few exceptions, farmers are anxious to discuss their successes and failures and are willing, more or less, to accept the practices of the more successful farmers, especially if those practices correspond with those recommended by experiment stations.

In these conferences, or dicussions,

was led to realize the conditions of the farmers with reference to the problems facing them and, as a result, was placed in a position in which I could be in fuller understanding and sympathy with the farmers and be better able to deal with them in leading to solutions for their problems. I learned some of the difficulties that they were facing in maintaining the fertility of their soil, the subject which the course covered.

My experience taught me to endeavor to make the farmers understand that my purpose as a vocational agriculture instructor is to help them in any way that I can. In my opinion, which is based on my practice experience, no department is doing its duty unless it conducts evening school classes during the fall and winter months in order that there might be developed between the instructor and the farmers a closer feeling and relationship leading to greater co-operation in agriculture.

My Experience in Evening School Work

C. E. MILES, Student Trainee,

TT IS very difficult for me to adequately enumerate and explain all the benefits I have derived from my evening school work on "Soil Improvement" in which I took part as a trainee. However, I shall in a brief way describe a few of the most important benefits received.

Probably the greatest benefit from this work was the way in which it inspired me to do everything in my power to promote this type of education. I saw the need for adult education more than ever before and found the farmers anxious to learn and willing to cooperate in the solving of their problems.

In observing the organization of this course, I realized that the greatest success was largely due to its proper organization. The course included the phase of agriculture in which the majority of the farmers were interested.

Before I had finished teaching my first lesson I realized that I needed to know more about the conditions under which the farmers lived and needed to better understand their situations.

During this course I found the conference method of teaching most effective. By the use of the conference method the problems were solved by all working together, each farmer giving his individual experience. The results of these experiences were discussed and compared with experimental data, and from this, many valuable conclusions were drawn.

Another worth-while benefit derived was that of actually bringing into use creative and constructive thinking in the conference discussions. In each lesson taught I realized more and more the importance of clear thinking and openmindedness. I came to appreciate the fact the questions I asked must be meaningful to the farmers.

Still another value I derived from my evening school work consisted of my learning how to properly collect, assemble, evaluate, and present data. I have come to more properly appreciate the fact that data used for evening school

discussions should be as local as possible. The proper use of theory and knowbe understandable and practical to the average farmer was very beneficial, in that I have better learned how to properly relate theory and practice.

A Long-Time Program for a Part-Time Student

M. J. ANDREPONT, Teacher, Houma, Louisiana

N TERREBONNE Parish, a new feature in part-time instruction has been adopted. The program is similar to the one outlined by Mr. Larriviere, assistant state supervisor, in the March, 1936, issue, page 140. This feature provides for special efforts in aiding out-of-school farm boys to establish themselves in farming thru part-time education.

The following program has been worked out for Hilton Hornsby. Hilton was in all-day class instruction three months, but, as he is an orphan and is responsible for earning a livelihood for himself and his grandmother, he had to discontinue all-day classes at the high school.

A survey of the situation disclosed the following facts: Hilton is 15 years old, 5 feet 5 inches tall, and weighs 130 pounds. He quit school in the eighth grade after having completed three months of all-day class instruction in agriculture. He was interested in continuing his enterprise work. His grandmother owns 20 acres of land, of which 17 acres are tillable. She is eager to have Hilton become a successful farmer and is willing to let him assume charge of her farm, for which she would take \$50 and 50 bushels of corn, which is \$5 more than she gets now.

Hilton has to purchase all his clothes and to earn his spending money. He is very industrious. He is especially interested in poultry and truck crops. A neighbor farmer is very much interested in Hilton's success.

The farm is rented at present, which accounts for the small program for

Hilton is interested in baseball, basketball, and swimming. He lives seven miles from the high school.

When this survey was completed, a long-time program was formulated by the boy and his agricultural instructor, with the view of purchasing his grandmother's farm or another farm in the community.

The program as adopted by the boy is given below:

Two more boys are working out a long-time program with the view of establishing themselves in farming. When a program of this sort is completed a boy should have attained enough experience and skill in farming to successfully operate a small farm and to be a leader in his

Enterprises	1936-37 Scope	1937–38 Scope	1938–39 Scope	1939–40 Scope	1940–41 Scope
Garden	1⁄4A	⅓A	½A	½A	½A
Beans	1/4 A	1A	1A	2A	3A
Poultry	200 head	400 head	500 head	500 head	500 head
Corn and Legumes		4Λ	5A	5A	5A
Swine		1 sow	1 sow and litter	2 sows and litters	2 sows and litter
Brood Mare		1 mare	1 mare and colt	1 mare and colt	2 mares
Potatoes		2A	3A	5A	5A
Cane			1A	2A	3A
Estimated Net Profit	\$ 50	\$260	\$370	\$ 580	\$7 00

Grand Total......\$1,910

Supplementary Farm Jobs	1936–37	1937–38	1938–39	1939–40	1940–41
Establishing an orchard:	x				
1. Propagating	x	x	x	х	x
2. Transplanting	x	х			
3. Budding, grafting, and pruning	x	х	х		
Home beautification:	x	х	x	х	x
1. Planting shrubs	x	x		;	
2. Planting flowers	x	x	x	x	х
3. Building fences	x	x			
4. Carpentry jobs	x	x	x	x	x
Farm Shop:					
1. Repairing and sharpening farm tools	x	x	x	x	x
2. Tanning	x	x	х	x	x
Professional improvement:					
1. Read magazines and books	x	x	х	x	x
2. Business English	x	х	х	x	x
3 Agricultural grithmatic					

Night School Classes

JOHN W. GRAY, Instructor,

NIGHT school classes in agriculture have been conducted for the past seven years, in poultry and soils. This community is a diversified one with an income derived in order named: citrus, dairy, poultry, grapes, hay and grain, and vegetables. During the past three years there have been a steadily mounting income from avocados and a decline in the grape income, and during the same period there have been less income from chickens and more from turkeys.

In determining the courses best adapted to this community the following facts were considered.

1. Size and importance of the particular industry or phase of farming to the community

2. Agencies at work in the various fields which were doing a good job of improvement

3. Need for improvement in the various fields

4. Changing tendencies
5. Knowledge of the various fields by the instructor

6. Agencies available for assisting

in giving courses.

In the case of the citrus and avocados, both of these industries are exceptionally well organized and their field men are doing a splendid piece of work, not only from the productive standpoint but from the educational standpoint as well, and little assistance could be given in either case. In the case of dairying, the extension service has organized them into serviceable co-operative groups with their breeding and testing service, etc., and therefore their needs are largely taken care of. One other factor entered into consideration with the dairymen and that is that they are a rather widely scattered group and difficult to get together.

A survey of the poultry situation showed a good field for improvement in that there were altogether too heavy a pullet mortality, too heavy brooder losses, no regular sanitation program. There was a very decided lack of understanding of disease prevention and control, and of the principles of feeding,

breeding, and housing.

The main factors determining course in soils were the large number of soil types found in the community and a general lack of understanding as to how best to handle these variations of type under various conditions of production. One of the greatest problems of this community is water and its proper use when applied to soil, as in many cases it was definitely determined that too much water rather than not enough was the cause of trouble; lack of aeriation, improper drainage, plow soles, hard pan, etc. were all causing their quota of trouble.

Most of the work, especially in soils, of the poultry class. was carried on by the agricultural instructor, altho others were used as occasion offered, especially individuals who were specialists along some particular line. Some of the meetings were conducted by members of the class themselves, especially when they had been

particularly successful along some line or were outstanding individuals in their particular field.

per meeting with an average of 14 meetings per year. In soils the average attend-

ance has been 15 with 12 meetings a One of the most difficult parts of the night school work in adult education has been the "follow-up" work in order

to determine to what extent the work has been helpful and to assist the student in working out a program of work involving the practices advocated in the class. Some of the outstanding improvements in poultry which have been noted since the starting of night school are: demand for better stock, much improved sanitary conditions, less brooder loss, less loss from worms and chicken pox, improved feeding conditions, better understanding of ventilation, and increased interest in cooperative organizations.

In soils a large number of individuals have become constant users of the soil augur to determine moisture requirements, better cultural practices, and a much more intelligent expenditure of money for fertilizers. This is especially true in the case of citrus, where the use of a general fertilizer has given way to the use only of nitrogen, which in most cases is all that is needed, and many farmers have learned to use fertilizers which neutralize alkali instead of increasing it.

Evening Classes for All

O. L. YOUNG, Teacher, West Chester, Ohio

THE writer tried a new venture the past winter. The women of the township were contacted during the summer to determine whether there was sufficient interest to warrant a short course for women and also to determine the subject of greatest interest. There seemed to be sufficient interest in poultry to encourage the writer to plan a course for the women.



The course started the first week in January. There were 12 women enrolled at this first meeting. The enrollment increased at each of the first four meetings until there were 32 enrolled. The course closed in March with 28 enrolled (attending three or more meetings).

These women are planning to introduce 101 new poultry practices the coming year. Thru the co-operation of the farm shop class, eight Ohio feeders were constructed and sold at cost to members

At the close of the course this year the group voted to continue it next year.

Some people argue that short courses cannot be conducted near our large cities. The experience of the writer in the West Chester community tends to prove that this is not always true; as Union Township is located three miles north of greater Cincinnati, five miles east of Hamilton, and eight miles south

In addition to the course for women, a course for young farmers with 29 enrolled and a course for adult farmers with 16 enrolled were conducted the past winter at West Chester.

This department, which was established 12 years ago, had short course work for men introduced five years ago. Last year a course for young men was added. This year the women's group was added. The department is thus offering instruction to future farmers, to young farmers out of school, to adult farmers, and to farmers' wives.

Evening School Experience

MR. BROWN, Student Trainee,

THE experience that I received in the work was in Cedar Bluff community. The content of the course included several phases of improving the soil. The course continued for 10 weeks, meeting each Monday night at seven o'clock.

The work in this course was very beneficial to me in several ways. The association and fellowship with the farmers before and after the meetings were very interesting. They told of their experiences pertaining to farming, and these helped me in presenting the lesson which I had prepared to teach. Meeting and knowing the farmers put me on a plane with them, and I could understand their conditions in the community much better.

Appearing before a group of farmers of this type was good experience, not only from the public speaking standpoint but also as a leader in studying heir problems, which were similar to those I will have to deal with when I get into educational work in agriculture. The method used in this work was the conference procedure, in which farmers gave their experiences and from these, together with the experimental data, drew their own conclusions as to farming methods to follow.

These farmers were not outstanding men of the community, but those who were anxious to become more efficient in the farming business. This was surely proved to me because those farmers came in the most disagreeable weather of the winter. This being true, I had an opportunity to learn some of the difficulties which they had in their farm work.

Another very important factor that was very beneficial to me was learning to read and explain data in such a manner that the average farmer could understand and be able to use it on his own farm.

The questions asked by the farmers were questions that pertained to farm practices. In dealing with these questions it was necessary for me to learn how to think in such a manner as to lead the farmers to answer the questions correctly according to the experimental data and local farmers' experiences.

In teaching some of these evening school classes, I learned a great deal about soil improvement myself. This is true because I found it necessary to know the subject thoroly in order to find the data necessary to answer all the questions and to bring out all the points that the farmers should get. This being true I found that there was a good deal to learn about this subject. The experience



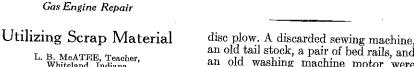
Farm Mechanics





Farm Woodworking





DUE to shortage of money to finance new projects in farm shop, we have made use of many discarded articles to fashion useful implements. Junk piles, dumps, and discarded autos have all contributed to our shopwork this year.

Some of our made-over projects that have proved the most popular are the following: Old gallon varnish cans cut lengthwise and the handle end removed became a pair of nail boxes when wooden ends and knobs were installed. Tall round coffee cans became bird houses when covered with a roof and ends. Scrap pieces of heavy galvanized metal were transformed into handy feed scoops by cutting proper sized pieces and nailing them to semicircles of inch scrap lumber for an end with a square inch piece for a handle. Dust pans of the same material with scrap strap iron handles are used by our school janitor as well as in several of the boys' home shops.

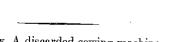
Discarded cross-cut saws were converted into butcher knives, corn knives, skinning knives, and leather trimmers. Paring knives were made from hack saw blades. Wooden handles for the knives were cut from blocks of oak and ash stove wood. Rivets were made by melting old Ford aluminum pistons and pouring into holes drilled thru two by fours. The pieces were then split and the rivets used. Two molds were secured and aluminum handles made from the same material were poured on some of the knives. An old sealing wax skillet was the ladle. Heat was supplied by a

blow torch.



Farm Blacksmithing

Activities in the 1936 Nebraska State Farm Mechanics Contest. L. D. Clements, State Supervisor, Lincoln, Nebraska



an old tail stock, a pair of bed rails, and an old washing machine motor were combined to make a satisfactory wood lathe. Tools were ground from old files. Calipers and dividers were originally parts of an old music rack. We are planning to make a jig saw from a sewing machine next year.

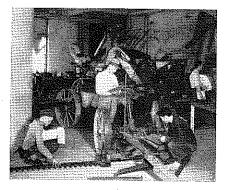
Game boards were made from old pieces of fibre board, the bottom of square Star chewing tobacco boxes, a few nails, a little paint, jar rubbers, and curtain poles cut into sections for checkers. Pieces of broken windshield and door glass were used to replace glass in hotbed sash. Forms for garden benches were made from scrap two by fours, molding from a remodeled schoolroom, and a few pieces of scrap metal. Baling wire has proved satisfactory as a re-enforcing material for our small concrete jobs.

The sale of many of these articles has practically financed all expense in our farm shop except cost of tools. With this as a basis we feel that the boys will see the use of many pieces of discarded material to make useful things to use around the farm.

Put the Tools Away

M. A. SHARP, Iowa State College, Ames, Iowa

 $D^{\rm O\ NOT\ say,\ "Quiting\ time,\ boys."}_{\rm Say,\ "Time\ to\ clean\ up."\ The\ teach-}$ er should attempt to establish firmly in the boy's mind the idea of always putting tools away and cleaning up his working area when he has finished a job or stops for the day. Habits ac-



Farm Machinery



Sheet Metal Work

to success in any form of occupation. Anyone experienced in observation teachers can judge the efficiency of the instruction by the amount of organization apparent in the laboratory. If tools, equipment, and materials are lying around in a haphazard fashion we may be sure the teaching is being done the same way.

All hand tools should be kept in a closed cabinet or tool drawers so they may be locked. While it is seldom necessary to lock up tools to keep them from being stolen, it is essential that all tools be kept in place, and this is not easy to do, even with locked cases. Many shops do not have sufficient tool storage space, but cases can be built without excessive cost. Built of 1x10 or 1x12 stock they are easily constructed and rigid. Glass doors are seldom advisable, but if desired they may be made of storm sash economically.

Every tool should have its outline painted in place on the case so the entire list may be checked in a few seconds. A light background, such as gray, with a dark silhouette is easily checked, does not show dirt quickly, and has a neat appearance. Do not use bright colors. If the tool outline is drawn with a pencil the area inside of the work may be filled with shellac, colored with dry lampblack or burnt umber. This will dry quickly and not run down the walls. Any of the quick setting lacquers may be used

Materials and equipment might just as well be neatly stored as left about the room wherever the boys worked last. There are many excuses, but very few reasons for not having a place to store everything. Cases along the wall

equipment which cannot be taken care of, get rid of it.

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

The efficiency of your teaching is judged largely by the organization of your shop. How high do you want to

The Dumping Ground

F. W. DALTON, in Michigan Vocational News

Editor's Note: This article deals primarily with a shop situation, but it has suggestions for the teacher of agriculture who often faces the same problem.

" $\mathbf{M}_{\mathrm{ing\ ground}}^{\mathrm{Y\ SHOP}}$ is being used as a dumpfits of the school system. Since every year the grumble seems to grow louder, perhaps a little discussion of the problem involved may be worth while.

First, we might discuss two questions: What is meant by "dumping," and second, what are the reasons for the reaction of shop teachers to such practice. If by "dumping" we mean the assigning of students to shopwork because they have been rated failures in their academic work, the term indicates quite accurately what frequently takes place. But why grumble about it?

There are at least two reasons why the shop teacher objects to this practice. The first is that students who have not done so well in the so-called academic subjects have been classified as inferior students and the shop teacher resents his department being used as the "educational wastebasket." Another reason, equally if not more important, is that the teacher does not care to be afflicted with "special classes." His work has been planned very much the same as other departments, for the average student, or the "regular" student, and he has neither the time nor the inclination to be concerned with the "special" types.

Those points of view may be attributed to a lack of a true perspective of the problem. It is believed that if teachers were to see the entire picture it might assume an entirely different complexion. In the first place shop teachers should be the last people to accept the stamp of "inferiority" merely because a student has been transferred from the academic department to mechanical work. It is granted that there are certain qualities of success without which no one can expect to progress. Unfortunately school people have acquired the habit of basing their estimate of a student's aptitude on the I.Q. As this measure is likely to be valuable only in the traditional school program, it is a mistake for the shop teacher to conclude that the failure in academic work is necessarily a failure in shopwork.

It is generally conceded that interest is a necessary prerequisite for success in any field of endeavor. That interest is, with most people at least, largely dependent upon a realization of the use-

may become the "oasis." Surveys and studies have revealed to us that thousands of students have left school because they did not "pass the grade." But a follow-up of many of these people has shown them to have been successful in the fields of industry and business. In spite of the many studies on the problem, there is yet no conclusive proof that the I.Q. as determined by academic standards, within reasonable limits has a direct bearing on mechanical success. The other reason given, namely, that the instructor has no time for the students who have been "maladjusted" to the program, has probably been general among the other teachers of the school system. It is true that each teacher that had Willie Smith had little time to bother with this "different" individual and consequently no one learned much about him except that he does not quite

apparently seems to care. If the shop is the "dumping ground" as stated and in many instances it is, there are two possible ways of responding to the situation. One is to assume the same attitude as those who were responsible for the "dumping"; and the other is to openly accept the challenge. If the latter is accepted, and it seems that this is the logical thing to do in view of the results previously obtained from grumbling, it is not particularly difficult to see in the "educational wastebasket" an opportunity to heap coals of fire upon the heads of the "dumpers." Then, instead of a "dumping ground," the problem resolves itself into one of rehabilitation. The "regular" student succeeds under any teacher, but the exceptional student requires an exceptional teacher. If the shop teacher can succeed where others have failed, why should he not avail himself of the

fit into the program, just why, no one

opportunity and be glad of the chance? There will be many cases where no great talent is present, mechanical or otherwise, but if interest can be established in manipulative work, an opportunity has been presented in the school shop for the teacher who is sympathetic with the problem.

What difference does it make whether the boy is mechanically a genius or not? The less he is endowed, the greater the challenge. If the shop turns him away, where will he go? Who can and will

help him? In all fairness to overcrowded teachers, it should be said that working conditions often make it impossible for teachers to find time for special attention for types of students such as those discussed here. Obviously, there should be time provided for special work with special people if satisfactory results are to be expected. No doubt, the workshop is an excellent place for rehabilitating students who have lost interest in school and lost confidence in the purposes of education, and in themselves. But unless available time for some personal attention to those people is forthcoming little effective work can be accomplished.

A new attitude must prevail with reference to the work of the school shop. A special shop should be provided in every school where the needs are sufficiently great. It must be attractive for the purpose of interesting non-

that, they should be teachers different from those from whom the students have previously run away. Boy Scout philosophy should be the basis of dealing with them. The teachers should have wide knowledge of many occupations, the better to direct boys in working out their destiny. The shop will become the laboratory of working out the analysis of boy nature with the result that some will return to academic work and others will seek vocational training, while others will be guided into jobs outside of school.

What About the Vocational Agriculture Graduate?

(Continued from page 164)

Hughes instructors do to help our boys in their situation? Just this: we should so conduct our supervised farm practice as to give these young men a start in the business of farming; we should keep in close contact with the agencies controlling many of the rentable farms in our various communities; we should be ever on the alert to find suitable opportunities for placing some of the boys who have been graduated from our department; and then (this is of prime importance) after placing them, we should be ready to advise them on all phases of their work as well as to give them encouragement and moral support in surmounting their obstacles and solvng their problems.

Our classroom work is merely a beginning. To be of assistance to our graduates after they leave the school is of the greatest importance in obtaining a well rounded agricultural program.

Fredericktown Community Fair

(Continued from page 165)

rooms, and empty store rooms. The American Legion acted as police and assisted in cleaning up the streets after the fair was over.

In addition to operating the junior fair the members of the Future Farmer chapter did an almost unlimited amount of work in making trestles, setting up tables, arranging exhibits, assisting the adult committees in the conduct of the udging by checking the entries, placing ribbons and recording the winners, and finally in cleaning up after the fair was over. In return for this work the majority of which was done on the pupils' own time out of school hours, the chapter was allowed to operate a concession without charge. The concession chosen was a duck pond in which rings were thrown over ducks' necks with the successful pitcher winning the duck. The money made enabled the chapter to purchase a much needed radio for the chapter room and will make it possible for them to hear the national public-speaking contest as well as all of the other state and national F. F. A. programs.

Those who educate children well are



Future Farmers of America



The Chapter Newsletter

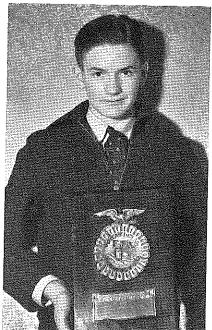
ELVIN THUE, Adviser, Gregory, South Dakota

LUTURE Farmer chapters endeavoring to add worth-while activities to their programs can favorably consider the publishing of a chapter newsletter.

The prime purpose of a newsletter should be to advertise the agriculture department and the F. F. A. Readers of the publication have the privilege of knowing what is going on. On the boys who are in charge is placed a great responsibility, and they have the chance to develop their talents. Other boys than those mentioned can and should work up some interesting material for publication.

The Gregory newsletter was begun five years ago under the supervision of L. E. Halvarson. It has been in continued use. At present, it is published at the end of each six-weeks period. A regular staff is appointed at the beginning of each year. On this staff are reporters for each agriculture class, who give accounts on the activities of each class during the past six weeks. The commercial department in our school has a mimeograph and co-operates with us splendidly in putting our publication

personal opinion is that once established it will not be discarded as it does give a distinct service that the F. F. A. group profits by a great deal.



procedure makes for a healthy program. Don Robinson, Scenic City chapter president, Iowa Falls, Iowa, winner

A Social Institution

J. ERWIN BOYD, Teacher, Leola, South Dakota

THE social phase of the Leola Chapter has done much to get our program before the patrons of the school and to bring about a group consciousness to the members of our chapter. Two social events in our chapter have been decidedly worth while.

In October of each year our school sponsors a homecoming day designated as "Pirates Day." One of the big features of this day is a parade in which the classes and the various school organizations participate. Our chapter took pride this year in decorating a float for this parade and took first prize. We depicted a fall scene in which we exhibited, on a large decorated wagon, products from many of the crop projects and some livestock. Bringing up the rear we had a boy leading a goat with a sign over his back, "THE F. F. A. HAS THE DEPRESSION'S GOAT." This float created much favorable comment. I am convinced that visual education thru exhibits is one of the most efficient methods of telling the people about our program.

In our school district the boys live a long distance from the high school, which makes it very necessary that the boys and their dads get together socially and other ways. We held this year what we called our "Get Together." Each boy brought his father and an allotment of food. The objective of the boys was to show the fathers a good time. Each "Dad" was given a score sheet on which he was to keep his score of points made in the various stunts carried out during the evening. These stunts included the throwing of darts at a bull's eye; guessing the weight of a shock of grain; pounding a nail into hardwood block with the least number of strokes; the identification of varieties of wheat, barley, and oats; bouncing a ball in a pail; throwing tennis balls thru a hoop, and many other stunts. One F. F. A. member attended each father to see that he kept moving. The father making the highest score was awarded an appropriate prize. During the evening our chapter members brought into the room 150 samples of grain that we were testing for ger-

mination for farmers in the community. The evening's entertainment closed with a light lunch and a few short talks from the superintendent of schools, the adviser, and the dads. In the planning of the social functions for the chapter it is well to have the dads on the receiving end once in a while. Too often we plan everything for the boy. Reversing the

Texas F. F. A. Reporters

W. R. SHERRILL, Assistant State Supervisor, College Station, Texas

TELP in developing a "nose for news" is being provided Texas F. F. A. reporters, thru a free correspondence course in news writing offered by the department of agricultural education of Texas A. and M. College. Each reporter who satisfactorily completes the course is awarded a certificate of merit in news

The course, consisting of five lessons, is intended to acquaint reporters with the essentials of a good news story, provide practice in writing such stories about Future Farmer happenings and activities, and develop in the reporter an appreciation of his responsibility in influencing the thinking of his com-munity about vocational agriculture. Emphasis is placed upon developing the ability to recognize news, select the feature, write the lead, and tell the story with accuracy, brevity, impersonality, and clearness.

As practice assignments, reporters are given for rewriting a number of poorly written F. F. A. stories containing major news-writing faults. Also as a part of the course, each reporter is expected to write stories about activities of his local chapter, get them published in his local paper, and submit clippings of these stories along with other assignments. Finally, each reporter must plan a publicity program for his local chapter.



lames Via, president, Virginia Association

News-Writing Course for

writing by the state association.

Farmer Banquet H. N. PARKS, Instructor, Collatin, Tennessee

How to Put On a Future

THE Gallatin Future Farmers' annual father and son banquet is one of the outstanding events of the year. This is not only important from a social standpoint but also from a publicity standpoint. They use the occasion to acquaint the dads with the purposes, objectives, and accomplishments of the chapter.

When the chapter decides upon the date for the banquet, usually the latter part of winter or early spring, the following committees are appointed: finance, invitations, reception, decoration, and

The big problem of financing the banquet has been solved very satisfactorily by holding the banquet in the high-school cafeteria under the supervision of the home-economics teacher. The menu is planned to consist as nearly as possible of things that can be brought from the farm home. Each boy is asked to bring a chicken and any fruits or vegetables that he can conveniently secure at home. After preparing the banquet, the chickens not used are sold to pay for the things that must be bought. By using this method, no cash outlay is involved on the part of the members. The menu usually consists of a cocktail, chicken, three vegetables, ice cream, and cake.

The program is planned to involve little speaking by the guests, giving more time for members of the chapter to thoroly acquaint the guests with Future Farmer work. The opening and closing ceremony should never be omitted as it expresses clearly those fine qualities which Future Farmers hold as their aims in life.

Farmstead Beautification Essay Contest

DONALD Z. TERHUNE, Teacher, Averill Park, New York

OF THE many co-operative school activities promoted by the Averille Young Farmers of the Averill Park (New York) Central School, the Farmstead Beautification Essay Contest has been one of the most successful.

All members of the freshmen and sophomore English classes were encouraged to develop an essay on the subject "Why a Farmer Should Beautify His Farmstead." The only definite requirements were that the essay be original and that it consist of from 200 to 500 words. Cash prizes of one dollar and fifty cents respectively were offered for the first and second best essays submitted. Embossed ribbons were provided for the third, fourth, and fifth place winners. The essays were judged largely on the basis of thoroness in covering the subject and on originality of expression; altho composition, grammer, and spelling were also taken into

There were 68 essays submitted. The prizes were awarded at a school assembly, at which time the authors of the two best essays presented their papers before the assembly. In both the writing of the essays and in their presentation

munity. It is hoped to develop this interest still further by means of an actual farmstead beautification contest next year. The ideas evolved from the essay contest have already been used by the agricultural classes of the school to motivate their study of the farmstead peautification enterprise.

Steps in Building the Chapter Activity Program

A. P. DAVIDSON, Teacher Trainer, Manhattan, Kansas

IN SETTING up a program the chapter should endeaver to include activities of such scope and variety that all members will be given opportunity for training and experience. Definite attainable goals should be established. In building such a program, as well as in directing its effective accomplishment, the officers and adviser have many duties and responsibilities. Every effort should be made to have a program built and endorsed by the chapter, and not merely a program set up by the officers and adviser.

A suggested procedure in program building follows. The first step is to list activities for consideration. This may be done by a general program committee, made up of the adviser, chapter officers, and member appointees. Suggestions for suitable activities may be found by studying the programs of winning chapters in the national better chapter contests, by examining chapter programs of other schools, and by listing new activities thought of by committee members.

The second step is to determine the possibilities of each activity listed. A satisfactory procedure is to appoint subcommittees (drawing in all members of the chapter on some committee, if possible) to give time and thought to setting up goals and ways and means for each activity assigned. The date for committee reports should be established so that all activities may be reported upon within a short time. Reports of all sub-committees should be presented according to a standardized system.

The third step is the co-ordination of the sub-committee reports into an achievable chapter program. This can be done by the general program committee.

The fourth step is the presentation of the tentative annual program to the chapter. There probably will be more desirable activities included in this program than it will be possible to carry out. Only those activities with definite goals and practical ways and means should be accepted.

The fifth step is to perfect a monthly calendar of chapter activities for the year, showing activities or the phase of each activity to be carried out during each month.

It is important to balance the yearly calendar of activities. Too many activities at a given time will likely result in a scattering of effort and a lowering of standards; or, if standards are maintained, will demand too much of the member of the group. Too few activities will cause loss of interest. Fit your program of activities in with school and community programs. This will avoid

"Film Strip"

HAROLD GULVIN, Adviser, Forrestville, New York THE Forestville Chapter has com-

piled a film strip of its activities called "Future Farmer Activities." All the pictures that the chapter had available and which had been taken in recent years were assembled. These pictures were selected for clearness and desirability of the subject. Each of the 45 pictures represent some F. F. A activity, such as judging, field trips, shop work, planting trees, etc. The pictures were numbered, titled, and placed in the correct order. They were photographed on a regular 35mm film negative in a special camera. The negative was sent to the factory for positive copies for projection. The Forestville Future Farmers plan on using the film strip as a part of their program at the county fair. It will be shown three times, each picture being explained by a Future Farmer. It should prove very interesting, as well as advertise the Future Farmers of America and what they are doing.

Training Farmers in Leadership

I. C. COWART, Teacher, Gueydan, Louisiana

F FARMERS as a class are ever to occupy the position in society which is justly theirs they must become better

Altho an adult farmer may improve himself as a leader, the proper place for leadership training is with the farm boy. In the past we have struggled with this problem of training boys, with varying degrees of success, but at last we have reached the place where farm boys may be trained in leadership thru participation in their own organization. am referring to the Future Farmers of America. In discussing the value of the F. F. A. from a leadership standpoint, I shall deal with our own local organization, the Gueydan Chapter of F. F. A.

In the first place, our chapter is a "drawing card" for the agriculture department. This statement is born out by the fact that over 90 percent of the boys in the Gucydan High School are regularly enrolled in agriculture, and the paid-up chapter membership for last season was 81.

If a boy is to become a farm leader, he should be associated as closely as possible with farmers and farm organizations. For this reason all chapter members are encouraged to attend farmers meetings, and the chapter actually conducts the evening classes by furnishing the chairmen and rendering short num-

bers on the programs. Every agriculture student is a chapter

member and takes part in public speaking and parliamentary law drills. Parliamentary law, especially, draws out the boy who is timid. Every year one or more boys of this type join the chapter and, in every instance thus far, have developed into fairly efficient chairmen before the close of the first session. Boys like this type of training. They are led rather than forced into the conduct of their own organization and carry on efficiently with a minimum of assistance utaida Whan thaga have ha

The Tar Heel Farmer Camp

ROY H. THOMAS, State Supervisor and J. M. OSTEEN, Camp Director, Raleigh, North Carolina

THE Young Tar Heel Farmer Camp is a feature of the state organization of Future Farmers of America in North Carolina. It is owned by the state organization and is for the purpose of offering a week's outing each summer by every chapter electing to do so. Two thousand eight hundred boys from 110 chapters were scheduled to attend last summer, but the infantile paralysis situation in the state prevented the opening of camp for the entire season.

This camp is located at White Lake in Bladen County. The lake is one of the most beautiful in the state and offers fine recreation for boys of any age. The camp at present has 12 cottages for boys, which will accommodate 360 filled to capacity; a dining hall large enough to seat 252 boys, with kitchen space and equipment for feeding this number (for four weeks the previous year the number in camp exceeded 252, and a double shift was used at each meal); a cottage with eleven rooms for teachers' wives and their guests; and two large bath houses. The camp employs a trained dietitian to look after preparation of all meals and an athletic director and assistant who have charge of athletic and swimming activities of the different chapters. All these activities are on a competitive basis between the chapters in attendance. In addition, instruction in swimming, basketball, and other games is given when requested.

Since boys from many sections of the state are in attendance each week they get many new ideas about different types of farming in the state, Young Tar Heel activities, and other activities connected with the vocational agricultural program. The trip to and from camp allows the boys to observe different types of farming, including marketing, such as the tobacco belt of the east and the peach section of the sandhills. Also the boys from the Piedmont and mountain sections have an opportunity, if they wish, to see Wilmington, Wrightsville Beach, Carolina Beach, and the Atlantic, many of them for the first time. Those who do not care to go to the ocean find plenty of fun at the several beaches on the lake with plenty to eat at the camp three times a day.

Judging by reports, the boys have a real good time during the week they spend at their camp. This fact is also borne out by increased attendance, which has doubled since the camp started seven years ago.

Leadership Training

M. H. REASONER, Instructor, Manteca, California

A F. F. A. leadership training program for the Central Region of California Future Farmers was held at Elk Grove in the early fall under the leadership of President Pete Gaines of Manteca.

The Elk Grove Chapter served a banquet to representatives of eleven F. F. A. chapters. Drawing from the experience of advising some 25,000

them to become agricultural leaders. With this desire for leadership the Future Farmers spent an hour in conferences discussing the problems of presidents, secretaries, treasurers, reports and recreational leaders. Each of the conference groups assembled at the close of the evening to hear the summary of the group discussions. An hour for the conference period was found to be only a teaser.

Judging Tour



SIXTY-FIVE automobiles and one bus carried these 275 farm boys from 53 New York state schools on a two-day judging tour. The tour was sponsored by the State School of Agriculture at Delhi. Those in charge were Lawrence O. Taylor, instructor in animal husbandry; R. N. Harvey, instructor in poultry; Director H. L. Smith of the Delhi State School, and W. J. Weaver, assistant state supervisor. Besides the stock and equipment at the state school, the boys had the privilege of visiting several outstanding farms in the neighborhood of the school where judging was done and many practical phases of breeding and farm management were observed.

White Face Calves From Texas

J. E. MOSS, Teacher Nashville, Tennessee

SEVENTY-FIVE boys from the seven departments of agriculture in Davidson County entered a co-operative feeding project. Five carloads of Texas feeder calves were bought thru the Producers Livestock Association at an average price of five cents per pound. The animals were all steers approximating 300 pounds in weight.

The majority of the money for financing this program was borrowed thru the Productive Credit Association at 5 percent. Each boy made a note for his calf or calves. The vocational teachers made a collateral note covering all calves bought by boys in their departments. The animals were insured for their original cost. This eliminated practically all chances of loss, since good Hereford stockers in thin condition rarely go below the price we had to pay.

This project was studied from every angle before it was started. Several meetings of the teachers and their boys were held. Old-time feeders and some good practical farmers were consulted as to the possibilities of such a program. No boy was permitted to buy calves who did not have plenty of roughage and

The last of the calves were sold recently at a sale in the Union Stock Yards. Every boy showed a profit for his work. Despite the fact that the cattle market has been slow for the last two months, the project showed a net profit of \$6,005.10 after all charges: including original cost, feed, pasture, interest, insurance, transportation, vaccination, etc. were deducted.

The educational feature of the project was probably of greater value than the financial gain. About one half of the calves was sold off grass and light grain feed in August. The other half was carried over and put on a 120 day feeding period to be sold in February. Those selling off grass showed a much greater profit. This was due, somewhat, to the break in the market in early December. Many of the boys sold a part of their calves off grass and carried one or more into the short feeding period. Thus, they had the training of grazing cattle as well as that of feeding. Even the one year may not prove anything, they are convinced that grazing is profitable.

They also had training in securing a

They also had training in securing a farm loan, as each boy had to make a note, endorsed by his father, to obtain credit. They have a good conception of what class B stock means in a government loan. They had further training in immunizing their animals against blackleg and hemorrhagic septicemia.

Possibly the most interesting part of this program was the boys in the yards selecting their feeders. Each Monday several chapters were on hand to see and buy calves. The competition was rather keen. Each boy would select and weigh his own calf or calves after his agricultural teacher had bought a group or carload. As would be expected, the older, more experienced boys who had been members of the livestock judging teams usually made the better bargains.

This is one of the best group projects, both from an educational and financial standpoint, that the Davidson County Future Farmers have ever undertaken. We are planning a similar project for the coming year. Over 100 calves have been bought. Due to price conditions and cheap roughage, it will be largely a grazing project.

Kentucky Chapter to Give Church Part of Money From Projects

THE Future Farmers of the Carlisle, Kentucky, High School will this year give a part of the proceeds of their productive enterprise projects to local churches.

In the crop projects the boys will set apart one-tenth of the amount produced, which will be kept separate from the remainder of the crop. The part set aside will probably be pooled or sold co-operatively.

The boys who have made the agreement on hogs and sheep will give one pig or one lamb. On chickens and turkeys, one-tenth of the number raised will be given.—Carsie Hammonds, Kentucky

Instruction in things moral is most