

Organizes Co-operative

C. E. RHOAD, Instructor,
Wauseon, Ohio

THE study of the problems of farm management, marketing, and consumer co-operation was the motivating force which brought about the organization of the Wauseon Co-operative by the members of the Wauseon 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 co-operative 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 This fee is used for capital and may be withdrawn in the event membership discontinues.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, similar to

major problem confronting rural farm youth.

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 | 3 | 2 | 1 | 0 | ..... | 3 |
| b | 2 | 3 | 1 | 0 | ..... | 3 |
| c | 3 | 2 | 1 | 0 | ..... | 3 |
| d | 2 | 3 | 1 | 0 | ..... | 3 |
| e | 0 | 1 | 2 | 3 | ..... | 0 |
| f | 0 | 2 | 3 | 1 | ..... | 0 |
| g | 3 | 2 | 1 | 0 | ..... | 3 |
| h | 3 | 2 | 1 | 0 | ..... | 3 |
| i | 0 | 1 | 2 | 3 | ..... | 0 |
| 2. | | | | | | |
| | | Often | Some-times | Sel-dom | Never | SCORE |
| a | 0 | 1 | 2 | 3 | ..... | 0 |
| b | 3 | 2 | 1 | 0 | ..... | 3 |
| c | 6 | 4 | 2 | 0 | ..... | 6 |
| d | 0 | 2 | 4 | 6 | ..... | 0 |
| e | 0 | 2 | 4 | 6 | ..... | 0 |
| f | 6 | 4 | 2 | 0 | ..... | 6 |
| g | 6 | 4 | 2 | 0 | ..... | 6 |
| h | 3 | 2 | 1 | 0 | ..... | 3 |
| i | 0 | 1 | 2 | 3 | ..... | 0 |
| j | 0 | 2 | 4 | 6 | ..... | 0 |
| k | 0 | 1 | 2 | 3 | ..... | 0 |
| l | 3 | 2 | 1 | 0 | ..... | 3 |
| m | 3 | 2 | 1 | 0 | ..... | 3 |
| n | 0 | 1 | 2 | 3 | ..... | 0 |
| 3. a-1; b-3; c-4; d-2; e-0. | | | | | | |
| 4. a-4; b-3; c-0; d-1; e-2. | | | | | | |
| 5. a-0; b-4; c-2; d-3. | | | | | | |
| 6. a-2; b-0; c-4; d-1; e-3. | | | | | | |
| TOTAL SCORE..... | | | | | | |

Supervised Practice Work of Part-Time Pupils

(Continued from page 155)

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, Washington, 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.

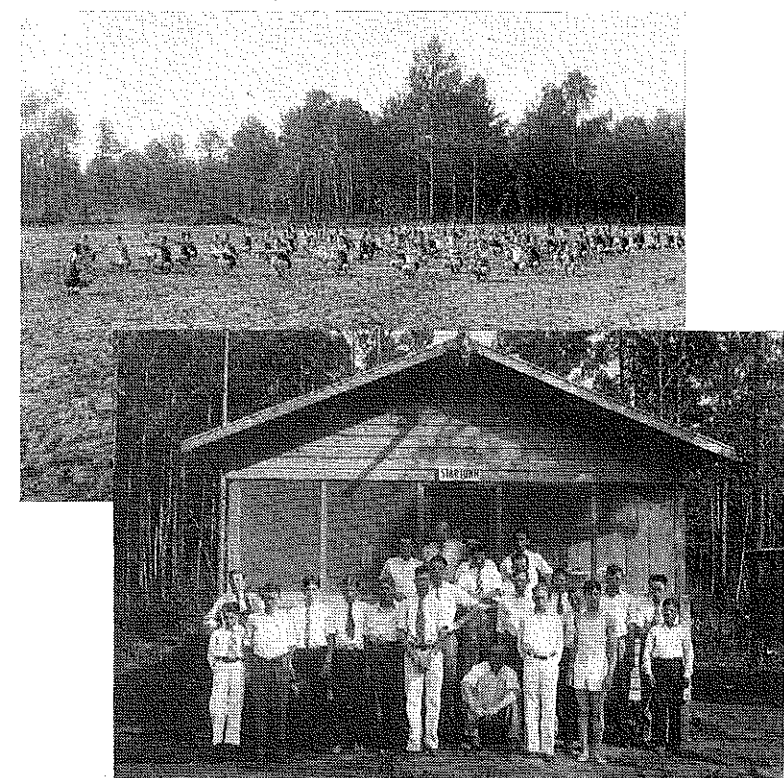
Vermont Teacher Supports Magazine

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

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)

"Those who have finished by making all other think with them, have usually been those who began by daring to think for themselves."—Colton

EDITORIAL COMMENT

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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 Elliot, W. H. Kilpatrick, Charles Hubbard Judd, Ellwood Patterson Cubberley, 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 with it.

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 issues. Perhaps there are other readers who were not familiar

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.

1935

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

1936

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, Georgia.
 Central—Mr. E. E. Gallup, State Capitol, Lansing, Michigan.
 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 statement 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 Education," 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 himself.

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. Getman

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

appear 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 meaning.

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.

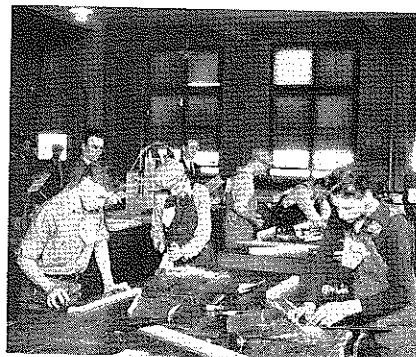
A third measure relates to the quality of human freedom and the expression of

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



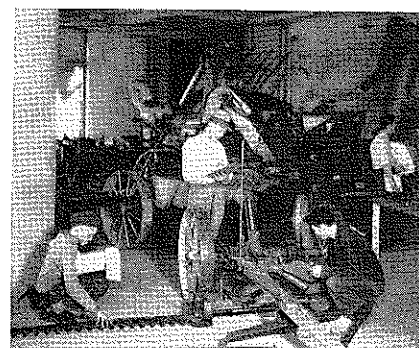
Farm Mechanics



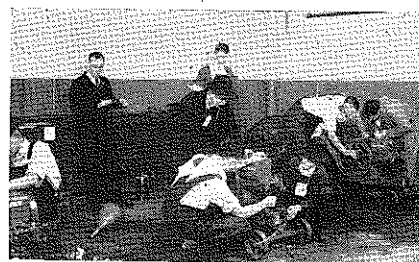
Farm Woodworking



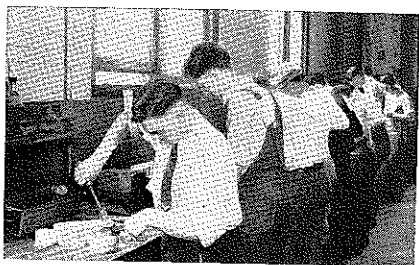
Farm Blacksmithing



Farm Machinery



Gas Engine Repair



Sheet Metal Work

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

Utilizing Scrap Material

L. B. McATFE, Teacher, Whiteland, Indiana

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.

disc plow. A discarded sewing machine, 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 school-room, 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

DO NOT say, "Quitting time, boys." Say, "Time to clean up." The teacher 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-

to success in any form of occupation.

Anyone experienced in observation of 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 score?

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.

"MY SHOP is being used as a dumping ground" for the academic misfits 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 fit into the program, just why, no one 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 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 solving 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 judging 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

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

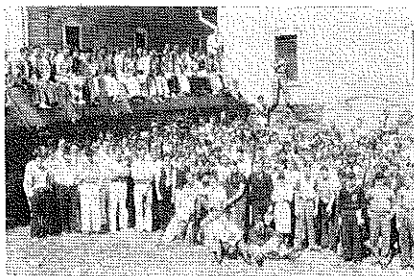
M. H. REASONER, Instructor,
Manteca, California

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 young men, Harry Taylor, dean of men at

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 project 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 pasture. All feeders were urged to plant

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 tho one year may not prove anything, they are convinced that grazing is profitable.

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 necessary to the making of the highest