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.

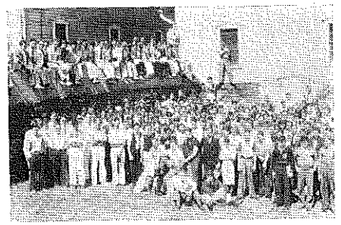
Leadership Training

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 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

Vol. IX JUNE, 1937 No. 12

Agricultural Education

Members of the Fort Atkinson Vocational School Chapter, F. F. A. with M. W. Ross, adviser, and N. O. Eckley, adviser of the Fort Atkinson High School Chapter. This chapter is composed entirely of out-of-school boys enrolled in part-time courses. Only three of them have attended high school. There are 31 paid-up members. (See page 178.)

The broadest possible conception of education is one in which living is itself learning, life is itself the school, and the spirit of the world, the teacher.
—Lester K. Ade.

EDITORIAL COMMENT

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OUR COVER

Fort Atkinson Offers New Type Educational Program

BECAUSE of interest in the welfare of farm boys, Fort Atkinson is offering the only all-day part-time school in vocational agriculture in the state, according to Louis M. Sasman, State Supervisor of Vocational Agriculture. Its purpose is to give the out-of-school farm boy a chance to further educate himself for the business of farming.

Room and facilities are provided by the Fort Atkinson Vocational School, which secured the services of M. F. Ross to organize and conduct the school. Classes were begun in October. Today there are 60 boys enrolled. They are separated into four groups, three of which are determined by the community from which they come. The other group has seven boys in it who have completed high school. Classes meet every day of the week except Saturday. The community groups attend on Monday, Wednesday and Thursday. The graduate group meets on Friday. Tuesdays are reserved for shopwork for anybody who chooses to attend. Fifty-three of the 60 boys enrolled have attended more than 70 percent of the meetings of their respective classes in spite of bad weather and slippery highways which prevented boys who live far from town coming to every meeting.

General farm animal problems are studied from nine to ten-thirty in the forenoon, and soils and crops from ten-thirty until noon. The boys eat their lunch in the classroom during the noon hour and have a radio available, which gives them a chance to listen to the farm broadcasts. The boys have athletics and games in the gym from one to two o'clock and are given F. F. A. work, supervised practice records to keep up to date, and at times educational movies from two to three. The last hour is used in giving instruction in agricultural mathematics, business English, and for the reading of farm papers.

Thirty-one of these boys, recognizing the value of Future Farmer work in conjunction with the study of vocational agriculture, organized the Fort Atkinson Vocational School Chapter of Future Farmers of America. On January 29 the University of Wisconsin Collegiate Chapter of F. F. A. conferred the Green Hand Degree upon the members of that chapter.

Some objectives which the Future Farmers have set down in their program of work for the year are: to hold a meeting every other Tuesday night; to have 90 percent of the chapter doing D. H. I. A. work (already they have met this objective with 95 percent testing 800 cows); to have 85 percent of the chapter do soil testing and improvement; do orchard im-

as many short-time projects as possible; each member engage in as many improved practices on the home farm as possible; each member keep accurate farm records; sponsor athletic program; send at least three teams to state judging contest; send delegate to state fair; construct booth at county fair; promote 4-H Club work; give parent and son banquet; and make project tours.

PEDIGREES

AT A recent regional conference of state supervisors and teacher-trainers at New York City, the group was entertained at a luncheon by the American Jersey Cattle Club and conducted on a tour thru their headquarters. The lasting impression was the detailed and finely kept records of each individual animal that had been registered with their breed association. This work was done with a force of 100 persons. Several persons in the group asked about particular animals which they knew, and the information was quickly given to them.

In reflection, why can not we keep as good, and I believe better, records of the boys who enroll in our vocational agriculture classes. The information should be easy to obtain. We have individuals who can talk and write with which to work. We have a force of 6,000 workers to gather and record the data. Massachusetts has long made a study of their boys enrolled in vocational agriculture, and the article appearing on the next page gives some basic principles for doing the job. Other states are gathering similar information, and the Office of Education has recommended the collection of such data. Teachers of agriculture should keep and supply this basic data on every boy enrolled in their vocational agriculture classes. They should also plan a definite follow-up record of these boys. This will require only a small amount of time each year. A good activity to do in the summer. Are our boys as important and valuable as Jersey cattle? We need the records of performance of our vocational agriculture boys even more so.

WHAT HAVE I TAUGHT THEM?

Year after year they come to me,
These children with questioning looks,
Year after year they leave me,
As they leave their outgrown books;
And I wonder sometimes if I've taught them
Just some of the worth-while things,
Just some of the things they'll need in life,
Be they peasants, or poets, or kings.

Of course, they've learned civics and arithmetic,
And how to divide and add,
But have they learned that these are not all
That make life sad and glad?
Have I taught them there's nothing that helps like a song
When the heart seems ready to burst?
Have I taught them the value of smiling
When things are at their worst?

Have I taught them the joy of clean living?
That Honor is better than Fame?
That good friends are the greatest of pleasures?
Wealth, less than an untarnished name?
Have I taught them respect to the aged?
Protection to those that are weak?
That silence always is golden
When gossip bids them speak?

Have I taught them that Fear is a coward
Who is beaten when they say, "I can"?
That courtesy ranks with Courage
In the heart of a real gentleman?
Have I taught them these things and the others
That will help make them brave, kind, and true?
If I have, then I care not if they tell me
That Hong Kong is a town in Peru.

Professional

Basic Principles and Practices in Follow-up of Former Vocational Pupils in Massachusetts

RUFUS W. STIMSON, State Supervisor,
Boston, Massachusetts

AT THE outset we asked all vocational agriculture directors and instructors to keep Life History Cards on file and to keep them posted as nearly as possible to date, for all who had been trained one year or more, for a five year period after leaving school. Space for this period was headed: "Subsequent Employment Record." Soon after, we put into use our more complete "Life History Folders." We furnish the cards and the folders.

We have said, and continue to say, to all directors and teachers: "Check your instruction by the success of your graduates and of your pupils who, for one reason or another, were not able to complete their courses. You will thus be able to judge the success of your efforts to restrict enrollment in your vocational classes to pupils who really desire to follow careers of farming."

Macmillan Company celebrated the tenth anniversary of the beginning of this work here, and the first year of initiating the national program under the Smith-Hughes Act, by publishing what somebody has called my "picture book" on our Massachusetts principles, methods, and devices, under the title: "Vocational Agricultural Education by Home Projects." You may remember the section, pages 440 to 446, headed: *"Keep in Touch With Graduates."* The paragraph above quoted opens that section. You may even recall, some of you, the following section. It was headed, as I believe our whole vocational Agricultural Education policy and program should be headed:

"Help Educate Gentlemen of the Old School and Farmers of the New"

Let me remind you of one more principle and venture one more introductory educational axiom. "The Ideal Teacher" has a peculiarly significant challenge for us today. In his little volume which bears this title, the late Professor George Herbert Palmer said that the ideal teacher must have "The Aptitude for Vicariousness." The success stories of the state supervisor, of the state teacher-trainer, of the director, and of the teacher of vocational agriculture must be written in the success of those whom they have trained, or they will be either success stories in reverse, or not written at all.

Let me now list ten of the principles and some of the practices which we consider basic and are finding effective. If I omit such aids as alumni association, post graduate F. F. A., and radio broadcasting activities, it is not that they are under valued, but that they are not

1. The Follow-up of Former Vocational Agriculture Pupils Should Be Personal.

(1) By personal interview and observation on the farm or at the job. Things heard and checked on the spot by things seen can generally be believed. One of our instructors once gave us this unforgettable epigram: "The greater the difficulty, the greater the opportunity." Certainly any particular stage of success can best be gauged in the presence of the difficulties which have been partly or completely overcome. Any tendency to bluff or blow dies a natural death. Candor and the truth prevail.

A camera helps, and helps immensely. "Before and after" pictures help to bring out, in the taking, all the extenuating, or the supporting, circumstances; and thus help to build up a sound body of intimate and important knowledge of the facts in each case.

We have hardly begun to appreciate the stimulation to high endeavor occasional glimpses of the instructor's camera record bring to the struggling graduate or former pupil.

By such means the instructor shows a natural interest in problems and progress. His interest is both personal and professional. His follow-up efforts are seldom fruitless.

(2) By occasional friendly letters. Now and then a circular letter may draw the ties of intimacy a little tighter.

Even providing that the county agent and the college extension service specialist shall make the practice of saying that their circular letters, mailed into the instructor's territory, are mailed at the instructor's suggestion or request, may help.

But between interviews, or where distance prevents interviews, friendly letters of comment and inquiry may accomplish much. Examples of replies to such letters may be seen in "Vocational Agricultural Education by Home Projects," on pages 442–445.

Questionnaires are tabooed, because they are generally neglected, ignored, or resented.

2. The Follow-up Facts Should Be Recorded.

(1) On a Life History Folder, or in it. That is one reason why we now

Photographs can be kept in it, press clippings, notes of interviews, also letters and copies of letters.

The arrangement of the folders should be alphabetic. This rule followed will enable the instructor to keep at his finger tips the important items collected by intimate letter and personal interview.

(2) And the facts thus put on record should be the property of the school or department.

The instructor should act religiously on this principle.

The good of succeeding teachers, as well as that of the individual followed up, will thus be served. Newcomers will thus be able to pick up old threads with a minimum of lost motion.

3. The Follow-up Facts Should Be Used in Teaching.

(1) Experimental data are not enough. They need to be checked by more and more farmer experience.

(2) Such facts, when the records cover problems and their successful solution, cannot be kept out of teaching. They irresistibly find their way into it.

Improvement in teaching, alone, justifies the most painstaking follow-up efforts.

(3) Follow-up for facts needed to improve teaching supplies a kind and a quality of motivation which makes the interview, the camera study, or the letter both natural and important. Both former pupil and instructor rise to the occasion. Going thru follow-up motions perfunctorily may do more harm than good. The follow-up should be eager and for mutual good.

4. The Follow-up Facts Should Be Used in Course Making.

Herewith in the *"Economic Significance..."* The type of tabular record I like to find, but even now do not find in as many cases as I still hope to do, of the former student's agricultural achievements, both while in school and in after years. One boy starts with 1 cow and now has 75. A single sheet shows this. One part-time pupil starts with 12 hens, and now has 1,800 layers and a day-old-chick business, and has a brother working with him with all sales at his door. One started projects on a part-time farm which did not support one family and has added to the property, until now it is supporting two families, his father's and his own, besides well-paid hired men. One started with a pair of ducks, became president of our Massachusetts Duck Growers' Association, and that year raised and marketed 50,000 ducks. Condensed accounts of nine such cases, which disclose unpredictable diversification of aims, meth-

city, village, and farm-bred pupils are succeeding in agricultural and horticultural pursuits, and succeeding about equally well. Also, that they are becoming established as farmers in their own right at least ten years younger than would have been possible without vocational agricultural education.

I said in 1919, and I repeat today: "Such records... steady the instructor in hours of uncertainty and hearten him in moments of discouragement. They show that pupils, tho not always equally interested and successful in everything covered by a course, are pretty certain to discover their special bents and develop unusual skill in certain directions. Best of all, perhaps, is the effect of such records of modest, but gradual and steadily growing achievement, upon pupils still in school." Enterprises and practices should be continued, modified, or rejected according to their adjustability to given localities, and their more or less profitable farming outcomes.

Thoro follow-up information may be superior, for positive guidance in course making, to more or less cut-and-dried and sometimes second or third hand local surveys.

5. **The Follow-up Should Cover All.**

(1) Follow-up by sample helps—perhaps helps teaching most.

One former pupil may be far superior to another in his farming practices, in his diversification and combination of enterprises, and in the adequacy and reliability of his records and accounts.

One may be incurably reticent.

Many may achieve reasonably profitable levels of performance without uncovering much that is unusually significant to the teacher of agriculture as such.

Follow-up by sample has much in its favor.

(2) But follow-up by sample alone may be unfair.

We could select sample cases of former pupils which, honest in and by themselves, would stamp any man a liar or worse who should set them up as fairly representative of all.

(3) We need as nearly a 100 percent follow-up as it is humanly possible to get.

We need it to keep the fear of God in our hearts, lest our courses be wrong, our methods wrong, our objectives impossible, our admission of pupils too loosely administered as to farming aptitudes and prospects.

We need it to cut out humbug as to claimed results.

We need it to chart local rocks and shoals on which former students have come to grief.

Once in a decade may suffice for all.

(4) Requiring an annual report on the placement of the graduates of a given year helps to keep all eyes on placement and profitable placement as the all important

manent value. A boy may be farming on his father's profitable farm, and so reported, but only waiting until he reaches his twenty-first birthday to cut loose from all agricultural connections. Another boy may be temporarily employed in a garage, but only waiting until he can earn and save enough to establish himself in part-time or full-time farming.

(5) We shall probably continue our follow-up of former pupils by sample, by annual reports on placement of graduating classes, and by 100 percent check-up at intervals of about a decade.

(6) I score every school and department on its follow-up once a year. Few drop in rating as low as 50 percent. Some are rated 90 percent or better.

The scoring is done at the height of the farmer's placement season, in April, May, and early June. Follow-up is then given a fair chance to be duly docketed to go on, hand in hand, with trips for teaching at projects and jobs.

6. **The Follow-up Should Be for Life.**

On the folder and in it, for at least five years.

In the folder forever, as a receptacle for letters, photographs, and clippings.

Farming is an open book. Farming experience is cumulative. Each former pupil is entitled to credit for his latest and best. Each instructor should know the latest and best, not merely of the five year novice, but, as time passes, of the ten, twenty, forty, sixty year veteran.

The vocational agriculture instructor, moreover, needs to know every former pupil, out of agriculture for a time, who returns to it needing further instruction from himself, the county agent, or the college extension service specialist, and who may get the help he needs from the instructor or thru him.

The follow-up may lead to much "Assembled Class" or "Non-Assembled Class" unit course work or other "community service."

In short, the former pupil follow-up should help the farmer, once a learner, to keep on learning from the first teacher and from his successors.

7. **The Follow-up Should Help Recruiting.**

Respect of parents for the vocational agricultural education service, and for well chosen instructors, is an important factor in recruiting classes from year to year. We now have sons of graduates in our classes.

What it takes to succeed in farming in any given locality becomes increasingly clear as the follow-up continues.

The follow-up of former pupils should make the instructor a more and more competent judge in admitting or rejecting would-be pupils.

great, I visited every pupil at his project or job, with his instructor, at least once a year, and difficult cases, several times.

The superintendent of schools, the principal, and members of school committees and advisory committees, up to the capacity of my car, it has been my settled custom to invite to accompany the instructor and myself at least once a year.

The commissioner of education, the director of our vocational division, and other distinguished guests, I have always made it a rule to take to projects or jobs when they have found time to go with me into my field of duty.

Some of my best conferences on up-grading service have been in my car beside the road between stops.

(2) Earning and learning have been our watch words. Pleasant and profitable placement, both undergraduate and graduate, has been our aim.

(3) I do not believe that any single factor in my service should be rated of higher importance than this perennial and persistent sharing of our follow-up duty. The accent is in the right place. The instructor gets it. So does the pupil. So does the former pupil. Ideas are clarified. Purposes are steadied. Progress is made, year by year.

9. **The Follow-up Should Be an Annual Summer Conference Feature.**

In earlier years, our summer conferences for professional improvement, attended by all our vocational agriculture instructors were dubbed "Conferences on Wheels."

All eyes are kept on the home project ball by project visits.

Even now projects are visited, usually by sections of the whole group, to keep numbers at any given call small, and to suit the needs and to fit the fields of individual instructors, project of the dairy graduate for a group of dairy teachers, of the greenhouse graduate for teachers of floriculture, and the like.

Both pupils and former pupils are included.

Excepting even years, like 1936, when we combine our summer conference with opportunity to benefit from the many programs of Farm and Home Week at Massachusetts State College; and when, consequently, there is only occasional visiting of graduates.

10. **The Follow-up Should Help in Arousing, Stabilizing, or Improving Public Support of the Vocational Agricultural Education Program.**

(1) School officials who ought to have vocational agricultural education in their schools are taken to see projects of graduates, requested to note additions to taxable property created by continuing projects started when the former pupils were in school, and enabled

When there is only time to see graduates at their best, warning is given that such is the case.

(2) A decade ago our Massachusetts Department of Agriculture had established the custom of awarding honors to outstandingly successful farmers. I requested and was granted permission to offer a graduate, about ten years out of school, each year, the highest honor available.

This was in 1928, and the first award was a gold medal.

The policy has since been adopted of holding the gold medal for a man or woman on in years, to crown a lifetime of high accomplishment; of awarding silver medals to the most outstanding 4-H Club boy and girl; and of awarding a suitably engraved certificate, or diploma, to our outstanding graduate about ten years out of school. Mr. Linke has asked me to send a write-up of our successful 1936 candidate to *Agricultural Education* and has raised no objection to giving the story the caption I have used before: "ANOTHER DIRT FARMER DEGREE." Seven graduates so far have been honored thus.[1]

(3) My method of selecting our single candidate a year is indicated by this significant follow-up sentence addressed to all our directors and instructors:

"You will recall that I am always urging you to bring to my attention those whom you consider nearly, if not quite, ready for this honor."

Unanimous consent has been our rule.

There have been no unpleasant after effects, and none are expected.

(4) By such means the spotlight of publicity is put on our Vocational Agricultural Education Service when and where it appears to do the most good.

Such publicity is incidental to our follow-up service, grows naturally out of it, and is both effective and disarming.

CONCLUSION

Our typical former day class pupil has been given a balanced education: half-time in the best his school has to offer to help him live the good life, and half-time in the best his school has to offer to help him support that good life.

Our follow-up of former pupils is focused primarily, not on good life outcomes, but on the comparative degrees of success and means thereto in good life support.

These ten basic follow-up principles which we have just reviewed are convertible into ten commandments. I look upon them as being at the very vitals of our vocational agricultural education system. Who among us can neglect or ignore them, or their reasonably close equivalents, and be without sin?

In conclusion, accordingly, I am constrained to urge that only, I believe, by keeping these ten commandments, or their honest follow-up equivalents, can we be rated as ideal teachers and can we become positive, beyond peradventure,

1 An account of one of these graduates will appear in a later issue.

Editor's Note: Some will raise the objection that what might be practical in follow-up of former pupils for a state supervisor in a state of short distances, a small number of schools, and 1,500 pupils, might not be practical in states of greater distances, a large number of schools, and thousands of pupils. Mr. Stimson holds that sound educational policy demands districting big business in vocational agricultural education into divisions about the size of a small state, and employment of an associate district supervisor, for every 1,000 to 1,500 pupils.

Educational Value of Fairs

GEORGE DINSMORE, Teacher,
Campbell, New York

STRAY bits of conversation among boys and girls about the anxiety of the approaching county fair often reveals what impressions the fair leaves. They might be:

"Gee, I had a swell time!"

"Did you see that snake charmer! He sure was goofy!"

"I almost won throwing baseballs!"

Too often the blazon flares of the midway with its screeching barkers, blare of wind instruments, and wild array of fluky oddities lure the boys and girls away from what is really worth while at the fair. But, how can we correct it? By driving out the fakes and instituting nothing but the most worthy of purpose? Not yet, perhaps, for human nature is still gullible. All fair officials are not prone to realize these things are aside from the real purpose. Then all may not be guided by the most educational motives. Financial gain for the fair may be the prime objective. In this way the rings of fancy breeders, especially poultry, have been allowed to travel from fair to fair competing for prizes. These breeders do not raise many birds but enough breeds to show in many classes.

Many classes are just for show and have little or no production value. This allows the fair to be cluttered with outsiders, and local interest is killed.

It is all very well to comment. Perhaps it has been commented on altogether too frequently, but what has been done and what can be done to discourage such practice?

To teach our boys and girls to distinguish the real from the fake is a worthy thought, but how?

We may be optimistic and hope for the best, but hoping alone never cured anything. Certainly, preaching would not be of great value, or would it? That would depend to whom or how it is done, backed up by the right action.

To illustrate, I shall use only my actual limited experience from a few fairs, plus what I think would work.

We may, as I said earlier, discard the midway entirely. This is hard to do but has been done. A certain fair association faced with bankruptcy was forced to sell its grounds and buildings. It seemed that it must necessarily disband. Nevertheless, some educators, not wishing to part with a chance to allow their boys and girls to exhibit their projects, did not give up. The following seems almost dramatic.

A group of vocational agriculture teachers in the county with combined help from 4-H and farm bureau sponplace many of the officials refused. Much convincing was necessary, and after some new elections, the fair officials were finally won over.

There were no grounds or buildings, but undaunted the group secured from a local garage owner the use of his garage and sidewalk. The next step was to set up a program.

There were classes in vocational agriculture which enabled each boy to show his projects: dairy cattle, poultry, grains, fruit, vegetables, and shop.

Furthermore, there were contests involving skill with tools or classroom techniques, run off as demonstration contests. Judging teams competed in judging dairy cattle, poultry, potatoes, apples, and plant diseases. A fruit exhibit, project notebook, and chapter exhibits were features, climaxed by a parade with each school entering a float.

Financing presented another problem. Thru the fair association, funds were obtained from the state, but not until the spring of the next year, and the state paid only upon receipt of the canceled checks. To meet this situation money was appropriated by each school board to finance the premiums until the state money came. The 4-H department followed a similar procedure. Each year other departments were added to strengthen the fair, until the fair association finally resumed all responsibilities. The fair continues, held under tents each year. Backing is secured thru the local banks until the state appropriations are received.

It seems that the program set up, restricted to the home county alone, meets the needs for a fair without the evils of the midway. No entrance fee is charged. People who attend are purely interested in the fair.

To further prove this, after two years this same fair was moved to an amusement park. The owner of the park offered to furnish tents and grant some other conveniences if the fair would be moved to his park. As his amusements were all of a clean variety, the fair association decided to move. At the fair that fall a careful count early in the evening revealed over 600 people passing thru the cattle tents in less than an hour. It was evident crowds were attracted, but the owner of the resort reported little increase in his business.

Fairs can give the boys a chance to show their projects and skill in competition with other schools. The stimulation of competition spurs them to better efforts. If they lose out this year, next year they will bring something that will win a prize, for they will profit by this previous mistake. The same is true of the demonstration and judging contests.

General education display exhibits enable the public to further understand what the schools are doing. Genuine interest is promoted. Greater co-operation thereby is secured and helps prolong the feeling that the department is worth while.

When the vocational program can be enriched at the county fair, interest will shift from the midway to the fair proper, and gradually the boys will forget the midway and regard it as fake.

The keen interest of the boys in ex-

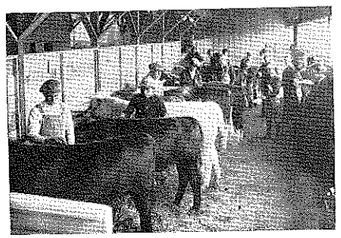
Methods

Livestock Show and Marketing Days

M. H. McDONALD, Instructor,
Park River, North Dakota

NORTH Dakota Future Farmers of America held their first annual Livestock Show and Marketing Days at the West Fargo Union Stock Yards on October 8-10, 1936. All Future Farmer members in the state with satisfactory livestock projects were given a chance to exhibit their finished animals and to consign them for sale to a commission firm operating on the West Fargo market.

The main purpose of the event was to give Future Farmer members a chance to exhibit livestock fattened by



Fitting steers

them, and to acquaint each boy with the practices and technique of marketing livestock thru a public marketing agency. Also included in the program was a visit to a packing plant where a study was made of the procedure in packing and processing meats for distribution to the consumer.

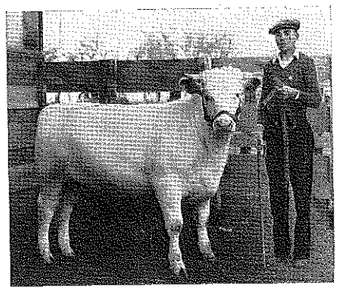
The first day of the event was devoted to bringing the animals in and fitting them for show and sale. A boy

Showing hogs

could exhibit as many animals as he and his instructor deemed wise for him to show. He was not compelled to show any of his animals, however, and several boys brought in livestock only for sale. The animals, exhibited for awards, were housed in a recently constructed pavilion at the stock yards, which is used as a horse farm and sales pavilion during the rest of the year.

point of the market qualifications of the animals; all classes being based on weights and sex, using as closely as possible the weight distinction of the United States market classifications and grades. No distinction was given to breeds of breeding and the main emphasis was placed on the market value of the animals when the classes were formulated. The judging was done by a representative of the meat packing industry and a member of the animal husbandry staff of the North Dakota Agricultural College.

In order to compete in the show and sale a few minimum requirements were set up. The participating Future Farmer member must have carried a satisfactory supervised practice program for at least six months prior to the event, and must have owned the livestock for at least four months. Project records were required to be up-to-date and complete for the period covered by the project and to be exhibited with the livestock. Special prizes were awarded for the best project records on each class of live-



Keith Dunlap, Rolla, with grand champion steer

stock. A feature on the program for the second day was a swine classifying, grading, and weight estimating contest. A representative of the United States Bureau of Agricultural Economics explained to the Future Farmers "Why Livestock Is Classified and Graded for Sale." The contestants were then given a chance to study hogs which had been classified, graded, and placed in properly labeled individual pens. The group were then seated in the arena and were asked to give the classification, grade, and weight of 10 hogs as they were driven before them one at a time. A United States market classification and grade chart was before them to help them. The winner of the contest received a gold watch as an award.

On the following day of the show, all the livestock, including what was ex-

livestock were given the "fill" and turned over to the commission firm by the Stock Yards Company. The livestock was handled as commercial livestock and was given the same treatment as any other livestock sold on the market. Each Future Farmer followed his livestock thru the selling process, going with one of the salesmen working for the commission firm to which his livestock was consigned. The salesman explained the marketing procession from the time the commission firm received the livestock until it was sold and the check delivered.

Other features of the program included a tour of the Union Stock Yards, a talk by a member of the St. Paul Livestock Exchange on "How Public Markets Function," and a banquet and

Showmanship contest

program at the North Dakota College. The event was ended with the trip thru Armours and Company packing plant at West Fargo.

The Future Farmer Livestock Show and Marketing Days were made possible thru the co-operative efforts of several committees made up of the State F. F. A. officials, members of the North Dakota Department of Agricultural Education, agriculture instructors, and numerous other sponsors thruout the

Showing sheep

state and the Northwest. Mr. L. W. Kube, vice president and manager of the Union Stock Yards Company at West Fargo did most of the work connected with the event, soliciting all prizes and awards, which consisted of over $500 in cash and 12 special awards.

The sponsors of the show and sale believe that the type of show and sale conducted by them has a decided educational and practical value. One valuable

Lighting System for Basement Room

CLIFFORD I. HUGHES, Teacher,
Belgrade, Montana

WHEN the new vocational agricultural department was put into the high school at Belgrade, it was decided to locate the classroom in the basement. This presented the problem of securing an adequate lighting system. The windows were small, and there were too few of them, as is common in basement rooms.

Thru the efforts of the teacher, our basement classroom has been equipped with a modern lighting system which is highly satisfactory. The room is 8 feet high, 22 feet wide, and 28 feet long. The walls are plaster, kalsomined a light buff, while the ceiling is plywood painted with a flat white washable kalsomine. The light fixtures are suspended from the ceiling with a small chain. Each of the four fixtures consists of a glass-lined metal reflector or shade 13 inches in diameter and 7 inches deep and is equipped with a 500-watt bulb.

These lights cause no glare and cast no shadows. It is almost as light under the table as it is on top of it. There is no direct light coming from these fixtures, as it is all reflected to the white ceiling and spreads from there evenly to all parts of the room.

The cost of the lights, installed, was approximately $45. Rather expensive, I hear someone say. But remember, the value of good eyesight, often injured by faulty lights, cannot be measured in dollars and cents. Many a pair of good eyes may have been ruined for life in these basement Ag rooms—who knows?

Self-Analysis as an Improvement Device

CARL G. HOWARD, Teacher-Training,
Moscow, Idaho

THE will to improve oneself is essential to any lasting improvement. Regardless of any external pressure one must see himself clearly in order to intelligently direct his efforts toward leveling out his deficiencies.

C. G. Howard

If one will accept this premise gracefully and will in an honest manner analyze himself and his chances for success in his field of endeavor, the groundwork is laid for a long-time program of self-improvement.

Feeling that all teachers of vocational agriculture want to succeed, an analysis of success factors and personal characteristics was prepared with the direct purpose of allowing each teacher to visualize himself on paper.

These self ratings were summarized, and a curve of the state average plotted. The original self-rating sheets were returned to the teachers with a copy of the state average curve and a brief statement suggesting where a supervisory rating would have been different from the self rating.

The implications of this procedure

deficiency of teachers of agriculture.

As an example, the state average rating on college preparation in farm mechanics (see state summary) is low. This indicates that in the minds of the teachers, college courses in farm mechanics were not so good. Their education course rating is also lower than technical agriculture courses, indicating a deficiency in methods courses as they received them individually. Many inferences may be drawn when the self-rating sheets of each teacher are compared with the state average. The strength and weakness of each teacher is reflected thru such inferences, and individual conferences may point the way toward raising the efficiency level of all vocational agriculture teachers.

Editor's Note: Mr. Howard made out the forms for this study in Wyoming and moved to Idaho before it was completed. The self ratings were secured by Sam Hitchcock, who succeeded him in Wyoming. Mr. Howard summarized the study in Idaho from the data secured in Wyoming. The present supervisor of Wyoming is following up the study.

WYOMING STATE AVERAGE
VOCATIONAL AGRICULTURE TEACHERS' SELF RATING

	Self Rating: High 10	9	Medium 8	7	6	5	4	3	Low 2	1
I. PROFESSIONAL										
1. Farm experience										
a. Home farm, size, type, capital			x							
b. Length and variability experience			x							
c Relation to community farms now			x							
2. Educational training										
a. Secondary school courses			x							
b. College training										
1. An. Prod. Hr. Type, Extent		x								
2. Crops Prod. Hr. Type, Extent		x								
3. Farm Mech. Hr. Type, Extent						x				
4. Education Hr. Type Extent				x						
3. Evidence of success on the job										
a. Technical agricultural ability										
1. Knowledge subject matter			x							
2. Compare with good farmers			x							
b. Teaching ability										
1. Knowledge Voc. Ed. principle			x							
2. Course organization			x							
3. Instructional methods			x							
4. Classroom management			x							
5. Supervised farming										
a) Programs for				x						
b) Instr. methods and organ.				x						
c) Plans for (boy's)			x							
d) Records kept			x							
e) Accomplishment (outcomes)				x						
c. Future Farmers of America										
1. Organization of				x						
2. Programs of work for				x						
3. Leadership training in					x					
4. Accomplishments of				x						
Farm mechanics program										
1. Based on farm needs			x							
2. Extent of			x							
3. Real job basis			x							
e. Efficient use of time										
1. Own		x								
2. Others			x							
f. Community activities			x							
g. Service										
1. Leadership			x							
2. Developing thinking (others)			x							
Publicity Program										
1. Local			x							
2. Co-operation, state and national					x					
1. Professional improvement										
1. School attendance				x						
2. Research (own and state)				x						
3. Conferences and reading			x							
j. Co-operation in state program										
1. Plans for			x							
2. Accomplishment			x							
3. Reports			x							
II. PERSONAL										
1. Natural characteristics										
a. Health	x									
b. Energy		x								
c. Intelligence			x							
d. Attractiveness to others			x							
e. Likeability			x							
2. Acquired characteristics										
a. Ambition		x								
b. Judgment, thinking ability			x							
c. Sociability			x							
d. Dependability		x								
e. Aggressiveness			x							
f. Initiative			x							
g. Integrity		x								
h. Ideals or standards		x								
i. Self-control (emotional)			x							
j. Adaptability			x							
k. Industry			x							
l. Sympathy		x								
m. Tact or diplomacy			x							
3. Additional success characteristics										
a. Personality			x							
b. Co-operativeness		x								
c. Leadership ability			x							
d. Fairness		x								
e. Personal appearance (clean, neat)			x							
f. Ability to get along with folks		x								
TOTAL PROFESSIONAL (39 items—62%)			x							
TOTAL PERSONAL (24 items—38%)		x								
GRAND TOTAL RATING (Self) (100%)			x							
Teacher's Identification Number										

Supervised Practice

A Program of Supervised Practice

H. P. BARRINGTON, Instructor
Manawa, Wisconsin

THE directed practice program which has been followed for the past four years in the department of vocational agriculture was developed with the following objectives: (1) to induce the student to acquire the widest range of farm skills which his home and community situation make possible, (2) to encourage a positive attitude toward improved farm practices and provide the necessary farm proof that such practices are better, (3) to eliminate the tendency for dishonesty in reports, (4) to replace the idea sometimes encountered that supervised practice is a necessary evil, with a more co-operative feeling, (5) to induce boys to assume responsibility.

Speaking generally the "what" and "why" of farming can be effectively taught in the classroom. The "how" of farming, if taught at all, must be taught on the farm. We believe that a supervised practice program should be fundamentally for the purpose of farm training, and that all other considerations are secondary. While it may not be the most important element of efficient farming, the ability to do farm work well is certainly a strong contributing factor toward farm success. No boy can be considered well trained for the vocation of farming unless he can do the hundred and some kinds of work that the varied enterprises of farming require. Most boys who live on a farm learn many of these things in the daily routine of chores and other tasks. However, a farmer does not view his season's work as a laboratory for his son's education; instead he is inclined to assign his son some of the simpler forms of work. Consequently, the boy has ample practice in dragging, shocking oats, and the like, and very little in the handling of machinery. Paradoxical as it may seem this is most noticeable on the large, well managed farms. We developed our plan with the idea of filling this need in the boy's education, and made farm skills an integral part of our supervised practice program.

First we compiled a rather extensive list of farm skills. This list is a composite studied formed from a study of the work problems in the community, supplemented by suggestions from several of the boys' fathers, and by a study of lists previously compiled by others. This list was mimeographed and together with material related to other phases of the program was put into pamphlet form for distribution to each of the students. This list is extensive rather than discriminative, including some items which may be too commonplace or simple, and others that could be considered too technical. It is interesting to note, however, that in having freshmen check off the list the items they aleady know, there is no task very few items which have not been checked by some student before graduation.

Each spring and fall every student confers with the instructor and marks those skills which he has acquired since his last rating. One farm practice point is given for each new skill acquired, the student being required to obtain a standard number of farm practice points for each school year. Altho no specific skills are required, suggestions are made if any important ones are neglected. The boys take pride in acquiring a large number of skills and some rivalry develops between them. This naturally increases the effectiveness of the plan.

It is somewhat difficult to obtain a uniform standard of workmanship. For field work we expect at least two days experience and the quality of work which the boy's father would accept from a hired hand. There is some variation in the quality of work which the different fathers expect, altho in general it is satisfactory. Paternal co-operation in this phase of our work is excellent.

The introduction of improved practices on the farm constitutes a second important feature of our directed practice program. This is conducted in much the same way. A suggested list was compiled and included in the pamphlet. For introducing an improved practice on the farm a boy is given three farm practice points; a few, such as herd test, are rated higher.

In order to provide an opportunity for boys to assume responsibility, we make use of what we term a management project. Here the boy must have sole responsibility for the success or failure of an entire farm enterprise. He must also keep records but is not required to do all the work. He may have a financial interest in the project but this is not required. This is a particularly valuable type of experience for the boy if the father will co-operate by actually letting the boy have the management. With us, projects of this sort are more successful in minor enterprises than in major ones. We have had some very satisfactory work in management projects particularly with poultry.

Financial enterprises have decided value and we make use of them to a limited extent. Nothing catches a boy's interest better or encourages him more than a well-paying venture of his own. On the other hand nothing is more discouraging than to have the father take the earnings and this too frequently happens. If a boy has a financial project he should have the profits even if the family situation makes it necessary for the boy to use his money for clothes and school expenses. We have in our department some excellent financial projects but we do not encourage them unless we feel quite sure of the parents' willingness to entrust the earnings to the boy. We want no paper profits and dummy reports.

Altho our farm practice program does not provide material for startling articles theless has been far more satisfactory than a single enterprise type of directed practice. For our conditions we believe that it is essentially sound and that it is providing our boys with opportunity for a well-rounded farm training.

Master Teacher of the South

W. L. CREASY, instructor in vocational agriculture at the Woodlawn, Virginia, High School, has been awarded the title, Master Teacher of Vocational Agriculture of the South for 1936.

John W. Studebaker, U. S. Commissioner of Education, made this announcement, pointing out that this is the third time a Virginia teacher has received this honor, awarded annually to the vocational agriculture teacher of the South, who, in the opinion of the judges, has done the most outstanding work during the year. The honorary title and award of $100 to Mr. Creasy are especially noteworthy in as much as the educational results and activities of 1,961 teachers in 12 southern states were under consideration.

Instructor Creasy's work in the Woodlawn High School dates back to 1926, when he assumed charge of the vocational agriculture program there. During his tenure at the school, the enrollment of boys in all-day classes has grown from 26 to 82, the largest enrollment in any vocational agriculture department in Virginia, and the fourth largest in the United States.

In addition to carrying his regular teaching schedule at the Woodlawn School, Creasy has organized and conducted evening classes for adult farmers at Elkhorn, Shiloh, and Mt. Vernon, the enrollment in which increased from 14 in 1927 to a maximum of 200.

"Thru Mr. Creasy's teaching activities in four schools in Carroll County," a recent statement of the County Board of Supervisors declares, "corn yields have been increased from 30 to 50 bushels per acre, and the cost of production has been reduced one-half. He organized and has been the guiding head of the Carroll Sheep Marketing Association, which has resulted in appreciable savings and profits to its members.

"As a result of his efforts Carroll County ranks as one of the leading counties in the State in the production and sale of capons. The use of lime in large quantities, advocated by Mr. Creasy, has resulted in changing worn-out fields into productive lands. He has been instrumental in introducing new cash crops, such as snap beans and cabbage, into the crop rotations in the county in which general farming, beef and dairy cattle production, and poultry raising are the principal agricultural enterprises. He is the adviser of the Woodlawn Chapter Future Farmers of America, the largest chapter in the state and the fourth largest in the United States. All the boys in the vocational agriculutre

Second, third, and fourth master teacher awards were won by George N. Wakefield, Homestead, Florida; J. H. Mitchell, Baldwin, Georgia; and C. T. Pardue, Paris, Tennessee. They received prizes of $75, $50, and $25, respectively. Virginia teachers who previously won the Master Teacher of the South award are H. A. Glynn, of Kenbridge, Virginia, in 1930; and F. R. Kirby, of Hillsville, Virginia, in 1927.

Before a vocational agriculture teacher may be considered for the honor of Master Teacher of the South, he must first have been selected as master teacher of his own State.

Making the Project the Center of Record Keeping

HENRY ROSS, Professor,
Agricultural Education, College Station, Texas

The reason for keeping project records is to have the student learn to keep farm records. Farm records should be kept so that the farmer may have information needed in making plans for the future conduct of the farm business. A farmer must decide, at least once a year, such questions as these: How many acres of feed shall I plant? How many hens shall I keep? How many brood sows shall I keep? How many acres of cotton shall I plant?

In order to arrive at the most satisfactory answer to any of the above questions, the farmer must have the facts in the case as to an expected performance of the farm enterprise on his farm. For instance, to decide how many brood sows to keep, he must know the following facts which could be provided thru farm record keeping:

1. How many pounds of feed are required to keep a brood sow a year.
2. How much pasture is needed for a brood sow.
3. How much equipment is needed to keep a brood sow.
4. How many litters in one year can be expected.
5. How many pigs will a litter have.
6. What will the feed, equipment, breeding fees, etc., cost.
7 What sale price may be expected for the pigs.

When the above purpose for keeping records is confused with that of determining the net profit to the student, or that of keeping up with what the student owes others and what others owe the student, then record keeping becomes very complicated and difficult to teach. A set of two simple record keeping rules have been made to help teachers of vocational agriculture in keeping the vocational agriculture students straight in project record keeping. These two rules must be used only in connection with the purpose of finding valuable information needed in future project or farm planning and not merely as a matter of determining the student's net profit.

These two record keeping rules are:

1. *Charge the project (or farm enterprise), as an expense, with all items of money value that go into the project regardless of who furnishes the item.*
2. *Credit the project (or farm enterprise), as a receipt, with all items of money value*

The project is made the center of attention in recording what takes place as these two rules are applied. The student and what he does only enters the picture as he puts into or takes out items of value for the project. Records are kept in such a way that anyone, other than the student, may participate in the operation of the project; but the project is charged just the same regardless of WHO it is that puts labor, materials, supplies, or other services into the project; or the project is credited just the same regardless of WHO it is that takes any service or commodities from the project.

The following suggestions are made to assist teachers of vocational agriculture in handling the class in record keeping as specified project record keeping situations arise in connection with use of the two record keeping rules above:

1. Students must be constantly reminded that, for records to be useful, all items of service or material that go into the project must be accounted for as an item of expense, even tho the item costs the student nothing as a result of his having it on hand, or as a result of his dad's contributing the item without charge to the student.
2. Students should understand that the records to be kept on what "goes into" and what "comes out of" the project and that records are not to be kept on what is "put out" and "taken in" by the student, personally.
3. "Quantities" and "amounts" are nearly always more important in record keeping than costs in dollars and cents, because the requirements of an enterprise in terms of "quantities" and "amounts" remain fairly constant, while the costs in terms of dollars and cents vary greatly from year to year.

A Suggested List of Items as They Enter Into or Come out of a Project

A List of Items Entering Into the Production of a Crop Enterprise Project

1. Use of land charged as rent
2. Use of man labor (self or hired)—man hours labor
3. Use of work stock—horse hours labor
4. Use of equipment—equipment hours labor
5. Commercial fertilizer
6. Insect poison
7. Processing, such as bailing, ginning, or thrashing
8. Storing
9. Use of money—interest on operating capital
10. Taxes (which are sometimes covered as other charges)
11. Insurance (fire) on stored products
12. Planting seed
13. Interest on operating capital
14. Supplies and materials of a miscellaneous nature, such as crates, sacks, record books, etc.

Suggested List of Items
Coming out of a Crop Enterprise Project

Cotton
1. Lint
2. Seed
3. Grazing, if done after harvest

Corn
1. Grain—shelled
2. Fodder—roughage
3. Grazing, if done after harvest

Wheat
1. Grain—thrashed
2. Straw, if used
3. Grazing, when used

Suggested List of Items
Entering into Production of Livestock and Poultry Enterprise Projects

1. Use of pasture
2. Use of shelter and equipment
3. Original cost of animal or animals, or
4. Flock or herd replacement annually
5. Feed
6. Man labor in hours of work
7. Equipment labor in hours of work
8. Horse labor in hours of work
9. Drugs and vaccines
10. Breeding fees
11. Incubation fees
12. Veterinary service fees
13. Registration fees
14. Interest on money invested
15. Interest on operating capital
16. Supplies of miscellaneous nature, e. g., leg bands

Suggested List of Items Coming out of Livestock and Poultry Enterprise Projects

Milk Production
1. Whole milk
2. Calves
3. Manure
4. Butterfat
5. Skim milk

Egg Production
1. Eggs
2. Culled hens
3. Manure

Pork Production
1. Hogs live-weight
2. Pork processed, such as
   a. Ham
   b. Bacon
   c. Sausage
   d. Lard
   e. Chops

Improving an Orchard

TERREL WILLIAMS, Pupil,
Colored High School, Giddings, Texas

TWO years ago I took for my project in vocational agriculture the improvement of the home orchard. On our farm we had an orchard consisting of 28 plum and 15 peach trees, and one pecan tree that grew small pecans that it took a hammer to crack.

I began at once to prune the trees and to graft some of the plum and peach trees with improved varieties. The grafting was done under the supervision of my teacher of agriculture.

In January I purchased 15 peach trees of the Elberta, Mayflower, and J. H. Hale varieties, and seven plum trees of the Burbank Red June variety, at the low cost of five dollars. This money was made from the sale of native plums and peaches to residents of the near-by towns. I planted the trees in my new orchard site, which I had prepared the previous fall. I also fertilized my old trees. I completed putting 50 buds on the pecan tree. Now this same tree is producing paper shell pecans.

Last season I had a net income of $31.40. In addition, I have 100 trees growing in my orchard, around which I hope to build a strong long-time pro-

Farmer Classes

Evening Schools Increase Soil Conservation Payments

CHARLES MATHIS, Teacher,
Lewisburg, Kentucky

PRECEDING the 1936 Soil Conservation Plan, the five vocational agriculture teachers in the five high schools of Mason County, Kentucky, conducted evening schools for the adult farmers of their areas. Each of the five communities had from 10 to 12 evening school meetings. These schools were for the purpose of teaching the fundamentals of soil conservation and improving soil fertility by proper soil management. In the meetings the following topics were subjects for the various nights: economic situation of the farmer; how plants feed; supplying nitrogen; liming; maintaining the organic matter supply; production, care, and use of manure; supplying phosphate; using mixed fertilizers; fertilizing tobacco; control of soil water; and management of field soils.

A statement made by County Agent J. L. Collins in his annual report, gives due credit to the agriculture teachers of the county for helping with the Soil Conservation Program and making it a success in 1936.

Proof of the pudding comes from the figures gathered in the seven communities in the county by the county agent and presented here. Five of the seven communities had evening schools; two of the communities did not have evening schools, not having departments of vocational agriculture. These figures on soil conservation payments clearly demonstrate the effectiveness of the evening schools. All seven communities have about the same size and number of farms.

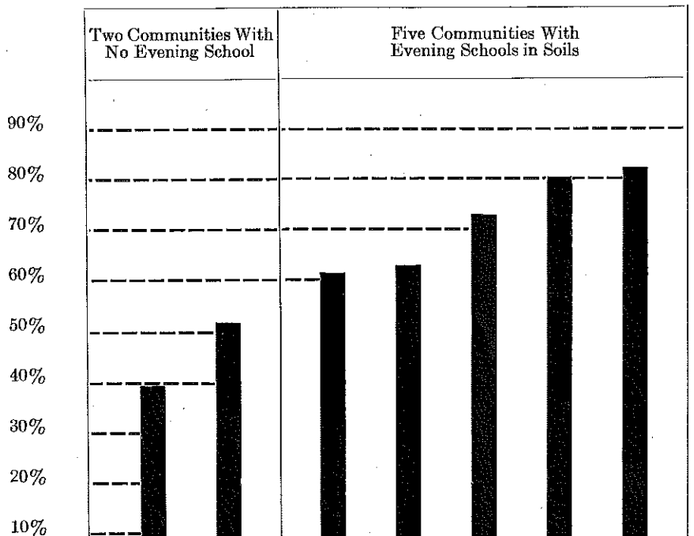
A larger percentage of farmers participated in each practice in those communities where evening schools were held than in the communities having no adult educational program.

On the average, over five times as many farmers used phosphorus in the five communities with evening schools as in the other two communities. In seeding bluegrass the proportion was two to one in favor of the evening school communities.

Thus, there is evidence of the success of these evening schools, which is shown in the table and graph!

PERCENT OF AVAILABLE PAYMENTS EARNED BY MASON COUNTY FARMERS

Communities With No Evening School			Communities With Evening School in Soils					
Sardis	Dover	Average	Orangeburg	Minerva	Mayslick	Lewisburg	Washington	Average
40%	51%	46%	61%	62%	72%	80%	81%	71%



Vocational Farmers of Rupert

THOS. E. MABERLY, Instructor,
Rupert, Idaho

IN FULFILLMENT of a definite need felt and expressed by several of the graduates and former students of the agricultural department of the high school, an organization including such young men has been formed. The first meeting was held on January 14, with fifteen graduates and former Future Farmers in attendance. Several meetings and committee meetings were held subsequently to elect officers and draw up a constitution and by-laws. Some of the purposes as set forth in the constitution are:

1. To provide a separate organization for Future Farmers who have completed high school and other farm young men of like age.
2. To hold together farm young men of like interests who are now in between the strictly adult organizations and the high school organization.
3. To provide social contacts for farm young men.
4. To promote continued study of agricultural problems.
5. To aid farm young men in becoming established in farming.
6. To help farm young men earn money from farm business ventures.
7. To promote co-operative effort.
8. To aid farm young men in finding themselves.
9. To stimulate interest in farming.
10. To develop rural leadership.

After complete organization was effected the boys decided to meet once a week for educational discussions, taking up subjects of interest to the group. Altho the educational meetings have been discontinued for the summer, the members have had several interesting discussions. At one meeting Mr. Frank Ballard, Water Master for the local irrigation district, was invited to attend, and helped greatly in a discussion of problems in water use and measurement. Other subjects discussed by the group were "Keeping Farm Accounts," and "Handling Alfalfa Ground That Has Been Winter Killed."

As soon as harvest is over next fall these weekly meetings for the discussion of mutual problems will be continued. In the meantime, social and business meetings are held the second Tuesday of each month. A refreshment committee is appointed by the president at each meeting to serve the following month. There were twelve of the charter members present at the April meeting.

All of the members are engaged in farming on irrigated farms. Three of them are farming 80-acre places as renters, two brothers are farming 70 acres in partnership, two are farming 40-acre farms owned by their mothers, who are widows, one is teaching school and farming a small place in the summer, one is farming as a laborer, one farms a 40-acre place owned by himself and a brother, and four are farming with their

zation which is sure to grow because its value to the members is apparent.

It is the sincere hope of the founders of the "Vocational Farmers of Rupert" that similar organizations will be started in localities in Idaho where Future Farmer chapters now exist until a statewide association of Vocational Farmers can be formed. It is felt that some day—as sure as tomorrow is coming—the "Vocational Farmers of America," whether that or some other be its title, will be an organization as important in the lives of older farm boys as is the Future Farmers of America today to farm boys of high school age.

Part-Time Work

H. VINYARD, Teacher,
Olla, Louisiana

TOO much emphasis cannot be placed upon part-time work in the community. As I see it, this work should rank second to all-day classes.

Usually the boys between 14–18 years old, who have dropped out of school for various reasons, are the ones most interested.

The boys have learned thru some of the F. F. A. boys, and the teacher, that the teacher of agriculture is always ready and willing to help them in every way possible to give them similar advantages that their fellow mates have in all-day classes.

After receiving the names of these boys, the teacher visits each one and in the course of conversation learns what interests them most. He then explains how each boy may study the subject that interests him particularly. Next, he asks them if they would like to meet with other boys at a convenient place to make plans and preparations to start classes for this work.

At the first meeting the teacher explains the meaning of part-time work and its value. The next step is taken by the boys, that is, listing the subjects most desirable to be studied. When this is fully discussed and agreed upon a regular meeting place, time, and date are set. Classes are usually held once or twice weekly.

In this community there have been two successful part-time classes taught in the school year 1935–36 with an attendance of 25 in one and 7 in the other. The information acquired in these classes will be of great benefit to these young boys.

Keeping Farmers Up-to-Date

W. W. EUBANKS, Teacher,
Rocky Mount, Louisiana

BELIEVING that evening class work is an integral part of a vocational agriculture program, we have held a class each year, since the organization of the department three years ago. This type of instruction affords the teacher a golden opportunity to keep the farmers in his communities well versed on all government programs and any other type of programs or information that the farmers want and need. I based my 1934–35 evening class work around the government programs that were being advanced—loan agencies, care for the other such programs that were of vital importance to the farmers and the welfare of the entire nation. Since these were the existing conditions during this period, I developed my evening class calendar around the following programs: (1) government loans to farmers, (2) government purchasing of cattle, (3) Bankhead bill, (4) government program for co-operative terracing, (5) rural rehabilitation, (6) needs of continuing crop control programs, (7) home gardens, (8) provisions of the 1935 cotton contracts, and (9) the federal housing program.

The program has shown the following results. Five farmers borrowed $87 with an interest saving of $8.55. Thirty-three farmers sold 88 head of drought-stricken cattle to the government with a value of $690. Seven farmers terraced 48 acres of farm land co-operatively with a value of $192, and 32 farmers planted eight acres of fall gardens with a value of $825. A grand total of the value of the above improved practices followed by the farmers of this evening class was $1,715.55. Evening class work can be made, and is, a most helpful and valuable part of the vocational agricultural program in the high school.

Developing a Community Interest in Part-Time Schools

L. L. PULKRABEK, Instructor,
Windom, Minnesota

EVERY part-time school instructor should co-ordinate the work of the part-time classes with the local long-time needs in agriculture. Where this is done there will be greater community interest in the program of the department of vocational agriculture.

I have found that a part-time group exercises sound judgment in selecting a course of study suited to the long-time needs of the community. At Windom, Minnesota, the part-time group at its first meeting this year chose the subject of crop improvement as one of the units to study during its season of class meetings. Work along crop improvement lines will be for some time to come one of the most important needs of farmers in this community.

The group started by studying the fundamental phases of the problem of improving local crops. In the beginning, the problems of individual class members were brought out in the group discussions. Certain of the students desired special information on phases of the problem which were under consideration on their home farms at that particular time. These students were taken care of by the individual conference method.

Our meetings had not been long under way before one of the neighboring departments of vocational agriculture undertook a crop judging and seed identification contest in which the part-time classes were to be included. We were invited to send a team and the response of the students to the opportunity was gratifying. The part-time class held a special meeting and members were chosen to represent the group. These students met at a convenient time during the day to prepare for the coming contest.

The contest, the first of its kind held partments and their teams. The Windom class won the cup for its division.

This contest and the favorable newspaper publicity resulted in a great deal of community interest in the part-time program. It will be much easier to organize a course next year because of this appreciation of the value of the work.

Evening Class Instruction

T. A. WHITE, Instructor,
Wheatley, Arkansas

EVERY community has its problems, and it is the duty of the vocational agriculture instructor to determine these problems as soon as possible after he arrives in the community. A community survey is a good way to locate some of these problems. Cotton yields may be too low, corn yields may also be low, home orchards may not be successful, many needs will be discovered, and a remedy may be devised. Now that the instructor knows the needs he must secure or develop interest in order that these needs may be met.

Usually a farmer will become interested if you can show him how he can make more money out of his farming efforts. You can cite him instances of experiments that were carried on locally or from your state experiment station. This may make him want to try something different.

In inviting a farmer to attend an evening school meeting, letting him know that you are trying to help him make more money may increase his interest in attending your meetings. Occasionally a social hour is very valuable. Sometimes our F. F. A. puts on a program in our evening school centers, and occasionally we will just have singing. This seems to make the farmers feel that we are interested in them, and they seem to become interested in our program.

Our major crops are cotton, rice, corn, and soybeans. I usually teach something about these major crops each year in my evening schools.

To follow up with a supervised practice program is not easy. You have different types and temperaments of farmers with which to deal. If you will find something that one has done well and comment favorably upon it, this will make him feel good and may result in a co-operating farmer. Be patient if he walks you all over his farm, and do not appear to be in a hurry even tho you are. Suggest a good practice and ask his opinion of it. Usually this makes him feel that you are recognizing his ability. Encourage him by telling him how well you will expect his crop to look when you visit him again. Sometimes you will perhaps need to urge a farmer to try, say, one acre of cotton. Have him use practices studied in evening school, then weigh yields with an acre cultivated his way and compare results. I have had several farmers change their entire farming methods after having tried this for a year or two. This is especially true in spacing distance, seed variety, disease and insect control, and cultivation practices in cotton production. Lead him but do not let him know it.

The supervised practice program that resulted from instruction has been very

Farm Mechanics

Determining Content for Farm Mechanics Courses

LESTER B. POLLOM, State Supervisor,
Topeka, Kansas

L. B. Pollom

PERHAPS one of the most persistent problems confronting vocational agriculture teachers in the teaching of farm mechanics is that of providing a sufficient number of typical farm mechanics jobs and problems, the solution of which will actually meet the home needs of the boy.

It is doubtful if courses of study, the content of which is determined entirely by the teacher, consisting of exercises in the various mechanics skills, will develop those qualities which a farm mechanics course should be expected to develop. It is true the most efficient instructor might find the need for a reasonable amount of exercise work, but such jobs should usually be looked upon as the approach to a bigger and more practical job whose completion meets a home farm or individual project need.

While simple exercises in riveting, soldering, shaping, bending, saw fitting, splicing, and so forth have a place in our teaching procedure, they will do little to develop in farm boys ability to recognize and meet effectively problems constantly arising in the operation, adjustment, care, and repair of farm equipment, which are by far the most important mechanical problems confronting farmers.

Moreover, we are inconsistent in our teaching if we accept the exercise type of farm mechanics work as adequate for the boys' mechanical training.

One of the chief vocational aims in agriculture is to develop in farm boys ability to produce and market farm commodities and bear the managerial and financial responsibility attached thereto by actually requiring them to do the job under natural conditions in its natural setting. If this constitutes good teaching, we can probably require no less in our farm mechanics work and be consistent.

One of the most common difficulties encountered in securing a sufficient number of acceptable farm mechanics jobs for each boy (to enable him, with the assistance of his teacher, to set up a program of farm mechanics work reaching thru the semester or possibly thru the entire year) is that of definitely locating and tabulating the available jobs as they occur on the home farm of the boy.

Up to the present time, to the writer's knowledge, there has never been set up a manual or guide that would give the and equipment for needed repairs. It does little good to suggest to the inexperienced boy that he inspect the mowing machine, the grain binder, or the corn planter for needed repair unless he is given some specific guidance as to just what to look for.

Without a definite guide manual for such procedure there seems nothing left for the teacher to do, if his boy is to be provided with a program of suitable farm mechanics work, but to give each boy personal help and attention and, incidentally, some instruction on the home farm on how to proceed to inspect a piece of farm equipment for needed adjustment and repair. Perhaps some of this can be done thru group instruction at the beginning of school, but even tho this method is used, it is entirely likely that the teacher will be obliged to give a majority of his boys individual help and assistance if a thoro going job of inspection is done.

After such a job of inspection has been well done it is possible for the boy and the teacher to organize a year's farm mechanics work very largely on the mechanical needs of the home farm. It is desirable to enlist the father's help and co-operation in such a move.

In too many cases vocational agriculture boys are found busying themselves at pseudo jobs of minor importance and questionable training value, not because more desirable jobs are not available but largely because adequate steps have not been taken to locate, list, and make specific arrangements for doing jobs of the more desirable type.

Nor is the difficulty entirely overcome when these jobs are definitely pointed out and listed. The boy may live several miles from the high school. The job may be of such nature that to bring it to the school shop would be extremely inconvenient, if not impossible, in which event it seems entirely reasonable that our shopwork be organized in such a way that the boy may, if necessary, do the job on the home farm, on school time, and for school credit.

We have generally accepted the program of individual projects as being educationally sound. The projects for the most part are carried on entirely on the home farm and in the absence of the teacher, except for occasional visits. It seems just reasonable that farm mechanics projects should be successfully carried on under the same plan.

In the productive project, teachers usually require fairly definite and specific plans from each boy concerning each step in his project procedure. If the boy is reasonably dependable, the teacher feels satisfied that he will make an honest

It does not seem unreasonable to expect as much of the boy in farm mechanics projects, provided he has thought the job thru carefully, listed all of the equipment and parts he will need, and given himself adequate instruction and a definite plan of procedure when he goes about it to cope with the job in the absence of the teacher.

Unless the farm mechanics work is organized to reach the home farm, the teacher will find his boys are being denied many valuable farm mechanics experiences simply because they cannot be conveniently brought within the four walls of the school shop.

Probably we need to get away from the idea that the boy does not accomplish anything unless he is immediately under the eye of the teacher. It is doubtful if we will develop self-reliant boys with initiative unless they are occasionally required to proceed without someone being present to guide them in every step.

In times when ready cash is scarce on many farms, it seems all the more justifiable that we place emphasis on repair and upkeep of farm machinery and equipment.

Farm Shop Illustrative Material

JOHN MUND, Instructor,
Larimore, North Dakota

"LEARNING by doing" is a good motto for all farm shop classes, but rarely is it possible to show or teach the student everything he should know thru shop projects. Therefore, I have found it is well to use illustrative material in all shop classes to make the teaching more complete and effective. "Learning by seeing" is a supplementary motto which might well be used in every shop.

In my farm shop classes I use a great deal of illustrative material. It is used in classroom discussion, as the occasion arises, and is at all times on display in the classroom.

A partial list of the illustrative material used for freshman and sophomore classes includes: commonly used types of nails, hinges, hardware, bolts, screws, and size and type of rope, examples of long and short splice, common knots, correct and wrong nailing, correct and wrong hole boring, common painting defects, and correctly and poorly sharpened plane irons.

This material is securely mounted on attractively painted boards, and on the back of each mount is the name or size of material. Or if it illustrates defective work, this is recorded. Marking the material in this way makes it possible to lay the blocks on a table. Have each numbered, should it be wanted for identification tests.

I have found this method of displaying and testing students interesting to them and a very effective teaching device.

To store the mounted blocks we use

Each half of the case is made with 1 inch x 2 inch side and bottom and 3-ply board back. With a small staple in one end of the block and a small brad in the back of case, each block can be hung in its case.

In half sections these cases can be hung on a wall and material thus displayed. When not in use the closed case can be stored away and the illustrative material is protected against dust, thieves, and mice.

How to Have a Functioning Farm Shop

E. W. WALTON, Teacher,
Cynthiana, Kentucky

A functioning farm shop is one that is doing things, performing a worthwhile service for the agricultural department and the community. You may say, "Yes, my department has a farm shop." Is that shop functioning as it should? If so, I am sure that you are a backer of farm shop; if not, it has been a burden and a worry to you. Why do we have farm shop as a part of vocational agriculture curriculum? We answer, saying, "That the student may develop certain skills desirable for the vocation of farming." This is very true. However, before we try to develop this skill, it is wise to take a look at his attitude. The majority of farm boys believe that they are skilled in the use of common tools such as the hammer, square, saw, and so forth. Put them in a shop and to the test, and you find one in 20 having what we may call skill. They will use the square in sawing a board if the teacher is observing them, but the majority are sure that anyone can saw without squaring the board.

Give them a piece of work in which they will take pride as to its accuracy. Hold them responsible for its accuracy; in other words, use some scheme to build the attitude for developing those skills. Each teacher will find it necessary to work out shop jobs applicable to his community. If there is some definite reason why a boy should have a piece of lumber the correct length or proportion, other than the fact that his grade for the term is at stake, he will try to develop the skill necessary.

I shall relate a job that I used in developing skills with the common farm tools, such as the hammer, saw, square, brace, and paint brush.

My department sponsored a "Better Gate Campaign" as a part of our shop program. We did other shopwork during the year, but I feel that this gate work developed the skills on which I was working, because the boys were able to see the benefits from their efforts to develop them. The gate campaign had a three-point purpose: namely, (1) developing skills in the use of common farm tools; (2) rendering a valuable service to the community; and, (3) providing financial aid to our F. F. A. chapter by marketing the products at a small profit. The boys sold these gates to their fathers and neighbors, and each boy was responsible to the customer for the gate he delivered. Therefore, he realized the importance of doing a good job of sawing, fitting, and painting, necessity of slats being squared; braces sawed at the proper angle; boring holes for bolts without splintering the slat; and properly mixing and spreading of paint. Of course, there were many other skills involved in this job. I demonstrated each skill before they used it, but it took actual experience to really teach them. Some of the boys wasted a few slats at the beginning, but they soon saw the necessity for developing those skills, and the question of proper attitude was taken care of. We supplied 50 gates for farms of the community. In addition to the skills of using common farm tools developed by the boys, the appearance of the farms in our community has been improved. We made $40 from the project.

Building a Farm Shop and Classroom

O. W. LLOYD, Teacher,
Johnsonville, South Carolina

THE department of vocational agriculture was started at Johnsonville in 1934 as a part-time department. Due to the fact that we were crowded in the high school, we could not get a separate room for our agricultural department. In setting up our F. F. A. objectives the first year, we listed the erection of an agricultural building to be used for classroom work and shop as one of our major objectives. We discussed several plans whereby we could get the building.

Finally we decided to erect a modified pole building and to ask the boys' dads and others to donate materials. We made a drawing of the proposed building and also a bill of materials. In the summer of 1935 the chapter members started to work collecting poles and sawing logs. When the school board saw that we were in earnest about our building, they promised $300 to buy some material we could not get locally, such as roofing material, doors, windows, cement, chairs, and so forth. When school started in September we had practically all our material on the ground. This was all done by eight boys working in a shift. We had four shifts, each working only one day a week.

After school started, we could work only after school and on Saturdays. All the poles had to be ripped open at a sawmill, peeled, and piled straight to dry.

About the first of October we received the aid of some PWA labor to help in the construction of the building. The Portland Cement Association gave us the privilege of shaking some cement from bags that were being used in road construction. We secured 1,500 pounds of cement without cost except for our labor. steps, which were built by the F. F. A. boys. The building was completed December first.

The building is used for all F. F. A. activities. We had our father and son banquet in it with 88 present. It is also used as a community building. It serves a very important purpose as our agricultural department as well as a center for our community activities.

The building is 22 feet wide and 44 feet long. One part of it is used for shopwork and the other part for classroom work. These rooms, however, can be thrown together to hold banquets and to carry on individualized instruction, allowing some of the boys to carry on their shopwork while others work on other problems.

Selecting and Buying Farm Shop Tools

HENRY ROBINSON, Instructor,
Harlowton, Montana

ENTERING a school system with an insufficient amount of shop tools, presents a major problem for the instructor.

In most cases a school system cannot stand the cost of a set of tools that would round out the shop tool equipment and make it complete in every detail in one year. In this case it is best to buy only essential items. These should always be of good grade.

In many cases the shop instructor is limited in his purchases to a few dollars worth each month and often is required to obtain these from a local dealer who handles second grade tools. In spite of the utmost care used, this makes the number and quality of tools unsatisfactory.

One method of getting around these obstacles is the listing of all articles needed. Have outside wholesalers as well as local dealers bid on these articles. Instructors will find that it is necessary to use tact in asking for these bids so as not to create ill feelings with local merchants.

The following is an example of a letter sent out for bids:

Podunk, Montana
July 30, 1936

Hardware Dealers

Dear Sirs:

Bids will be received by the Vocational Agricultural Department of Podunk Consolidated Schools, Districts 11, 16, 31, and 54, Lincoln and McCone Counties, Podunk, Montana, on any or all of the items listed on the enclosed sheets up to 12 A. M., Aug. 8, 1936.

Full specifications for all articles on which bids are submitted must be included with the bids. Substitutions will not be permitted. Alternate bids or articles similar in construction and equal in quality to those listed will be considered if full description accompanied by illustrations are given.

Delivery of all articles within fifteen days after notification of successful bid must be guaranteed by the bidder. All prices are to be quoted F. O. B. Podunk.

The board reserves the right to accept

Future Farmers of America

A Letter From J. C. Penney

E. E. SCHMID, Instructor,
Hamilton, Missouri

HAMILTON is the birthplace of Mr. Penney, where he still owns a well-improved farm of 450 acres. He was invited to attend the annual Father and Son Banquet, which was attended by 160 fathers and sons and businessmen of Hamilton. Because of ill health he could not attend. The following letter, which he sent, expressed his attitude toward vocational agriculture work.

To the Hamilton Fathers and Sons
who will forgather on the evening
of March 19th, 1937:

Although I have found it impossible to accept the invitation your committee graciously extended to me to attend your forthcoming banquet meeting, I want to be with you in spirit and I send you my cordial greetings.

The words "Father-and-Son Banquet" carry my thoughts to such occasions I have attended with my own sons. And I say to you, Fathers, that there are few pleasures equal to that of looking at one's fine, manly boy sitting by one's side and in knowing that boy's deep, sometimes almost reverential, respect and affection.

To you, Sons, I say that no one can ever stand in the same place in your life that your father does. This subject is very close to my heart, for the recollection of my own father touches some of the deepest springs in my being. His was one of the most potent influences that has touched my life. I loved and reverenced my father and—stern and uncompromising though he sometimes was—I knew always that my welfare was very dear to his heart.

Although I lost my father when I was a very young man, his precepts and the recollection of his strong, upright character have kept me in the right path when I approached the crossroads which Life places before us. Of one incident only will I speak in particular.

It was after my father had passed on and I had gone to Colorado seeking a change of climate. I had bought out a butcher shop—the purchase taking all the money I had saved in my boyhood and young manhood—almost literally penny by penny—before I knew that in order to have the business of the most prominent hotel in the town I must give the chef a bottle of whiskey each week.

The first week I paid the tribute without much consideration. But I shall never forget the strange feeling that came upon me afterward; and the thought, *"What would my father say!"* brought with it the resolve never to give anyone a drink of liquor again as long as I lived. I have kept that promise! To be sure, I lost the butcher business yielded to the temptation of temporizing in order to save my business I might still be a butcher in a small town. The opportunity that brought me a life of larger usefulness probably never would have come to me.

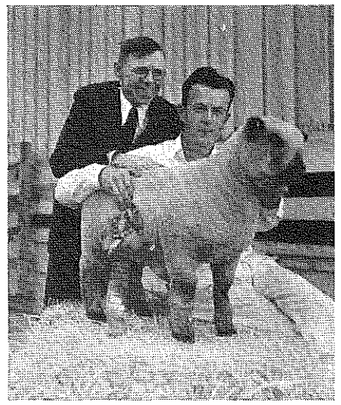
Again and again my father's memory has been my guiding star to a safe port. And so, Sons, I write this word to you from my own experience: Cherish your father's admonitions, his words of advice and his heart of love. When his living presence shall have passed from your sight—which I trust may be in distant years—his love and interest can never be replaced in your lives.

I trust this evening may prove to be a singularly happy experience for both Fathers and Sons and that it may hold for all many cherished recollections. It is my hope that on another occasion of this sort I may be able to meet with you.

With my kindest regards and good wishes, I am

Cordially yours,
J. C. PENNEY.

A Record



DON BULLINGTON, California State Polytechnic school livestock student, did more than establish a new world record when his grand champion lamb of the Interstate Junior show at South San Francisco sold for a new top price of $10.25 per pound. The real record was not the fact that the lamb was the offspring of a good average sire and dam but that the result of good vocational teaching, as shown by good management and feeding, made it what the judge (left) characterized as the finest spring lamb he had ever seen.

Don began his vocational agriculture work as a member of the vocational agtinuing at the state's technical and vocational school. The $870 he received at the auction, March 25, for his 80-pound lamb and prizes, is going into the Hampshire flock this 19-year-old youngster has already established.

Unique Project Financing

W. W. COKE, Teacher,
Orland, California

THE lack of finance has been one of the serious handicaps to the development of worth-while projects in high school vocational agriculture. For the past several years, we have been developing at the Orland High School, Orland, California, a plan that is proving quite satisfactory and efficient.

Several years ago the local Grange made a small fund of $80 available for loans to the Future Farmers for their project work. But $80 did not go very far toward meeting the needs of the boys for worth-while projects. Soon an agreement was worked out with the local bank whereby this fund was placed in the regular savings account, and, by agreement with the bank, this account stands to make good any losses that may occur in any of the project loans up to the amount of this account. Loans to Future Farmers for project work are made by the bank just as any regular commercial loan would be made. The loans are first passed on by the agriculture adviser and are then endorsed by a committee appointed for this purpose. Notes are drawn for the amount of the loan and signed by both the pupil and parent. Under this plan, the bank is willing to make loans aggregating several times the amount of the fund.

This fund has proved very popular. During the past year 17 boys have received help aggregating more than $1,000 from the fund, and most of our largest and best projects would not have been possible without this help. These projects cover a wide diversity of enterprizes, such as poultry, hogs, sheep, dairy, and field crops.

The local chapter of Future Farmers of America is adding to this savings account from time to time as it is able. The chapter conducts a small lunch counter at the school, and from the profits of this enterprise we are able to meet the necessary overhead expenses of the chapter and add something to the savings account each year.

The bank believes that loans to Future Farmers are good moral risks, and they have been very willing to cooperate with us in the matter. So far, these loans have proved safe. Occasionally a loan has to be extended, but thus

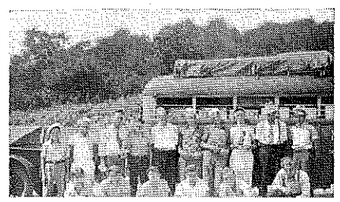
TRIPS

A Week's Trip to Washington

R. J. WOODIN, Adviser,
Sharon Center, Ohio

SUMMER will soon be here, and planning will start for our next summer outing. Last year sixteen boys and their adviser from Grange and Sharon chapters took a tour of 1,000 miles to Washington, D. C., and vicinity.

Funds from the F. F. A. treasury cut down the cost of the trip so that each member had to pay only $6.30 for the week's outing. This included all food and other expenses. Some canned fruit and vegetables were furnished by each boy. The boys took turns at cooking, each group of four cooking one day's meals. The bus and trailer, shown in the picture, which carried the group, was hired from the Medina Y. M. C. A. at a cost of 12½ cents a mile, including driver.



Rome Future Farmers Take Southern Tour

HARLAND MARTIN, Adviser,
Stewart, Ohio

TWENTY-ONE members of the Rome F. F. A. Chapter made the second annual tour for our chapter. On our first trip we went to the Atlantic coast and up to Washington, D. C. On our second tour we took a southern route visiting five southern states including West Virginia, Virginia, Georgia, Tennessee, and Kentucky.

Our boys traveled a total distance of 1,500 miles in six days at a cost of $5 per boy, plus $40 taken from the F. F. A. treasury.

(The boys of both of these chapters would be glad to tell other chapters more in detail about their trip and the places of interest which they visited, if your chapter is planning a similar tour. The Editor.)

Fair Program

C. E. CAHOON, Teacher,
Lakewood, New York

THIS year marks the first extensive F. F. A. program at the Chautauqua County Fair at Dunkirk, New York. The fair association allotted $350 for cash prizes to be awarded for F. F. A. exhibits and set aside a special building for them. The building was completely remodeled by the nine teachers of the group. Each teacher, with the help of his boys, constructed and arranged his own booth and exhibit. The subjects of the exhibits were: farm shop, power equipment, farm electrification and plumbing systems, plant disease control, dairy herd improvement, poultry disease control, maple sirup and sugar production, what a well-planned farm should provide, and culling of poultry flocks.

A prize was given in each booth daily. Each group of boys gave a three-hour program including entertainment and vocational features involving talks, demonstrations, moving pictures, etc. These programs were put on entirely by chapter members.

The number and excellency of the poultry and cattle exhibits were beyond the expectations of the fair association and the teachers. A flat rate of $15 was paid each chapter by the fair association to help defray the expenses of the program. The booths, exhibits, demonstrations, and programs drew large crowds, and much interest was shown.

Many have asked the question: "What are the agriculture departments in our high schools doing for the pupils?" We believe that the fair activities and exhibits gave an all-convincing answer to the thousands of people who saw them.

American Farmer Growing in the Farming Business

GEORGE I. MARTIN, Assistant Supervisor,
Tifton, Georgia

DAVID NEWTON, young Colquitt County, Georgia, farmer and former vocational agricultural student of the Moultrie High School, has proved himself worthy to be called an American Farmer. This honor was awarded him by the National Future Farmer Organization at its annual convention in Kansas City in 1933.

In 1932 this young man was selected from two thousand Future Farmers in Georgia as the Georgia Star Planter and impressed the judges who were examining several prospective boys to receive this honor by stating, "My one ambition is to go back to the farm and be a successful farmer."

As part of his project while in high school, he grew out a litter of pigs according to the plan of swine sanitation to control parasites, as recommended by the Zoological Division of the U. S. Department of Agriculture, with Dr. H. B. Raffensperger in charge of the Moultrie Laboratory. From this experience and information David was given the responsibility of growing all the hogs on the Newton Farm.

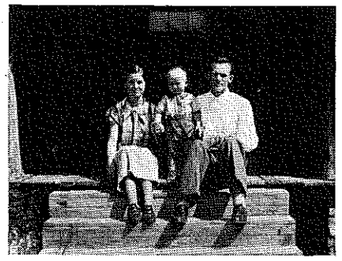
Last fall with five bred Duroc sows, David made his plans, with the help of his former agricultural teacher, to grow out five litters following the system. First, several acres of early oats were planted, which were to be used for grazing the sows and pigs. The sows were fed during gestation period a ration of corn, tankage, and minerals.

In following the system of parasite control it was necessary for David to have five individual houses. These houses were placed on a bare area in the oat field about 30 feet wide and 200 feet long. This procedure was necessary to control kidney worms. This bare area permits the sunshine to kill the larvae that may have passed out in the urine of the sow. This system of kidney worm control will also control round worms, lung worms, and nodular worms.

The sows farrowed the first weeks in March and were fed both morning and night in a corral or feeding pen. They were kept in this feeding pen for about one hour at each feeding in order to never allowed in this pen, but were given access to a creep where a self-feeder was placed. The pigs began to eat at about three weeks of age. Tankage, shorts, and corn were placed in feeder.

When the pigs were 10 weeks of age they were weaned, and the sows were taken out of the field and no other hogs were ever allowed on the ground. After the pigs cleaned up the oat field they were transferred to a field of early dent corn. Other feeds such as skim milk, tankage, minerals, peanut meal, and shorts were fed in addition to the corn.

By following this method of parasite control, feeding a balanced ration and giving the pigs all they would consume, David was able to make a success of an otherwise bad situation.



David and his family

Out of the five litters, 44 hogs were raised, and 40 of these were sold at the Future Farmer Livestock Show in Moultrie. They averaged 222 pounds at an age of six months and fifteen days of age. According to Mr. H. McDowell, manager of Swift and Company's plant in Moultrie, "These hogs were as good as can be grown in any part of the country."

David kept an accurate record on these hogs and the 40 sold, including the cost of feeding the sows during gestation period; it is as follows:

374 bushels corn at 75 cents per bushel	$280.50
1,440 pounds tankage at $2.50 per 100	36.00
2,500 pounds peanut meal	22.50
Minerals	3.00
1,200 gallons skim milk at 3 cents per gallon	36.00
Inoculation	12.00
Trucking to market	4.00
Total cost	$394.00

The cost of growing these hogs was 4.8 cents per pound. They were examined on the killing floor by Dr. H. B. Raffensperger, and the records show that they were practically free from parasite infestation. Because of the quality of the hogs, David received a premium over the Moultrie Market, and the total amount received was $864.93, leaving a labor income of $437.63. Four hogs were saved for the home meat supply.

David also included cotton and tobacco in his farming program and states that he was well pleased with the results of these crops. At the present time he has a setup for 10 sows that have already farrowed or will farrow this fall. He expects to finish these out of the early spring market.

Approximately 150 vocational agri-

Educational Value of Fairs

(Continued from page 181)

where no money is used at all, makes one wonder whether much financial reward is necessary.

And again if the teachers of the county band together, plan a more enriched fair list for their department, as in this county, fair officials are apt to be attentive to their proposals. They really can not overlook anything that is a benefit, that will draw crowds. Pressure from without, too, may be a great help.

Therefore, as the "squeaky wheel gets the grease," a little publicity helps. As the squeaky wheel makes its needs known, likewise, if we Ag teachers will plan and make our wants and needs known, we could do much to help correct some evils of the fair system.

Livestock Show and Marketing Days

(Continued from page 182)

Farmer members in the state have a chance to sell any or all of their livestock at that time. All boys are given a chance to exhibit and those that have done the best work are given small cash awards. Complete project records are mandatory and must be a part of the exhibit and sale. The show is built around the market classification, and grades and emphasis are placed on the market values of the animals. The boys obtain practical knowledge by following their livestock thru the markets, and since their livestock are handled as commercial livestock, they are treated as such and are not sold at prices above actual market value. We believe this to be of decided importance in order to make the boys' projects as true to actual farm conditions and practices as possible.

Approximately 125 boys sold over 300 head of livestock at the sale. The boys showed keen interest in the event, particularly the marketing, and it is helping not only to stimulate more but also better livestock projects in North Dakota.

Selecting and Buying Farm Shop Tools

(Continued from page 189)

The list of tools needed should be carefully selected from the catalogs of well-known hardware dealers and wholesalers. Example:

6 only—No. D8 Diston cross cut saws—26 in., 8 points.
2 only—Stanley No. 5, jack planes, smooth bottom.
1 gross—No. 00 Plover sandpaper.

In case the school board objects to outside bidders, it is often possible to have a local business man get a hardware salesman to quote the school prices and the tools be bought thru this local dealer.

It is often possible thru an arrangement such as this for an instructor to build up the number and quality of tools in his department without any more cost than would ordinarily occur. Then, too, I have found that local dealers will sell the same tools under bid for one-

Evening Class Instruction

(Continued from page 187)

to Wheatley, not any of the farmers were using fertilizers. Cotton and corn were the principal crops with which they needed help. My first thought was to carry on demonstration projects for a long enough period of time and on various soil types so as to collect definite information on how to solve some of our farmers' problems. This information, when worked out, was brought to the attention of the farmers during our evening school sessions, and now two or three cars of fertilizers are sold by our vocational agriculture department annually. Cotton yields have doubled and sometimes trebled on certain types of soil as a result of our experiments in controlling rust and wilt on cotton. Nitrogen on corn has also given good returns when used at the right time and in correct amounts per acre. Of course, the supervised practice program covers a wide field other than the special instances mentioned.

The principal livestock diseases that have caused the farmer the greatest financial losses have been very greatly reduced by vaccination programs. Hundreds of head of livestock are vaccinated annually, and several hundred dollars have been saved by following these practices. Home orchards and vineyards have been established and found profitable. Poultry raising has been greatly encouraged because farmers have learned to combat the principal poultry diseases. Homes have been landscaped, and our farmers have become conscious of the things they generally did not notice, thus resulting in a more beautiful community in which to live. Better livestock is to be found than existed a few years ago.

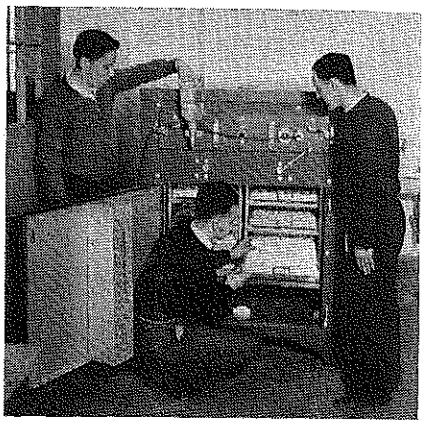
There are many benefits gained from the supervised practices that resulted from evening school instruction, and this I can confidently say, "That as a result of our better farming practices, farmers' incomes have increased several times over the amount of money expended for vocational agriculture. Therefore, our community feels that this type of work is a good investment and wishes to continue this service in the Wheatley schools."

Sauquoit Valley Future Farmers

M. L. ROGERS, Adviser,
Sauquoit, New York

A group of boys interested in poultry raised the question of the possibility of purchasing an incubator. A committee of three interested members was appointed to study the various cabinet incubators and report back to the group. This committee wrote to the state college for information about incubator manufacturers. They then wrote to several companies for literature and prices. In the meantime each boy interested signed an application for hatching, giving the number of eggs he wished hatched and the approximate date he would like them, provided an incubator was bought. At a regular meeting the chairman of the incubator purchasing committee outlined the features of three each. The group voted to buy a 1,200-egg electric machine which they thought would best suit their needs and pocketbook.

The financial obligations were met by the boys agreeing to pay two cents an egg for hatching until the machine was paid for and one cent an egg thereafter toward the general expenses of the chapter. They expected to borrow the money from the bank so as to pay cash for the machine and get the cash discount. However, when the proposition was put up to the board of education for their approval, they were so well pleased that



Starting the incubator

they offered to loan the Sauquoit Valley Future Farmers the money with the understanding that it be repaid when the hatching was done.

In the meantime the question was asked as to where to get good hatching eggs. The boys decided that it would take 200 breeding hens to furnish the White Leghorn eggs that were needed. All the boys interested visited each flock of poultry owned by the members. They went in the afternoon, because the poorest eggs are laid then. Egg scales were used to weigh the eggs carefully, and the eggs were examined as to color and shape. The hens were judged as to type and breed characteristics. After the trip a vote was taken to see which flocks were considered best. Three flocks totaling 200 hens were selected. All the male birds owned by the members were brought together and the best of these selected for use. Each breeder's flock was tested for B. W. D. by the agglutination test. Before selecting the breeders it was decided to pay five cents per dozen above the market price for hatching eggs. The owners of the male birds were to receive 50 cents each for the use of them. Each boy was to pay the individual who furnished the eggs directly, and at the end of the season the cost of the male birds and blood-testing was to be prorated according to the number of chicks hatched.

The machine was set three times, and over 2,500 chicks were hatched. The boys took care of the machine, setting, candling the eggs, and taking off their own chicks.

The whole project has been and will continue to be of inestimable value in the education of the boys. They learned more about types of incubators, how to select eggs, care for an incubator, effects of varying conditions on the hatchability