Our Cover

IN GEORGIA, 178 community canning plants are being operated under the supervision of teachers of vocational agriculture. During the year ending December 31, 1935, three million cans of meats, fruits, and vegetables were put up in these canning plants by adult farmers who had been enrolled in evening classes of teachers of vocational agriculture. The community canning plants in Georgia have served a very great need during the lean years of the depression and even at the present time under the crop-reduction program. In the canning plant at Clarkesville, 100,000 cans of meats, fruits, and vegetables were put up by farmers for home consumption.

The vocational canning plants are operated for canning and preserving products for home use. The commercial canning plants in Georgia have never been very successful.

In the vocational plants, the farmers bring in the products and, under the supervision of the teacher of agriculture, actually do the canning themselves. This, of course, makes the program educational. As a result of the community plants, hundreds of families have bought modern canning equipment and are canning their products at home rather than carrying them to the community plants. The community plants, however, will continue to serve a need in the state for many, many years.—M. D. Mobley.

Guidance Thru Inspiration

RALPH V. BACKSTROM, Teacher,
Aurora, Minnesota

HOW many students leaving high school are qualified to enter into life with earning power and *living* power? The number is decidedly small. And those that have living power have not received it in the public schools. The home is responsible for it. But many families do not have home life that is conducive to living power in the child. Their conditions of living are often sordid, and their outlook on life dampened with a cynical pessimism. As the home is, so is the living power of the child. And if the child does break away from home eventually, it takes a period of years for him to lose the callous of improper living.

Today more than ever there is a crying need for inspiration for the young, a will to make the most of the future, a desire for guidance. The vocational guidance attempts of the school are futile if the child does not want that guidance. Thousands of jobless, inactive young people with no vision or hope are coming out of our high schools yearly. Theirs is truly a dilemma. Of course we pity the older folks, but their course will soon be over—the young are just beginning. How dark the future must look to them if they think of the future at all. The trend of the times seems to have thrown faith and hope to the four winds. We forget that there is an art to living, and become so imbued with the science of things that we often forget how to live with enjoyment. The schools perhaps are at fault in this respect—stressing too much the factual side of life and not the practical art of living.

If the pupils can be kept stimulated in faith and hope for the future, it will act years ago. It is no longer held as the center of activity. The task of the schools has become a large one. To try to make the school a home is out of the question, but the students can be taught how to live and react appropriately to life and its environment. For example, the art of getting along with people is important. Why should it not be taught in the schools?

In attempting to meet this need for inspiration and to build up the *living* power of the child, we take time out from agriculture once a week for discussion of our "Inspiration Sheet." "The Inspiration Sheet" is a page mimeographed weekly containing bits of poems, philosophies, wise sayings, and comments of famous people, humorous stories, and interesting facts. The sheet is so arranged that the teacher-editor can follow a scheme of discussion to bring certain definite thoughts to the students. They feel very free in their discussion, and they are not afraid to bring out their own ideas. They are not graded on the discussion, but the teacher becomes better acquainted with the student, his way of thinking, and his philosophy. Each student is given a copy of "The Inspiration Sheet" at the beginning of the discussion hours, and he is then allowed to read it before the discussion begins. Anything that arises, concurrently and otherwise, from the sheet is discussed.

"THE INSPIRATION SHEET"
Aurora High School
Ralph V. Backstrom Agricultural Instructor
"Devoted to Vocational Guidance"

Vol. I No. 21

"How happy is he born and taught,
That serveth not another's will;
Whose armor is his honest thought,
And simple truth his utmost skill!"

"Senator Norris wanted to quit six years ago, but the Nebraskans would not let him. Now he says he will not run again, and the President tells him he wants him to. It just shows that hewing to the line and letting the chips fall as they may, does win once in awhile."—H. N. O.

Silent waters are seldom shallow

In England AGRICULTURE has an 8-hour day.

"No man is born into the world whose work
Is not born with him. There is always work,
And tools to work with all, for those who will
And blessed are the horny hands of toil."
—Lowell

"Amusement and recreation are the very things that make our working hours profitable. He who carves so steadily, that he has no time to sharpen his knife, works with dull tools and cannot make much headway."

"A house is built of bricks and stones,
Of sills and posts and piers,
But a home is built of loving deeds,
That last a thousand years."

"O blessed health, thou art above all gold and treasure; 'tis thou who enlargest the soul and openest all its powers to receive instruction and to relish virtue. He that has thee has little more to wish for, and he that is so wretched as to want thee, wants everything with thee."—Sterne.

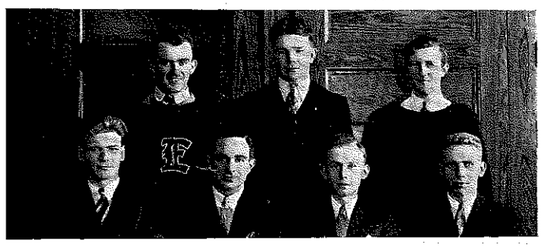
"Be ashamed to die until you have achieved some victory for humanity."
—Horace Mann

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

How seriously are you thinking about life? Do you realize that you have to account for yourself? What are you doing today that will improve your life and that of others? Whatever you do, do the best that you can. If your life work will be that of a "ditch digger," why, be the *best* "ditch digger."

"Here is a good advertisement for milk seen in a children's magazine:
"Your father may give you spending money, but your bones are your chief means of support.—DRINK MILK"

ISN'T IT THE TRUTH?
It is a purely human trait
To dally and procrastinate;
Until tomorrow we delay
The things we ought to do today.
—P. B.



Officers of Essex F. F. A. Chapter, Hathorne, Massachusetts

Extracts From Annual Report

THIS year the membership of the Essex Chapter of Future Farmers of America totaled one hundred sixty-eight. Of these, fifty have a Future Farmer Degree, and eight the Bay State Farmer Degree.

In November, 103 exhibits were displayed by members for the largest and most successful Science Day in the history of the school.

During the past year members have won $200 in prize money for public year regular meetings of the bee, poultry, ornamental gardening, floriculture, animal husbandry, and food preservation clubs. It conducted an essay contest, a summer project tour, and presented a play on St. Valentine's Day.

The thrift committee has encouraged personal savings accounts. For the year 1935, the chapter did a gross business of over $3,000.

At the close of the project season, October 1935, the pupil labor income amounted to $69,749.98 or an average of $300 for the students who completed

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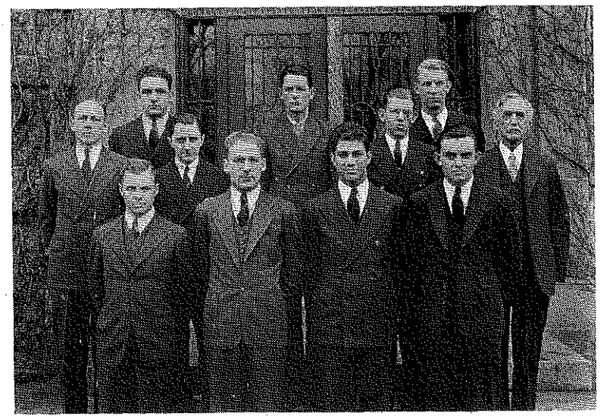
Agricultural Education



Collegiate F. F. A. Chapter (see page 48)

The officers of the new University of Missouri chapter of Future Farmers of America shown in the picture are:
Back row—Elmer Arnsperger, advisory committee; Robert Partridge, secretary; and C. L. Buoy, advisory committee.
Middle row—Dr. Sherman Dickinson, professor of agricultural education, adviser; Cecil Barger, publicity manager; Maurice Dankenbring, second vice-president; and Dr. Frederick B. Mumford, dean of the Missouri College of Agriculture.
Front row—Aubrey Pulliam, first vice-president; Mark Buchanan, treasurer; Maurice Springer, third vice-president; and Robert Mills, Jr., president.

To Fill Your Job, Let Your Job Fill You.

EDITORIAL COMMENT

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

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

OUR RESPONSIBILITY

THERE are today in the nation thousands of young men living on farms who have had from one to four years' training in vocational agriculture. Some of these young men have already entered the vocation of farming and are making satisfactory progress. Many are still seeking some means of getting established in farming on a sound economic basis. Others are just there on the farms with no plans, waiting, and hoping that something will happen that will make it possible for them to get some sort of a job. In this latter group, there are doubtless many who have very poor opportunities for securing aid and assistance from parents and relatives for getting a foothold in farming.

Those of us engaged in vocational agricultural education should ask ourselves this question, "What is our responsibility with regard to these former pupils of vocational agriculture?" Especially should we be concerned about those who have not been able to get established in farming on a satisfactory basis—those who are just there on the farms with their parents, working along with no businesslike arrangements, no plans for the future, in a way, just marking time.

Should we assume the responsibility to help these young men secure farms, set up sound partnership agreements with parents, plan farming programs, and assist them with other economic and social problems? Is vocational education complete without placement? Can we claim to have completed our job in training a young man in vocational agriculture until he has become satisfactorily established in farming?

The future of agricultural education depends to some extent on the attitude of the teachers of vocational agriculture concerning the questions mentioned above. The time will likely come when our educational program will be judged, to a great extent, on the farming success of those who have had our training. In other words, the question that will likely be asked in the future by the general public will be, "How many farmers have you trained, and what measure of success have they attained?"

Already in some communities of the nation, teachers have recognized the importance of follow-up work with former pupils and have made contributions to the program. In these communities contacts with former pupils have been maintained thru enrollment in part-time and evening classes and thru the organization of alumni associations.

The opportunity of being a help, in a genuine way, to thousands of former pupils is almost unlimited. What to do,

UNIFYING OUR PROGRAMS

OUR Chief of the Agricultural Education Service and his assistants have allowed each state staff, both in supervision and teacher training, a large measure of freedom in the development of programs of vocational education in agriculture. We have been stimulated and encouraged by this liberal policy.

In this writer's opinion, however, the time has come to put our various state programs on the dissecting table and under the microscope. Many of us are at the point of crystallizing our philosophy and our practice without having the benefit of the good features of each other's programs.

Dr. Sherman Dickinson, in his "Needed Adjustments and Direction in Vocational Agriculture" read before the Agricultural Section of the A. V. A., has laid the basis for a well planned analysis and evaluation of our state programs of work. It is proposed here that Dr. F. W. Lathrop be assigned the chairmanship of a committee whose responsibility it shall be to determine as far as practicable the best state plans being used for:

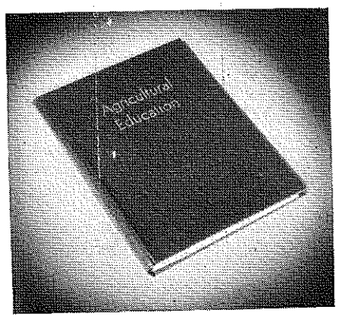
1. Organizing a program of instruction in local departments of vocational agriculture.
2. Organizing, conducting, and evaluating supervised practice programs in local departments.
3. Pre-employment training for teaching vocational agriculture.
4. Supervising teachers of vocational agriculture in the field.
5. Training teachers of vocational agriculture in service.
6. Teaching the all-day class.
7. Organizing and conducting agricultural evening schools for adult farmers, and evaluating results of the instruction.
8. Organizing and conducting part-time classes for out-of-school farm boys, and evaluating results of the instruction.—E. R. A.

A REQUEST FOR BACK ISSUES

ONE teacher-training department desires to complete its files of copies of the Agricultural Education Magazine in order to have all bound into permanent form. In this particular situation, college authorities will not bind an incomplete volume of any magazine. The issues desired are as follows:

Volume I Number 2, February 1929.
Volume I Number 11, November 1929.

Any reader having copies of these issues and wishing to dispose of them can do so by contacting the Editor, who will put him in touch with the teacher-training department desiring them.



It is a fine practice to bind copies of the magazine permanently. The new Agricultural Education Binder which sells for one dollar postpaid will keep the copies of the magazine together and in excellent shape until the volume is complete. Order direct from Meredith Publishing Company, Des Moines, Iowa.

Professional

Whither Agricultural Education in Building Agricultural Citizenship?

JOHN T. WHEELER, Professor of Vocational Education, the University of Georgia, Athens, Georgia

OUT of the welter of the depression that has held the American farmer in its unrelenting grip for one and a half decades, has emerged a sequence of events that might well be termed "The Evolution of Agricultural Citizenship." Because I believe this developing citizenship should be recognized, preserved, and further enlarged, I am attempting in this article to point out the steps thru which it seems to me this evolution has moved forward in the past few years, and the implications inherent in this evolutionary process for the future efforts of agricultural education. The steps in this evolutionary process, as I see them, are these: (1) Out of the great agricultural depression (its causes and results) there has developed a more widespread state of confusion than has ever before existed amongst American farmers. (2) This state of confusion has formed the basis for new demands on the part of our farmers for new kinds of agricultural education. (3) As farmers have come together to study their problems they have discovered a basis for the new citizenship of agriculture.

It is common knowledge that American farmers have become confused and confounded by the happenings of the past 15 years. On the one hand, some of the confusion has been due to natural causes of unprecedented droughts, floods, pestilence, and all kinds of storms —rain, snow, and dust. However severe these natural causes of insecurity have been, our farmers have always met them stoically, simply attributing them to the weather, about which no one is supposed to be able to do anything.

On the other hand, the confusion and growing sense of insecurity of our farmers due to new socio-economic changes have not met with the same degree of continued stoicism. Leaders of organized agriculture have raised not only their voices, but they have raised their heads and their hands as well in behalf of rural America. Thru their efforts they have been able to create such disturbances that American farmers have become keenly aware of their growing insecurity.

Psychologically speaking, awareness of a problem does not by any manner of means end confusion. As a matter of fact, awareness is the prime cause of perplexities! People are not so much disturbed by natural things or happenings, nor by social phenomena, as they are by what they *think* about these things and phenomena.

FROM the flux and change of the past 15 years, agricultural leaders have crystallized several definite nation-wide movements that have tended toward de-

co-operative undertakings—the projection under the McNary-Haugen Plans, the Federal Farm Board and its activities, the Agricultural Adjustment Administration, and the Agricultural Conservation Programs—are outstanding examples.

Leaders of American agriculture have thus made millions of American farmers aware of their socio-economic status, but they have not thereby done away with the perplexed and confused condition of these millions. They, of necessity, created new states of confusion! They raised many questions of the greatest social significance. Those questions were new and demanded answers. They were big problems: debentures, domestic allot-

J. T. Wheeler

ments, foreign trade, tariff, land planning, balance of trade, foreign production, supply and demand, agricultural adjustment, soil conservation, and all the rest. Formidable problems these—new problems and confusing.

Out of this matrix of confusion farmers struggled (and are still struggling) to find bases of understanding the new agricultural world that confronted them.

It is generally recognized that agricultural education has a definite responsibility at this point. For how can these millions of farmers learn about these problems without a teacher? These problems are so new, so numerous, so large, and so complicated that to think them thru requires time and carefully directed discussions, based on unbiased facts and

cially. For if they are not dealt with and solved in the spirit of democracy, grave dangers may be ahead for agriculture and for society as a whole. Agricultural education has a large responsibility in dealing adequately with this situation.

In reviewing the devastation of the World War shortly after its close, H. G. Wells, the noted English novelist, wrote a sentence regarding education that seems appropriate to inject here. This is the sentence: "Civilization is a race between education and catastrophe."

THIS commanding statement places education as the active social agency standing between organized society on the one hand and the forces of social disintegration on the other. American educators seized upon this idea and commented favorably on the wisdom of its author. They patted themselves on the back, as it were, because the social worth of their profession was frankly recognized by a writer of so wide repute. Now, after more than a decade of rapidly changing human events since the penning of the line just quoted, Mr. Wells speaks again. He now says that he used the "wrong figure of speech" in his former statement. He contends, however, that it was all right to have used in this sentence the words "education" and "catastrophe," for these ideas were both in the picture, but it was wrong to use the word "race," for, he says, "There was no race, and there is yet no race!"

At this juncture we might turn to the facts to see how well agricultural education has entered the race to meet the needs of the present generation of farmers who are confronted with disaster and confused by the enormity and complexity of the problems that challenge them. According to the official reports of the United States Office of Education, there were in America only 30 public schools of less than college grade in 1921 offering opportunities for adult farmers to study their problems of agriculture, but during the 15-year period which has intervened, the number of schools offering instruction to adult farmers has increased annually until in 1935 there were 3,759 schools in this country offering educational opportunities to farmers of their respective communities. In 1921 there were 1,333 adults enrolled in vocational classes for farmers. The enrollment of adult farmers has increased each year since 1921, until in 1935 there were 110,000 regularly enrolled adult farmers in vocational agricultural classes.

This, however, is not the whole picture. In many parts of the country there were many more farmers who were attending evening classes than were re-

istration Report,"* it is shown that "vocational teachers of the south held 18,000 classes that were attended by 750,000 cotton farmers." The report says: "Teachers of vocational agriculture were not charged with the administration of the [adjustment] program, and were in a position to present all the facts regardless of whether they were favorable or unfavorable to the program."

From these data on adult enrollment two things are clear: (1) farmers in their confusion turned to the schools in ever-increasing numbers to find solutions to their problems, and, (2) as yet, only a beginning has been made by organized education to meet the real increasing demands of millions of our farmers for unbiased facts about the new world of agriculture in which they find themselves.

ANOTHER stage in the development of the new citizenship in agriculture came when these hundreds of thousands of farmers, who were seeking solutions to their own personal problems, sat down to study together, and in their studies and discussions discovered that their greatest personal problems were problems common to a large group of farmers—a whole type of farming. The individual wheat farmer, as he considered the facts of the whole situation, was compelled to see his problem in light of the problems of all wheat growers and society in general. As tobacco growers began to study their problem, they began to see tobacco farming as a single institution in which each grower was a member. When cotton farmers began to study the facts about the total cotton situation, they discovered the relationships of their problems to the problems of all cotton farmers and to society as a whole.

In other words, as farmers came together to study the unbiased facts of the situation that confronted them, they discovered common interests with each other and common bonds with society at large. They discovered that they were members of great productive institutions—types of farming—and they discovered also that these types of farming served society in certain definite and vital ways. This discovery was the beginning of a new sense of citizenship in each of the great vocations of farming.

This sense of citizenship grew and found opportunity for democratic expression at the polls in 1934. In that year 2,382,000 farmers in all parts of this country went to the polls to vote on some aspects of the agricultural adjustment program. In the Midwest 580,000 hog-corn farmers, after studying certain aspects of their problems, expressed themselves on the proposed 1935 adjustment plans. In the south, 1,522,000 cotton farmers, after considering the pros and cons of the situation, expressed themselves concerning the cotton-control program under the Bankhead Act. Approximately 280,000 tobacco growers used the ballot in expressing their wishes concerning certain Federal statutes that applied to the development of their vocation.

It is not the purpose of this discussion to detail the issues involved or to point out the results of any of these polls other than to show that in the late fall of 1934 ready to definitely express themselves on these issues. To me these expressions in terms of the several vocations of farming, are very significant in agricultural development in America.

THE big thing that I see in these polls is not that our farmers voted pro or con, but that they voted at all; not that they accepted or rejected a specific program, but that they claimed certain issues for themselves, had ways of clarifying issues, and had opportunities to express themselves on these issues. American farmers have found ways of clarifying issues and ways of being heard. These are the big things that are worthy of our attention: education and expression! These are the things of which democracy is made. In these instances and thru these processes farmers became responsible citizens of their respective vocations. They made group decisions. This culminating act of farmers in recognizing their citizenship in the several vocations of farming, has evolved by the steps I have detailed in this article: (1) Farmers became confused as never before, because they were confronted by a new world of agriculture. (2) In their perplexities they sought aid from the agencies of agricultural education. (3) As they studied their problems they found the larger common social and economic bonds that tied them together in citizenship relations to each other, to their respective types of farming, and to society.

We are at the beginning point of a new outlook for the American farmer, if education rises to the occasion and does its part. Farmers' problems are numerous, large, and complex. Farmers must have further educational aid in the immediate future. Avenues of agricultural education must be kept open and expanded to meet the needs of the many. As we move forward in developing these avenues for education, let us also lead farmers to concern themselves with developing vital means of democratic expression in the various vocations of farming, to the end that the beginnings in agricultural citizenship may be preserved and "serve as an example to the mighty world and be the fair beginning of a time."

* AAA in 1934, p. 61.

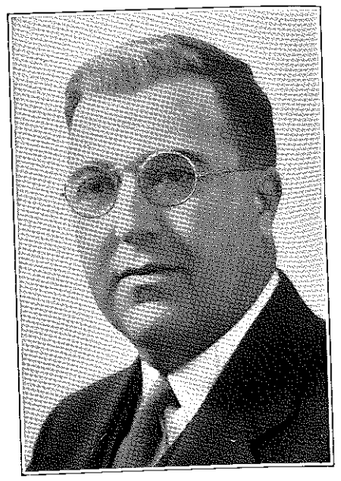
Pasture Improvement

ROBERT A. MANIRE, Supervisor of Vocational Agriculture, Area 6, Commerce, Texas

VOCATIONAL agriculture teachers of North East Texas are stressing soil conservation and pasture improvement work. To start the work the teachers of the Tyler District, exhibited eight educational booths at the East Texas Fair at Tyler showing the various steps in pasture improvement, proper contours, removal of brush, and weeds, and proper foundation grasses and clovers necessary to produce a year pasture.

In following the program thruout the year considerable time will be given to adult and all-day instruction in production of pastures.

The all-day boys of vocational agriculture will take pasture improvement as supervised practice work over a period of years, and remove surplus underbrush, contour, seed and mow, and properly graze the pasture. This pasture



Dr. Ray Fife

DR. FIFE took over his new duties as president of the New Mexico State Agricultural College on August 15.

Since 1918 Dr. Fife has been state supervisor of vocational agriculture in Ohio.

Dr. Fife, a farm reared boy in Van Wert County, Ohio, received his early training at Ohio Northern University, graduating from Ohio State University in 1918. He later studied at the University of Wisconsin and Cornell University, receiving his doctor's degree from Columbia University in 1927.

Previous to his work as state supervisor he was assistant county superintendent of schools in Van Wert County and assistant state leader of boys and girls club work in Ohio for two years. He has taught during the summer sessions at several colleges.

Dr. Fife made a distinct contribution to the field of vocational education during the time he was president of the American Vocational Association, to which he was elected in 1932 and re-elected in 1933. His services on the legislative committee of the association were invaluable.

His leaving is a great loss to Ohio and all vocational education workers, but we extend to Dr. Fife, thru the columns of the magazine, the best wishes of his friends and associates in the field of agricultural education with whom he has been closely associated for so long a time, for a most happy administrative experience in his new position.

Dr. H. M. Byram

DR. BYRAM assumes his new duties as associate professor of education at Michigan State College, beginning September 1. He will work with Professor Robert Linton. Dr. Byram has had six years of experience as teacher of agriculture: two years at Northfield, Minnesota, and four years as critic teacher at Kelley, Iowa. For the past four years he has been assistant professor of vocational education at Ames, Iowa. Dr. Byram obtained his first two degrees at Iowa State College, and received his

Getting Acquainted With Farmers

J. S. SMITH, Instructor of Agriculture, Lancaster, Wisconsin

HOW to become acquainted with a large number of rural people in a short time and how to build up or keep the confidence, as the case may be, of the farmers is always a problem for the teacher of vocational agriculture when he enters on a new job.

I believe that this problem of reaching a large number of rural people with a minimum amount of time and effort can be solved by the organizing of a community club centered around each rural district and located within the territory served by the high school vocational agricultural department.

There are many ways of organizing a community club. I am going to give a brief description of a method which I have used and found successful in this particular territory. This is not given with the idea that it is the best method to use but with the hope that there may be some parts of the plan which other instructors of agriculture can adopt and make to fit into their own set-up. I also hope that it may be of value to the teacher who has never tried such a plan in getting him to attempt the organization of community clubs in his own territory.

The first step in laying plans for the organization of a community club is to visit the rural school teacher and explain the plan to her and ask for her co-operation and help. This help is practically never refused. In organizing ten clubs I have found only one teacher unwilling to co-operate. Besides visiting the rural teacher, I visit several of the leaders in the community, explain the plan to them and, if possible, secure their co-operation. If they are agreeable toward the plan, I suggest that any organization to be successful must have for its president some one who is a good leader. This encourages them to think about the selection of a good type of person as president of their club and often brings the desired results of having such a person elected.

The organization meeting is not called immediately but several weeks are allowed to elapse, during which time the people talk over the idea and have time to decide whether or not they want a community club in their district. This usually results in their asking the rural teacher to call a meeting for the purpose of organizing a club. They may decide to organize some evening when the rural school is putting on a program or social. This is the best time because it furnishes a program and practically all of the people in the entire community will be present. This plan of having the community ask for the organization of a community club not only reduces the chance of failure in starting the club but it helps to throw the responsibility for the success of the organization on the members.

At the organization meeting the following outlined procedure is followed:

1. Explain the advantages to be derived from a community club.

2. Tell the people about the set-up and methods by which it is hoped the club will run.

4. Call for a motion regarding the organization of a community club.

5. If the motion is carried, the chairman will call for nominations for president. (If the group is hesitant about making nominations the rules may be dispensed with and several people nominated. Then the vote will be taken by ballot. The person receiving the largest number of votes will act as president, the next as vice president, etc., until all the offices are filled. By this plan the officers will be elected without creating any jealousy among the members.)

6. A date is set for the next meeting; also program and refreshment committees are appointed. (These two committees have been practically decided upon before the meeting. This is usually done with the aid of the local teacher or some influential member of the community.)

7. The group is cautioned regarding the things that may break up the club or cause it to be a failure. A number of things are suggested that may be done at the next meeting, such as naming the club, adopting the constitution and by-laws, and adopting the program of work.

8. It is suggested that business meetings be carried on by the club before the programs. This prevents the club from becoming merely a social gathering and helps to get each club to carry on a definite program of work.

After the meeting it is well to meet with the officers and provide them with materials that they will probably need. It is also well to arrange to meet with the officers sometime before the next regular meeting of the club to make out the calendar for the year including the date and committees for each meeting. Such by-laws as seem to be essential for the proper operation of the club should also be prepared at this meeting.

Below is a list of free materials that have been found helpful. Some of these should be on hand to give out to the newly elected officers. They contain many fine ideas and suggestions:

"Conducting the Business Meeting," Cir. 227, Wisconsin College of Agriculture, Madison, Wisconsin

"Making Rural Organizations Effective," Bul. 403, Wisconsin College of Agriculture, Madison, Wisconsin

"Rural Community Organization Handbook," Wisconsin College of Agriculture, Madison, Wisconsin

"A Guide to the Literature of Rural Life," American Country Life Association, 105 East 22nd Street, New York

"Better Meetings," Cir. 227, Iowa State College of Agriculture, Ames, Iowa

"Rural Leader's Handbook," Cir. 233, published by the Extension Service of South Dakota State College, Brookings, South Dakota

"Methods in Organizing and Conducting Community Units Among Farm People," special circular re-

The Value of a Community Cannery

H. A. CHAPMAN, Teacher, Maulden, South Carolina

MANY of our more progressive agricultural leaders have been stressing the need of a live-at-home program to the farmers of this nation for a long, long time.

During recent years, practically every farmer has fallen in line with those few who had practiced some type of live-at-home program thru boom years as well as depression years. One by one they were forced to realize the fallacy of the old farm system where they had been accustomed to live, so to speak, out of a paper bag, and to adopt something newer and more applicable to the times. During this crisis the teachers of vocational agriculture were wide-awake and did everything within their power to aid in the establishment of a more permanent and workable system of farming.

Setting up community canneries was one of the greatest services rendered by this group of teachers in aiding farmers to make the farm more nearly self-sustaining, this also being their first major step to aid farmers in the war on the depression and high food costs. Every farmer knew how to produce what he needed, but having it at the right time was the problem. Everyone knew it was impossible for him as an individual to successfully can his surplus produce for winter months or to dispose of it at a fair price. Sometimes the price wasn't even a factor in that there was no market demand. Therefore, it was impossible in too many cases for farmers to sell their surpluses and in turn buy produce out of season when needed. His limited funds made it impractical for him to purchase needed canning equipment, so the establishment of community canneries on the school property was brought about as a solution to these problems.

These canneries have already proved their merit. It is impossible to state their true worth, because every school looks upon its cannery as an asset of inestimable value.

The value of a cannery will be discussed under four main points.

Value to the Farmer

A cannery is of major importance to the farmer in lowering food costs. By making proper use of it he is able to put up an abundance of fruits and vegetables during the summer months to meet all family requirements during non-producing seasons. Meats, which can be put up at any time, must always be added to make the canned supply complete. Plenty of fruits, vegetables, and meats in the can is always the farmer's best insurance against hunger.

With the aid of a variety of canned produce everyone is insured a balanced diet at a low cost. This allows the farm family the use of money formerly going into food to be used in the purchase of necessities, for pleasure, or for investment, all of these factors being inducive to health, happiness, and a greater love for farm life.

Value to the Community

The cannery is of major value to a

Methods

The Case Method in Teaching Vocational Agriculture

FLOYD F. ROTHLISBERGER, Teacher,
Clay, West Virginia

Many forms and devices have been developed and tried for the purpose of bringing about conditions under which learning may take place. Any one of these various forms should not be used to the exclusion of all others, and the nature of the farm operation or decision must be carefully studied to determine the best teaching procedure.

When I began teaching vocational agriculture ten years ago, I was led to believe that no teaching was vocational unless it involved a field trip. Experience soon taught me that the planning of these trips required a great expenditure of time and energy to establish teaching situations on farms.

In spite of the view I have just indicated, it does seem to me that too little use is made of the boy's own farms in setting up real vocational teaching situations. In studying the subject—corn cultivation—it becomes very easy for both the teacher and the pupil to lean toward the academic point of view; thus what passes for vocational agriculture has only incidental connection with successful farming. Instead, use a specific case, such as cultivating Joe Henry's corn.

A great number of questions comes immediately to the minds of the members of the class; these might be listed on the board with Joe furnishing the information. Thus, even tho the members of the class are not on this farm to observe first hand, they will have a definite idea as to the size and shape of the cornfield, the soil type, the geographical features, the rotation previously followed, the manure and fertilizer treatments of the soil, the equipment at hand or available, and the practice in corn cultivation that has been followed on the farm.

With a definite situation set up, the class is ready to analyze the job. In the analysis those things that are particularly peculiar to Joe's case will be stated. The whole setup is real. Joe is in the class. He has a corn enterprise. He must cultivate that corn, and his equipment for doing the job is limited. Just what constitutes good practice in his case?

After the study of the available references on comparable cases and an exchange of experience by the boys who have cultivated corn or have observed its cultivation on successful farms, the class is ready to draw up a list of conclusions or superior practices that Joe should follow in the cultivation of his corn. From this list of practices and the discussions developed, the other boys of the class who have corn enterprises can usually with little difficulty work out plans for cultivating their own corn enterprises.

Recently I received a letter from a graduate of the high school who has re-

To quote from the letter: "I have some apple trees that are covered with scale. Please tell me how and with what to spray." While the boys do not have orchard enterprises, all the farms in the area do have a few apple trees. The letter provided a specific case and I gave the boys the assignment of answering it. It soon developed that more information regarding the situation was needed before a good reply could be made. The boys wanted to know how many trees were to be sprayed, the spraying equipment available, the geographical location of the trees, and what spraying had been done in other years. The instructor was designated to write for these facts. The members of the class eagerly awaited the reply so that they could solve a real problem which otherwise would have been purely academic.

Student Class Foremen as Aids in Teaching

ELMER J. JOHNSON, Teacher,
Fort Morgan, Colorado

THE economic conditions of the past few years, brought about by the depression, have placed some classroom hardship upon most teachers, the vocational agriculture teacher being no exception. The hardship that most teachers have in mind is the salary reduction, but the one I am concerned with here is the overloading of classes, brought about by a reduction in teacher personnel. Many teachers found their classes growing far beyond what they considered the room capable of holding. Teachers seldom complained about these large classes knowing that someone else was waiting for the job if they felt unable to handle them.

In our school there are but five hours per day available for the instruction of vocational agriculture, and three classes must be handled during this time. This permits each class to have 100 minutes per day.

The question of handling large classes in a small shop is not a pleasant one. The second- and third-year classes, each having twenty-five or less, can be handled as a unit in either classroom or shop, but the first-year class with an enrollment of approximately forty is a different problem. This large class is not a difficult one in the classroom, but in the shop it is a near impossibility. The question came up as to the possibility of teaching a farm shop and regular classroom group simultaneously. It was tried, and so far it has worked out splendidly by using the following procedure and assistants:

The schedules of the third-year boys were checked, and it was found that most of them were available a portion of each week when I had my first-year class. Each third-year boy was then asked to spend at least two hours per week in my department when the first-year class was there, and this he was glad to do. The possible in most cases to have a boy excelling in shopwork and another more versatile in classroom technique with me at the same time, thereby giving me able assistance where needed.

Not all boys make good assistants or shop foremen; however, after a few tryouts one is able to detect the weaknesses and strong points of each. By cautious counsel many of the foremen faults were overcome and problems solved. The problems and difficulties of a foreman were often discussed in the third-year class, and that aided materially in overcoming many obstacles so that serious troubles and frictions that could not easily be taken care of to the general satisfaction of all were rare. The assistants are given limited authority in regards to discipline, and they turn the names of all classroom offenders with the offense committed over to me, and I always back up their decisions for correction.

Even tho my first-year class should drop back to normal size, I would still retain my third-year assistants for the following reasons:

1. It gives added shop supervision.

2. Project records could be more carefully checked.

3. Capable assistance and help are had for the agricultural library.

4. Laboratory work can be carefully observed to avoid errors.

5. Notebooks can be given "check ups" more frequently.

6. Third-year students are "dyed in the wool" farmers, and they profit materially by more contact with my department.

7. It prevents the idea of students playing from every arising in classroom.

8. Added supervision had at no cost.

9. Most of the first-year boys fully appreciate the extra sources of aid and information.

10. The instructor has more time for extra-curricular and out-of-school activities.

11. The school gives the third-year boys credit for these extra hours in my department, which they appreciate, and so the morale of my group is improved. (The third-year group have said that they would want to do this work even if no credit was given.)

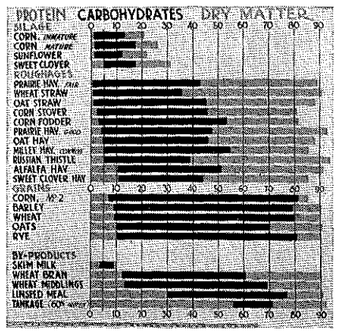
Any teacher who has 20 or more boys in a small farm shop with probably ten or more different jobs being worked on probably would wish himself to be "twins" or even "quintuplets" in order to have things move along with efficiency, so why not improve your "state of mind" and be sure all is going well by employing efficient assistants who know your ways because you trained them? The above is all the more true if necessity demands you to teach two classes at once.

Editor's Note: The suggestions in this article are interesting. However, teachers of agriculture must always be on guard lest they exploit the time of the

"Chart It to Teach It"

CARL W. ROBERTS, Teacher,
Rugby, North Dakota

THE Chinaman says a picture is worth a thousand words. In my experience as a teacher of vocational agriculture I would add that a picture often "sticks" where a thousand words fail. With this in mind I have made, with the assistance of one of our business men who is a sign painter, ten charts 54"x54" showing the average and extreme of daily temperatures; daily, monthly, and yearly distribution of rainfall; water requirements of plants; composition of feeds; nutrient requirements of livestock; frost-free seasons; and the results of various cultural practices. These charts are made on a dull finish oilcloth with the words, figures, and bars put on in good quality paint.



The accompanying cut does not show the colors as they actually appear. The proteins appear in red, the carbohydrates and fats in green, and the undigestible fibers in yellow. The word "fats" was unintentionally left out and the words "dry matter" might better have been labeled undigestible dry matter.

I use these charts in teaching my regular and evening classes and in lecturing to groups of businessmen. Repeated requests to reappear at these businessmen's meetings are one evidence of the merits of the charts.

I also feel confident of the fact that they are worth while both for high school and adult students. My farmers tell me that the charts are the best part of the course. Bringing out a chart to assist in introducing new material or to aid in the review of the course will wake up most any class that has relaxed from too much talk. They bring to the front the point one is trying to get across. For example, it is not hard to see our rainfall distribution when put on an attractive chart and briefly explained. I am using considerable illustrated material in my teaching work and find it the easiest and most successful method of presenting the information.

After taking in a demonstration showing the talking moving picture adapted to the classroom use at our state teachers convention last fall, I am convinced that we are failing to use the most up-to-date and efficient tool for teaching. Amusement houses are using these machines each day with marked success, and we sit back as teachers and fail to see the light, fail to grasp the opportu-

Progress Thru Self-Analysis

C. D. LUTTRELL, Teacher,
Georgetown, Ohio

There are many things to be learned about teaching vocational agriculture from an analysis of one's own records. The following data is a summary of records for a period of eight years which represents the tenure of the writer. The purpose of the study is to disclose the weaknesses of the program in order to improve them and to determine if some phases might not be overemphasized.

ITEMS	High	Low	Average
Enrollment, beginning of year	40	18	29.6
Enrollment, end of year	37	18	27.1
Number of boys completing programs	23	12	18.5
Number of projects completed	49	20	28.6
Labor income for department per year	$6,696.	$1,783.	$3,306.
Labor income per boy per year	$304.	$89.	$166.
Number of graduates in agriculture per year	10	3	5
Number going on farms per year	8	1	3.12

Percent of graduates on farms (1935), 65 percent.
Percent of boys completing programs, 60.6 percent.
Completions excluding seniors, 72.5 percent.
Number of State Farmers in F. F. A., 6.
Number of American Farmers in F. F. A., 3.
Times entered in public speaking, 4.
District winners in public speaking, 3.

The enrollment for the first four years of the period averaged 23.5, and for the last four years 36.25. The number dropping out during the year has remained constant and is two boys per year.

Eighty-six percent of all farm boys enroll in vocational agriculture. The number of projects has increased steadily as indicated in the table, but there is no way of showing the increase in size and quality except as it is reflected in the labor income. They have increased enormously in this respect, many purebred animals and better seed being used in project work. The average number of boys completing is low, notwithstanding it represents progress over the small number of 12. I am convinced that this is one of the weaknesses of the program. The percentage of completions is also low and should be remedied. Many senior students receive their diplomas in June and do not bother to hand in their record books in November, tho many of them complete their projects. Excluding the seniors we find that the percentage of completions jumps 12 percent. In the last four years the average number of projects carried to completion has been 37, while the average enrollment has been 36.25. This indicates that progress is being made.

The labor income for the department is highly satisfactory. To me it indicates the size and quality of programs as well as their successful management and economics of production. The high as indicated in the table occurred in 1928, and the low in 1932. That difference was due to the difference in price levels of farm commodities and was to be expected. The average can be used for the purposes mentioned. It is more than double the average for all schools in the state and is comparable since this department

income is the direct result of producing high-quality products from improved animal and crop projects with emphasis on proper management and economy.

This department is a charter member of the Future Farmers of America. In fact they had an organization before the F. F. A. movement started, with officers duly elected. The number of American Farmers from this group is equaled by only one other in the state. A goal set up four years ago is to have at least one candidate for the State Farmer degree every year and one candidate for the American Farmer degree every two years. This necessitates high individual goals in scholarship, leadership, farming ability, and thrift during four years of vocational agriculture. It also simplifies the long-time project-planning program. Presuming that every boy who enrolls in the class is a potential State Farmer has helped the instructor to increase project programs as well as other goals mentioned above.

There are many things in the program which are of recent origin. The first participation in the local fair was started last year with 18 members exhibiting and with $40 in premiums. This year $100 was allowed by the fair board, 24 members exhibited, all swine and poultry was purebred, and five purebred animals were purchased for projects. Two boys had five exhibits in swine and poultry at the junior state fair for the first time this year.

Interest in the Grange has been promoted this year, and five members of the class as well as many boys outside have joined. Three have taken the fifth degree and are planning to take the state degree this year and the national next year. Other boys are planning to join, and the instructor is training a junior-degree team from the recruits.

Judging teams have been trained every year for the state judging events. While no outstanding teams have been developed, the class has ranked well in the upper twenty-five percent in all contests.

The department has graduated some outstanding young farmers. Harold Meranda, American Farmer in the class of 1930, is farming in partnership with his father. He has served in various ways in the Tobacco-Control program under the Agricultural Adjustment Act. Earl W. Miller, American Farmer in the class of 1933, is an outstanding swine-grower and showman, renting land from his grandfather for some of his enterprises and working others in partnership with his father. He has the distinction of being the youngest boy to receive the American Farmer degree to the knowledge of the writer, being only sixteen at the time of the award. Thomas M. Gardner, American Farmer in the class of 1933, has the distinction of being the youngest president of a county Farm Bureau Federation in the United States. He served in that capacity at the age of 19. He is an outstanding swine-grower, having made a ton litter within 180 days. He is farming in partnership with his father.

Many other interesting phases of the work came out in the survey, but I have mentioned enough to indicate the value of such analyses, and with the knowledge at hand it will be much easier to con-

Supervised Practice

The Teaching Visit to the Farm Boy

K. W. KILTZ, Department of Education, Purdue University, Lafayette, Indiana

K. W Kiltz

THE purpose of the "visit" of the teacher of vocational agriculture with the pupil is to *teach*. He must take care that the visit does not become mere *supervision*, or *inspection*, or *random visiting*. The "teaching visit" may involve supervision, inspection, and "just visiting" but it should also include teaching. The teaching of vocational agriculture includes these steps: (1) pupil and teacher recognition of farm jobs and needed adjustments, (2) pupil and teacher analysis of jobs, (3) the accumulation of information, (4) the pupil recognition of jobs and adjustments possible and desirable of achievement in his situation, (5) pupil achievement of jobs and adjustments, (6) pupil recognition and correction of mistakes in achievement, and (7) teacher checking and grading of the pupil as he progresses thru these steps. The teacher in preparation for, during, and following his "teaching visit" to a particular boy must check carefully upon his organization and procedures to make certain that he is giving the boy the most effective assistance possible in the accomplishment of these steps. Such teaching becomes the primary objective of the "teaching visit."

Just as supervised farm practice is the core of the pupil's work in vocational agriculture, so the "teaching visit" is the foundation upon which the activities of the teacher should be built in the summer. The "teaching visit" also plays an important part during the regular school year with its purposes and procedures differing somewhat from those of the summer.

1. *Some specific purposes of the "teaching visit"*

In the winter

(1) To assist the boy to organize his supervised farm practice program (mostly parent and farm relationships)

(2) To check upon pupil accomplishments in *job doing* and to grade him for these

(3) To help the pupil discover mistakes in job accomplishment and to correct these mistakes

(4) To encourage the pupil

(5) To establish better relationships with the family

(6) To become more thoroly ac-

recognizes jobs that need to be done

(2) To help him analyze and make decisions relative to these jobs

(3) To help him gather information relative to these jobs

(4) To help him discover mistakes in information and job accomplishment and to correct these mistakes

(5) To check and grade the boy upon his information and job doing

(6) To encourage him

2. *When to make the "teaching visit"*

The visit should be made when its need is discovered by the teacher in his study of the purposes and objectives of such visits. This implies an organized study periodically, with each boy's situation defined. In addition, special requests from the boy or family may determine the need for a visit.

3. *Arranging for the "teaching visit"*

In the winter

(1) Personally with the boy at school

In the summer

(1) On the previous visit

(2) By telephone

(3) By use of a definite schedule

(4) Visit without previous arrangement

The arrangement of the teaching visit in the winter is comparatively simple as almost daily contact is had with the boy. In the summer there is likely to be considerable wasted effort in visitation.Four possible methods of arranging for the visit have been suggested. No one of these is satisfactory or possible at all times. Very often, if a pressing problem is discovered, the teacher may well plan with the boy during a current visit the time for the next visit. The use of a definite schedule is not very satisfactory because unforeseen development may conflict. The teacher should never bind the boy's time with such a schedule in a busy season. By making a study of the family habits and the work on the farm, the teacher can often visit without previous arrangement with the boy or family and not waste his time or that of the boy.

4. *Teacher organization for the visit*

In the winter

(1) The teacher should organize a *checking plan* and *grading device* based largely upon job doing. He can check and grade the informational development at school.

covered upon the visit. This teaching usually should be accomplished at school.

In the summer

(1) The teacher should *pre-plan* the job or problem to be discussed with the boy prior to his visit. This can be done by an organized study of the boy's farming activities just before the visit.

(2) The teacher should assemble information that will help the boy in the problem to be discussed. Steps one and two should be methodically and carefully organized.

(3) The teacher should have an organized method of making a record of *encountered problems* that arise during the visit with the boy. These problems are often more vital than the *pre-planned problems*. If the teacher needs to gather more information about the *encountered problem* he should plan for a return visit in the near future to help the boy with it.

(4) The teacher should have an organized method of making and recording his checking and grading during this visit.

(5) Careful organization with the individual pupils during the last several weeks of school will facilitate the "teaching visit" in the summer. Such organization should involve pupil recognition and analysis of summer jobs and problems in supervised farm practice and the gathering of information about these. The teacher should have copies of such pupil development for his use in *pre-planning* his summer visits.

5. *Procedures during the visit*

These will vary with situations. Much depends upon the boy, his parents, and the press of the season. The following rules should be in the teacher's consciousness when he is making the visit:

(1) In general, the teacher should plan to throw decision-making upon the boy.

(2) The boy should recognize definite objectives to be accomplished during the next month.

(3) The boy should know that his accomplishments since the last visit of the teacher are to be checked and graded.

(4) The teacher should discuss with him accomplished and immediate-future jobs to correct mistakes, if made, in those accomplished and to help the boy develop the necessary correct information to those to be done.

(5) The record book should be used in these discussions and to determine further needed instruction. It should also be checked for com-

that the parents may participate in some of these discussions.

The editor would suggest further that some written comments be left with the boy after the "teaching visit" on the progress and accomplishments found, and constructive suggestions and directions on what the boy needs to do.

Correlating Teaching With Supervised Practice

G. T. BOONE, Instructor, Fairbury, Nebraska

IF A boy desires to enter the vocation of agriculture, the instructor endeavors to give him a start along agricultural lines and to guide him past some of the obstacles that he may encounter in entering the business of farming. You have heard the following statements: "You cannot teach a boy to farm from books, nor can you teach him in a classroom to farm." "Experience is the best teacher."

It is the desire of every agriculture teacher to combine the scientific and practical phases of agriculture, and, in so doing, to start the boy on what he believes to be a practical road to farming.

Vocational agriculture instructors, therefore, are confronted with the problems of making their daily teaching programs carry over to the supervised practice work.

The first important problem of the instructor at the beginning of the school year is *motivation of the project program*. In taking up the problem of projects, the boy's first major decision (and probably the first business decision he has ever made) will be to decide upon the type of project he wishes to carry on. In order to get the problem squarely before the boy and to help him decide upon the kind of project he would like to carry on, it is a good plan to cite some of the outstanding projects that have been conducted by former vocational agriculture students of the high school—such as corn, potatoes, sow and litter, baby beef, hog fattening, baby chicks, egg production, and so forth.

The second and probably most essential step is the preparing of a *very definite set of plans* for carrying on the project. In preparing the plans we emphasize the importance of *definitely planning each step in carrying on the project* and the necessity of adhering closely to the plans. This point may be further emphasized by calling attention to successful projects that have been conducted by boys who have followed their plans very closely thruout the project.

In laying the foundation for our project, emphasis should be placed on the importance of a "long time" project program. Here again attention should be called to some of the boys who have completed *worth-while long-time projects* and who have continued along the same line after graduating from high school. In our county two of our leading hog feeders today are boys who started their herds while they were vocational agriculture students in high school. One boy is a breeder of Hampshire hogs and the other is a breeder of Poland Chinas.

The next factor that should be considered is possibly the breed to select and the line of breeding. This brings up the

furnish a great deal of information along these lines. Some of the boys may have herd books and registration papers which furnish them with practical information. This will create more interest than if the information were given by the instructor or obtained from books.

Another problem of vital importance to the boy is determining the best method of feeding and caring for his project. Here he has the problems of balancing his rations and of housing. A very practical way of getting these problems before the boy is to invite a former student or a successful farmer to come before the class to explain his method or methods of meeting the situation at hand.

Two years ago we had a very interesting situation. One of the boys in the agriculture class entered into competition with his father in feeding twelve pigs from the same litter. Each used six pigs for fattening projects; they began the experiment at weaning time and fed them until the pigs were eight months old.

The father fed ground corn and wheat for two months; ground corn and shorts, one month; ground corn, one month; and soaked corn, two months. The average weight of the pigs was 200 pounds at the close of the feeding experiment.

LeRoy (the son) fed a balanced ration of ground corn, wheat, and pig meal for three months; ground corn, shorts, and pig meal for two months; ground corn and Sudan grass pasture for one month. The average weight of his pigs at the end of the feeding experiment was 285 pounds. These pigs sold for 50 cents more per hundred pounds on the Omaha market. Before shipping, the father made this statement, "Feed certainly made LeRoy's pigs."

In the discussion of *labor requirements*, *cost*, and *probable returns*, quite close estimates may be made by using the summaries of reports of similar projects over a period of years.

Every year there are a few boys who fit their animals for show at fairs. This is a good time to have the boys demonstrate to the class how they prepare their animals for show. Student projects may be used for practice judging of livestock.

So far this discussion has pertained only to animal husbandry. The following are some suggestions that may be used in correlating classroom work and project supervision for crop production. Corn projects may be used to demonstrate seed-corn selection, judging, storing, and grading. Outstanding projects may be used to show what yields may be expected in the community with different varieties and under proper cultural methods.

One of the students heard of a "hybrid" corn advertised over the radio and asked permission to plant five acres of it and five acres of "Reid's Yellow Dent Corn." The results of the experiment were very gratifying, showing an increase of six bushels per acre in favor of the "hybrid" corn.

Some boys have made a comparison of home-grown and northern-grown potatoes. Others have had projects in which they compared Irish Cobblers and Red Triumph potatoes as to production and also keeping qualities, and several of the boys have tried growing northern potatoes and irrigated potatoes from western

teresting projects. Two brothers, Fred and Walter Kriesel, entered into competition in testing two varieties of wheat. Fred used as a project ten acres of "Cheyenne Fifty" wheat. This variety was developed by the Nebraska Agriculture Experiment Station. Walter used ten acres of "Black Hull" wheat, a variety developed by the Kansas Agriculture Experiment Station. The boys reported a yield slightly in favor of the "Cheyenne Fifty," altho the "Black Hull" seemed to be a little more rust resistant.

All of these suggestions have been used to correlate our classroom and project supervision in our high school.

F. F. A. Boy Realizes Good Profit From Poultry Enterprise

S. C. HILDEBRAND, Teacher, Fincastle, Virginia

IN HIS first year in vocational agriculture, Oscar Williar, of Daleville, Virginia, carried out the most outstanding project enterprise of any boy.

Being interested in poultry in all of its phases, Oscar, at the beginning of the school year, planned to take up the enterprise, baby chicks. His plan was to procure a brooder with both starting and finishing batteries, to raise the chicks to frying size as soon as possible, and to market them dressed on the local market.

The enterprise was started in February, when a brooder, having a capacity of 100 chicks per week, was secured. Lacking a suitable brooder house, Oscar decided to use the basement of his home, which was composed of two rooms, one 12 by 15 feet and the other 10 by 12 feet.

The last of February, Oscar started to work in earnest when he purchased 50 four-week old chicks; 50 three-week old; 100 two-week old; 100 one-week old; and 200 day-old chicks, all of the Leghorn breed. In March, 400 day-old chicks were added of the Cornish breed; in April, 400 day-old chicks of the White Wyandotte and Plymouth Rock breeds; in May, 400 of the same breeds; and in June and July, 50 Rhode Island Reds, several weeks old, each month. He found that the heavier breeds were better suited for meat purposes than the Leghorns. As to the marketing side, the broilers were marketed at various times during the duration of the enterprise, ranging from March to August. They were marketed dressed at a weight of one and one-half to two pounds and averaged 55 to 60 cents per bird. Most of them were marketed on the local or Roanoke market.

It was necessary for artificial light to be used in place of sunlight, because sunlight was not available; electricity was used for light and also to run the brooder. The house was cleaned thoroly at regular intervals, at least once a day, to keep down disease, and several gallons of disinfectant were also used because conditions were very favorable for disease in the close place where the chicks were raised. During the enterprise, Oscar used 8,000 pounds of all mash ranging from $2.45 to $3.25 per 100 pounds, or about the best feed money could buy.

Farmer Classes

Farmers' Discussion Group

C. E. HELLBUSCH, Critic Teacher,
Las Cruces, New Mexico

C. E. Hellbusch

THE routine work of a vocational agriculture department in a high school usually presents few serious difficulties. Securing enrollment and maintaining it is not a difficult task if skillfully handled. It is, however, a problem to create a program of work for the department which really meets the needs of the community as a whole. Many departments have a program that fits the all-day group but does not provide for the adult farmer or the out-of-school farm youth. It is just as much the duty of the agricultural department to provide training suited to the needs of the adult group and out-of-school farm boys as it is the all-day group.

Governmental assistance in necessary agricultural adjustments and the result of the depression in forcing thousands of farm boys from school have increased the need for education of our rural people. Farmers are realizing the value and help they can receive from organized discussions, and farm boys are looking for aid and guidance in meeting current problems.

A farmers' discussion group on cotton problems was set up by the vocational agricultural department at Las Cruces. The response by cotton farmers was greater than expected. Seventy-six farmers have attended one or more of the sessions, and the average attendance has been twenty-five. Cotton is the main cash crop in this area, and the men were eager to come in and talk over problems which had common elements.

A systematic procedure was followed in organizing the class, securing enrollment, and maintaining interest. Personal interviews were found necessary in securing the initial enrollment. It had been found impossible to secure attendance at the first meeting by merely sending a letter announcing the meetings and inviting farmers to come. Key farmers in the patronage area of the school were asked to make a trip thru the community with the instructor inviting cotton farmers to attend. Three such trips were made between the first and second meetings, and as a result the attendance of the second meeting greatly increased. Interesting the boys of the all-day classes in the evening school attendance proved highly successful in stimulating the attendance of the farmers. Prizes were offered to the boys in the all-day classes who were responsible for getting the most farmers to attend each evening meeting. The prizes were worth while,

The best technique in leading a farmers' discussion group is to encourage them to bring out their problems and use these problems as the basis for the discussion. When the group was told that it was proposed to have fifteen meetings on cotton problems they immediately suggested the topics and in the order they wanted them discussed. It is impossible to force a subject on such a group if they are not interested in it. The topics as brought out in the initial meeting were: (1) fertilizing cotton; (2) seedbed preparation; (3) proposed cotton control plans; (4) planting cotton; (5) delinting and soaking seed; (6) spacing cotton; (7) cultivation and irrigation; (8) marketing; (9) diseases and pests; (10) farm accounting; (11) farm organization; (12) ginning problems; (13) cotton classing. These subjects were taken up in their seasonal order.

A job outline for each topic was prepared in advance and found very useful in organizing and conducting the meeting. The outline given below is the one used in discussing the subject of preparing the seedbed for cotton.

Topic No. 3—Preparation of the Seedbed for Cotton

I. *Major objectives:*
1. To acquaint the farmers with the objects of good seedbed preparation.
2. To determine the correct time to prepare the seedbed.
3. To determine the correct methods to use in preparing the seedbed.

II. *Minor objectives:*
1. To secure the experiences of the group.
2. To answer all questions of the group if possible.
3. To find out methods used by the group.
4. To analyze each method.

III. *Possible problems:*
1. Plowing too late in spring.
2. Depth of plowing.
3. Plowing too deep.
4. Failure to pulverize seedbed.
5. Working land when it is too wet.
6. Working land when it is too dry.
7. Using wrong methods for type of soil.
8. Loss of land due to wind erosion.

IV. *Devices to use:*
1. Overhead questions.
   a. When do your men plow your land?
   b. How deep do you plow?
   c. Are you in favor of fall and early spring plowing?
   d. How many use the lister?
   e. How many find that pulverizing the land is difficult?
2. Blackboard devices.
   a. Outlining of problems:
      Seedbed problems.
      Number affected by problems.
   b. Analyzing problems:
      Problem
      c. Analyzing methods:
         Methods used
         Advantages
         Disadvantages
         Suggested changes

V. *Additional information:*
1. Value of a good seedbed.
   a. Allows deeper penetration of roots.
   b. Soil aerates much better.
   c. Soil will hold water longer.
   d. Seed will germinate faster.
   e. Land will cultivate easier.
   f. Weed control will be easier.
   g. Land will require less work for crop to follow.
   h. Planting is made easier.
2. Essentials of a good seedbed.
   a. Prepared at proper time.
   b. Plowed to proper depth.
   c. Land must be thoroly pulverized.
3. Advantages of fall plowing.
   a. Stalks and weeds are plowed under and decay sooner.
   b. Organic matter is added to the soil.
   c. Insect enemies of cotton are kept in better check by fall plowing.
   d. If freezing weather prevails it helps to break down the soil particles and the land pulverizes better.
   e. Increases feeding area of the roots.
   f. Soil has greater water holding capacity.
   g. Heavy soils can be worked earlier in the spring if the land is fall plowed.

VI. *Make charts:*
1. Essentials of a good seedbed.
2. Value of a good seedbed.
3. Advantages of fall plowing.

Trying to conduct a meeting without a definite plan is like trying to sail a kite without a tail. Failure of many evening schools is likely due to the failure of the conference leader in creating the interest and the desire to return to subsequent meetings. After this initial interest has been aroused and the men attend a few meetings, their continued participation must be maintained by skillful handling of the meetings on a conference basis.

Points brought out by the group at each meeting were always summarized and mimeographed and this material was handed out at the next meeting. This gave those who missed the last meeting a chance to gather some of the data brought out. This material was mimeographed in the office of the school superintendent, who is a firm believer in this and other types of adult education.

The introduction of new and improved practices is one of the major objectives of group meetings of this kind, and the adoption of such new practices is encouraged to the utmost. A series of follow-up visits to each represented farm is being planned, and here is where the real value of this work should lie. This follow-up work in connection with

the standpoint of the group members and the instructor himself. The farm visits and discussions are valuable, and I find that the farmers are glad to have you come to see them. Such visits provide opportunity to discuss problems vital to the individual farmer which may have been barely touched upon in the group meeting.

I called this series of meetings "A Farmers' Discussion Group" and carried it on as such. Men in the field of vocational agriculture are pioneers in using the discussion method when handling adult groups. More lively, interesting, and worth-while meetings are held if the farmers take part in the discussions. My meetings were so highly developed in this procedure that the farmers would spend at times thirty minutes asking each other questions. The duty of the group leader in such a case is direction of discussion of this type toward the solution of the problem being given attention. They were orderly and very seldom drifted from the subject at hand. They came back to meetings of this kind because they enjoyed them and were not bored with dry lectures.

Many new instructors conduct adult evening schools their first year on the job. It gives them needed contacts, new experiences, and the seasoning necessary to make a successful teacher. I have conducted four adult schools and have profited by every one of them, not in terms of money entirely, but in terms of experience and teaching aids as well.

Organization and Administration of a Part-Time School

ERLE WOOD WALTON, Vocational Education
Teacher, Cynthiana, Kentucky

MANY teachers of vocational agriculture are neglecting part-time schools because they believe the out-of-school young farmers are hard to contact and not interested in an educational program. However these young men will gladly welcome any interest that the teacher shows in them.

Two things are essential in organizing a part-time class: first, we must contact the young man; and second, we must arouse his interest to the extent that he is a backer of our proposed program. I think that the survey properly taken will aid materially in determining the interests of prospective students and in providing information needed in planning the course of study.

We should be diplomatic in making the survey. The F. F. A. boys can aid greatly in this program. Before starting the survey obtain the names of prospective students, group them as to roads or districts. If you are not acquainted with your prospect ask one of the F. F. A. boys who knows him to go with you and introduce you. Tell the young farmer of your program in the community and that you are organizing a group of his friends to discuss and work out some important farm problems. I believe it well to include some athletics in your course. Frequently these boys are the ones who didn't make the high school team. This will further interest the prospect and will provide wholesome recreation for the group. If the school is being held in the winter, basketball is splendid. While

meetings and any other particulars.

After taking the survey study the information and make tentative preparations for the course. It is well to have articles in the local papers for several weeks prior to the opening meeting. The news will spread rapidly, and the boys will be anxious to begin. The hour and day of meeting will vary with the community. I prefer to have the group meet twice weekly.

Another important point is to arrange a program that will hold the interest of members of the group. The question of what to teach is always a problem. I found it helpful to have a list of subjects for study prepared to discuss with the group, and then added others that they suggested. At the first meeting the group elected two captains and these captains drew names for the ones to be on their sides. We then promoted a contest between the two groups keeping a record of attendance at meetings and of basketball games won. At the end of the course the losing side gave the winners a banquet. I found that this stimulated interest. I also found it valuable to keep minutes of the happenings of each meeting. It will probably be necessary to spend the first meeting discussing the kind of a course that members will be interested in, electing captains for the contest, and making other plans. There should be a definite time for study and a definite time for play.

In preparing for my school last year, I surveyed 29 prospective students, 27 of whom enrolled for the course. We held 14 meetings and had an average attendance of 17. Farm shop work and various farm management problems were stressed in this course. A little time was devoted to a discussion of current events. The group met from seven until nine.

After the course is finished it is very important for the teacher to maintain the contacts established and supervise the practices taught during the course.

Educational Classes an Essential for Successful Co-operative Marketing

H. N. HANSUCKER, Assistant Supervisor,
Charleston, West Virginia

DURING the winter of 1933-34 three members of the Wayne county chapter of Future Farmers of America decided to co-operate in marketing eggs. The success which these boys met in marketing and their profitable returns from poultry stimulated other boys to enter the business the following spring. At this same time an evening school in a neighboring community was organized with twelve men enrolled for a course in baby chick production, and ten members conducted enterprises of 300 or more chicks each.

During the next year eight F. F. A. boys and four members of the adult group co-operated in the marketing of eggs. From time to time some publicity was given as to the progress of this co-operative activity and the profits various members were making from their poultry flocks. A temporary set of by-laws was adopted by the members, and a marketing agent employed to market the eggs. The organization was named the

In the spring of 1935 members of the Wayne chapter became enthusiastic about poultry enterprises and they ordered a total of 27,800 chicks. The instructor also organized evening schools in three different communities early in the spring. Later two more schools were organized with the aid of the county rehabilitation agent. A neighboring vocational agriculture teacher, becoming interested in poultry production, organized two evening schools, which made seven such schools in the county.

By June the need was evident that some strong marketing organization must be formed to hold these adults as well as the F. F. A. members together. Thruout the summer, meetings were held at the various evening schools and the following plan was adopted:

At each of the seven evening schools a local organization was formed. Each elected a president, vice-president, secretary, three members on a local advisory committee, and one person as a member on a county board of directors. These various evening schools or local unit organizations compose what is known as the Wayne County Poultry Producers Co-operative with each school electing a member to the county board of directors.

Members of the F. F. A. chapters have now become members of their nearest local unit poultry organization. At least one-third of the officers for each local unit must be F. F. A. members. Each local organization sets up its own program of work. The officers open and close each evening school meeting. Usually a short business session is held before or after each instructional discussion.

On February 1, 1936, there were 103 members in the county co-operative with a total of 12,500 hens. A marketing agent is employed to collect eggs from each community and to deliver them to the buyers. All of the number-one-grade eggs are sold in cartons to large merchants located in the neighboring coal fields.

The program of marketing is based upon educational classes and democratic control enabling maximum membership participation. The educational meetings insure quality, quantity, and stability of production, and the various local organizations place the control of the co-operative upon the entire membership. It is thought that such a principle is good insurance against failure due to misunderstanding and insufficient volume. Without educational classes the marketing association would probably fail, and without the association there would be no objective and little demand for the evening schools.

With the approach of spring the seven evening schools have been resumed. It is estimated that more than 200 individuals will enroll in these schools and will order co-operatively over 100,000 baby chicks. At the present time five of the schools are being conducted by the two vocational agriculture teachers in the county: Mr. H. E. Edwards of Wayne, and Mr. D. P. Plymale of Ceredo. The county rehabilitation agent, Mr. Paul S. Oshel, and the county agricultural agent, Mr. W. M. Garrison, a former vocational agricultural teacher, each has the responsibility of one school. These four individuals form what is known as the advisory council to the county co-operative. The vocational-agriculture teacher

Farm Mechanics

Farm Mechanics Home Project Competition in California

JAMES F. MERSON, Instructor,
Santa Rosa, California

I THINK we will all agree that the ultimate goal in the teaching of farm mechanics is to develop in the pupil approved knowledge and skills that are taken home with him and put into actual practice in improving his farm and farm home. With this in mind probably the best yardstick with which to measure a boy's progress and ability as a farm mechanics student is by the farm mechanics work which he does at home.

A great many of us consider that we have done our duty as teachers when we have taught the boy to use the hammer, the saw, and the steel square in laying out and constructing a sawhorse in the school shop, or making and tempering a cold chisel, or forging a gate hook, folding up and soldering a tin matchbox holder or doing many of the numerous other small shop jobs and exercises with which we are all familiar. Too many of us stop at this point and look with pride upon how skillfully this boy can solder, or how efficient he is in splicing ropes, laying out angles with the steel square, sharpening a plane iron, fitting a hammer or axe handle and a great many other jobs. Let us take this boy home from school some afternoon and visit his farm.

After getting acquainted with the boy's parents we go with him thru a gate which is fastened with a wire and which has to be dragged or lifted around to get it open. Right here if we should ask the boy about cutting and fitting an angle brace to the gate so it would swing on its hinges, and using the gate hook which he made in shop instead of wire to fasten it with, he will probably reply that he had never thought of it.

As we pass by the woodpile I am almost sure that we could find an axe that is nicked and dull and the handle loose or broken. Upon arrival at the tool shed or place where the farm tools are kept (if this farm has such a place), we will likely find plenty of evidence of dull chisels with mushroom heads, screwdrivers with round corners, and numerous other departures from the things which this boy was supposed to have learned in school. As we go with the lad from one corner of the farm to another keeping our eyes open and prying into things a little, we cannot help but ask ourselves the question: "If these are the conditions that exist on the farm of one of my better pupils, how near have I come to approaching the goal mentioned in the first paragraph with the rest of the class?"

It is with these thoughts in mind and with the idea of developing a closer tie-up between skills and knowledges developed in the school shop and the actual ing more and more stress to the home project in farm mechanics. As a stimulus to home project work each of the six regions of the state conducts an annual farm mechanics project contest in connection with project competition in the other phases of vocational agriculture. This competition is sponsored by the Future Farmers of America, the California Agricultural Teachers Association, and the State Bureau of Agricultural Education. Typical of this program is that carried on by the north coast region outlined below.

There are four different types of projects in the farm mechanics project contest:

1. Home workshop
2. Farm building
3. Farm machinery
4. Home improvement program.

The home workshop represents the work which the pupil does in planning, equipping, and arranging an efficient workshop on the farm. In this project he may select an outbuilding, the corner of the woodshed, or one end of the barn or garage in which to arrange his farm shop, or he may build a special building for the purpose according to his needs.

The first consideration is proper lighting, and usually a window has to be installed. In front of this a substantial bench is constructed, at one end of which should be a vise, if possible. This project lends itself especially well to a combined home and school program; the tool conditioning can be done at school and the organizing and arranging done at home.

Tools from all over the ranch are then gathered together and carefully inspected, cleaned, and put into first-class condition. These tools are arranged in the most convenient manner in a cabinet constructed for the purpose, or on a panel on the wall over the bench. Usually a shadow of each tool is painted on the background so that tool will always be returned to its proper place. All junk is sorted out and consigned to the junk pile, while usable bolts, nuts, and pipe fittings are re-threaded and classified into handy bins or boxes. All odd chains, clevises, plowshares, singletrees, etc. are repaired and hung in groups by themselves, and it is surprising how many of these will turn up from a thoro search of the average farm. Nails and screws are sorted into uniform tins which can be painted and labeled.

The farm building project ties in closely with the boy's home project in agriculture. If he is going into the hog, sheep, or poultry end of farming he will need housing facilities for his stock. It is surprising how little the average shop pupil knows about the planning and construction of a building and how much he learns by force of necessity when he sets about building a modern hog house or poultry house. As fine a building project as the writer has ever seen was a 36 farm mechanics class of the Santa Rosa High School last year.

In the farm machinery contest the pupil may either repair and put in first-class working condition some farm implement such as a mower, or build a new piece of machinery or equipment such as a trailer. The judges check the boy's workmanship and general mechanical knowledge and make the awards according to his ability and understanding of the subject.

The home improvement program is probably the most valuable project we have. Here the boy keeps a record of all the farm-mechanics jobs he has done both at home and in the school shop during the year. He may have built a woodshed, piped water out to the garden, installed a sink in the kitchen, put in a culvert in the driveway, built a fence, made a cold chisel or crowbar, overhauled the tractor, and numerous other jobs.

While no one of these jobs might involve a great amount of work on the part of the pupil, yet when all the jobs are taken together we have quite a showing. It is this type of project that fills a real need on every farm and gives the parents, the instructor, and the boy a lasting pride of accomplishment that will be an inspiration to further work along this line.

The most outstanding project under each of these headings is selected in the spring of each year. On a set date the judges visit these projects, along with the projects in the other fields of vocational agriculture, and compare them with those entered from other schools in the region. They are instructed to select the best Future Farmer on the merits of his project, and their decision is final. Usually the regional supervisor acts as one of the judges and selects some other capable person to work with him. One dollar per entry is charged to cover the expense of judging. Ribbons are furnished by the state department, and a committee of agricultural teachers arrange for suitable prizes, which usually take the form of a kit of tools donated by some hardware company, or an F.F.A. belt and buckle.

Project competition does much toward improving the farm-mechanics work of our students and goes a long way toward bridging the gap between our school shop program and the actual needs of the home and farm.

Auto Mechanics in Farm Shop Course

C. H. WISWALL, Critic Teacher,
Moscow, Idaho

AT PRESENT a limited amount of auto mechanics is being taught in many of the departments of vocational agriculture. This is probably due to two reasons. First, in most cases the instructor is not qualified and therefore hesitates to tackle a job with which he is not

go into the hands of inexperienced boys for an overhauling job. This has resulted in an unhealthy condition towards auto mechanics and has brought many old Model T cars along with a discarded Franklin now and then for the boys to work on. In order to have much carry-over in learning, there must be doing on the actual job. In this connection I wonder how much carry-over there is in repairing one of those obsolete cars as compared to repairing one of the high speed machines we now have. If this is the case, what is the remedy?

We all agree that a man, who only once a year, does such jobs as valve grinding, taking up bearings, reboring, and fitting new rings, will not do as good a job as a man with considerable experience. If he could, there would be no need for skilled mechanics. It then appears that we should teach the boys to do the jobs on an automobile that they are as capable of doing as mechanics. Some of these would be care of battery terminals, tightening body bolts, checking thru the primary and secondary electrical circuits for shorts, greasing, care of the cooling system, and possibly adjusting tappets.

None of us objects very much to paying a mechanic to use his special set of tools to grind the hard valve seats on our cars but we do hesitate to pay him the same amount to come out fifteen miles in the country only to find that all that is wrong is a battery cable that we could have fixed with a piece of wire and gone on into town. It therefore seems we should do more of our auto mechanics instruction along the line of trouble shooting and daily care of the car. Take the larger repair job to a good shop with trained men to work on it.

Teaching Farm Mechanics in the Classroom

G. C. COOK, Supervisor,
Fargo, North Dakota

TOO many teachers permit pupils to go into the shop to start a construction or repair project before they have made adequate study of the project. Many times pupils are allowed to construct a project without first making a study of the different kinds of lumber and its uses; likewise, having little knowledge as to the kind of nails, screws, bolts, or hinges to select. On many occasions pupils are permitted to use tools with little knowledge of their use and classification.

Pupils should know the proper kind and amount of materials to select in a repair or construction job. They should know the difference between white and yellow pine, fir, etc.; the difference between a ripsaw and a cross-cut saw, or the difference between an 8-point and a 10-point saw. They should be able to identify the different kinds of tools, nails, bolts, etc.

The writer is of the opinion that there are a considerable number of jobs that should be taught in the classroom before pupils are permitted to try their skill in doing them in the shop. The following are a few of the jobs the writer would recommend to teach in the classroom:*

1. Setting up objectives in farm mechanics
3. Selecting and caring for lumber
4. Selecting and using nails
5. Selecting and using screws
6. Selecting and using bolts
7. Selecting and using hinges, and other types of hardware
8. Classifying planes and planing
9. Using squares and marking tools
10. Classifying and using saws
11. Classifying and using chisels and boring tools
12. Using files, hammers, and other common tools.

Similar jobs should be worked out for all the different types of work in farm mechanics. The following procedure should give practical and worth-while results:

1. Have the pupils, with the teacher, work out a list of shop jobs to be covered in a certain enterprise, such as woodwork, soldering, rope work, etc.
2. Have the pupils, with the teacher, analyze the job into problems.
3. Have the pupils study these problems.
4. Hold a class discussion.
5. Pass out any literature you may have pertaining to the job for the pupils to put into their notebooks, along with any notes they desire to take.
6. Give a demonstration, show illustrative materials or samples of materials pertaining to the job.
7. Give the pupils practice in identifying, developing skills, or anything else which has to do with the doing of the job.
8. Test the pupils to see how well they know and can do the job at school and on the farm.

There are a number of reasons why many teachers have not spent much time in classroom teaching of farm mechanics:

1. There are few books in farm mechanics which are easily adaptable to classroom teaching.
2. The easiest method to follow is to let the pupils work in the shop.
3. Pupils are anxious to get into the shop and start doing something.
4. Teachers are so busy making lesson plans for their other subjects that they do not take time to work out plans in farm mechanics. (Many jobs in farm mechanics need definite planning.)
5. Some teachers may not feel well enough versed in their subject matter to conduct class discussion. (This is all the more reason why they should as this would help them to know their subject matter.)
6. In some schools the time devoted to farm mechanics is limited, and the teacher feels that the pupils should spend all their time in the shop. (However, it is better to do a few jobs well, than to cover a great many, merely skimming the surface.)

In times of depression, such as we have been having, there are a number of communities where it seems that sufficient shop jobs to do in the shop are difficult to obtain. Some schools do not have sufficient facilities for doing all phases of shop work. It would seem that larly advisable to spend more time in the classroom. Shop work should not be held to merely keep the pupils busy, but rather to teach worth-while information.

* Subject matter for teaching of these jobs and most other jobs in farm mechanics both in the classroom and in the shop may be found in the Farm Mechanics Handbook by Cook, Scranton and McColly, published by the Interstate Printing Company, Danville, Illinois.

Suggestions for Shop Jobs

M. A. SHARP, Department of Agricultural Engineering, Iowa State College, Ames

ABOUT this time of year the question of where to get shop projects often becomes a serious problem. Preliminary projects are finished, the boys have made a few things they wanted, and except for Christmas presents, interest seems to lag. The problem of financing construction projects may become burdensome, and some boys may not be able to buy materials. What percent of the shop work done by farmers in your community is construction? It is easier to teach construction, but it is more important to teach repair and maintenance.

Early in the year soldering and glazing should be given their allotted time. There are always soldering jobs at home and at neighbors' homes. A few boys might be allowed to do a little work on a commercial basis if necessary. On nearly every farm there are windows that need repair, and the cost is not high. We suggest that you ask the following of every farm boy:

Do you have plenty of satisfactory hog troughs for farrowing pens?

Are all your hitches and eveners in good repair?

Is all your harness in good repair?

Have you a gasoline engine that needs repair?

Do you need a gate or two?

Does your feed grinder need new sills?

Does your wagon box need a new floor or repairs?

Is your sled ready for the first snow?

Does the scoop board need repairs?

Does the hog loading chute need repairs?

Does the mower need overhauling so it will be ready for use next summer?

Do your hammers, axes, hoes, and pitchforks need new handles?

Why not bring in your saws, chisels, axes, and so forth and sharpen them?

Do your cold chisels need drawing out and tempering?

Has your mother a chair or two that need repairs?

Would a bootjack for pulling off overshoes be a handy device at your home?

How many doors have loose hinges?

Do you need any gate hooks?

Are the self feeders in good condition?

Should the house screens be repaired now?

If every boy makes a list of all the things he and his father think need repairing, there will be plenty to do without much cost. Repair work can be made interesting and educational. If the teacher allows it to become merely manual labor it will kill the boy's interest very quickly. A small amount of forge work, such as tempering chisels, may often be done in the heating plant furnace. Machinery may be taken apart to get it in and out if necessary. Yes, it takes considerable time and work, and clutters up the shop. There are no permanent, easy

Future Farmers of America

Vermont Future Farmers at the Union Agriculture Meeting and Farm Products Show

CARLTON E. WRIGHT, Instructor,
Middlebury, Vermont

C. E. Wright

IF one happens to live in or near Vermont and is at all interested in agriculture, he will certainly know all about the farmers' own show and meeting known as the Union Agricultural Meeting and Farm Products Show. This affair was started some four years ago and has developed into the outstanding agricultural event in the state. Working on the theory that "to co-operate is to develop," the agriculture leaders of the state, in each organization, came together with the idea of pooling all their thoughts and energies to have a meeting and a show for all. As a result the dairymen, poultrymen, orchardists, beekeepers, maple-sugar makers, and all others interested joined forces to make a real affair. Not only are poultrymen, for instance, enabled to secure better speakers and have better programs, but they are also able to attend meetings and see what the dairymen are doing. Each group helps itself and helps others. Likewise those with varied interests, even outside of agriculture, are attracted by the quality of the show. Put on annually in January by the State Department of Agriculture, the show has become a great success under the able direction of Mr. Harold A. Dwinell, Director of Markets, and Mr. M. V. Barnes, Superintendent. The place is the Memorial Auditorium in Burlington.

The farm products show is divided into two main sections: exhibits and meetings. The exhibits are of two sorts, competitive and commercial. The competitive classes are open to Vermont products grown in the state by Vermonters. This year classes were open for hay, corn, apples, potatoes, butter, maple products, and eggs. Each class had openings for several varieties with attractive cash prizes for individual exhibits, as well as a sweepstakes cup for the best aggregate exhibit in the class. These farm-products classes give the producers a chance to show what good products they really can and do produce and also tends to stimulate quality production.

The commercial exhibits are put up in the form of booths by commercial concerns, salesmen, poultry salesmen, ice cream, sample products, etc. for the purpose of advertising.

The other side of the show is that composed of meetings. The dairymen, the potato growers, the orchardists, and others have their meetings. Even the wives and daughters have a program thruout the show. These educational meetings are, of course, open to all and free of charge. There is something doing every minute for every one of the four days that the show is open.

So much for the general idea of the show. How do the F. F. A.'s fit in? This way: Knowing the interest and attendance accorded the show as a whole the leaders of the Future Farmers capitalize on it in two ways. First and foremost is publicity. By publicity is meant that they not only tell others what they are doing but they make the event interesting to those of their own groups. There probably is not a boy in vocational agriculture in the state but what, if he attended the show, felt more at home, more as if he really had an important part in it, more of conscquence, for having seen the F. F. A. booth, knowing that he was a part of it. The second part is the financial side. The coffers always need filling, and by means of a little headwork on the part of the officers this also was accomplished.

The Vermont Association of Future Farmers of America had a large booth, fifteen feet by ten feet, prominently located near the entrance; a background of F. F. A. banners and signs attracts the attention of those entering. Upon close scrutiny one notices other posters and signs of accomplishment which serve to show that the boys in vocational agriculture really *do* things. Owls on the posts over the booth serve to set off the exhibit in its own frame. What could be more appropriate for Vermont farm boys than to serve to the Vermont farmers some good Vermont products? A lunch counter serves this purpose and serves it well. At the F. F. A. counter one could obtain a first-class lunch while enjoying the displays and while relaxing. This year the lunch counter served coffee and doughnuts with chocolate milk, sandwiches, cookies, apples, ice cream, and candy. Altho the operating expense was high, some small financial returns were realized, but most of all the publicity for the organization was put across to the agricultural group—the one who should know all about it.

A good project? This for nothing but the public attitude has been considered. How is such a large project operated? Is the work done by professionals? Absolutely not! It is done by the boys themselves and to them should go the credit. Working with the assistance of the state supervisor and the chairman of the state association run their own show. This year the credit goes to Ernest Paquette, state president; Seeley Reynolds, state treasurer; Claire Holbrook, chairman executive committee; and Clinton Douglas, executive committee member. These boys moved to Burlington before the show started and stayed until it was over. They set up the booth and exhibits; prepared the food (with the assistance of a lady to operate the kitchen); served the food at the counters; and completed the job by figuring the financial side of the project. The training and leadership ability, which these boys received thru their own initiative and ambition, is certainly worthy, in itself, of carrying on the project. One cannot doubt but that any one of the boys is a better leader for having done his job. If only each and every F. F. A. boy could have a chance to carry on such a project, what boom to the members of the organization!

The Vermont Association of Future Farmers of America does things! Each year the association is becoming better known among the farm people of the states. Each year more boys are being better trained to leadership thru the F. F. A. activities. Such projects as participation in the Union Agriculture Meeting and Farm Products Show start young farmers on the road to co-operation and accomplishments. May the spirit of the organization prosper and continue to train Future Farmers for the state and the country!

Texas Future Farmers Take Part in Livestock Shows

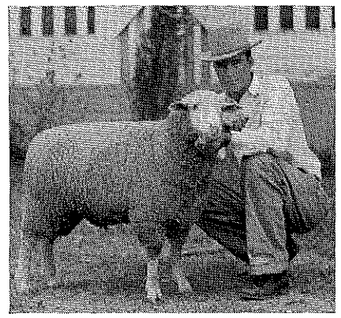
TEXAS Future Farmers participate in many livestock shows annually. These shows are state, district, and local. The taking part in such activities has stimulated boys enrolled in vocational agriculture to greater interest and vision for agricultural development, and, further, these activities in the past five years have more than doubled the interest of ranchmen and leaders in the development of livestock interest in the state, as well as in vocational education in agriculture. Participation by the boys has also been an outstanding factor in developing the Texas Association of Future Farmers of America. Following are the results of F.F.A. activities in Texas shows for 1934–1935:

Houston Fat Stock Show

(1) Capon Show—117 capons exhibited and sold for 26 cents to $5 per pound. Champion capon, shown by Joe B. Smith, San Saba F.F.A. chapter, weighed 10 pounds and sold for $50. Champion

and sold for $60. Alton Lawler, Luling F.F.A. chapter, owned the champion dozen brown eggs, which sold for $1. Ray Shubert, Sealy F.F.A. chapter, showed the champion pen of five broilers, which sold for $1 per pound. Louis Matusek, Wharton F.F.A. chapter, owned the champion pen of five friers, which sold at 80 cents per pound.

(2) Baby Beef—Leonard Knight, Beeville F.F.A. chapter, won fifth place in best pair of calves exhibited. The Beeville chapter averaged $100 each on 12 baby beeves exhibited at show.



Herbert and the Champion

(3) Lambs—Herbert Mills, Jr., Sterling City chapter, won second place in best pair of lambs; Martin Burns, Fredericksburg, won third; and Ira Shahan, San Saba, won fifth place in same class. The best lamb was shown by Herbert Mills, president of the Texas Association of F.F.A., Sterling City. The champion carload of lambs was exhibited by San Saba F.F.A. chapter.

The Texas Association of F.F.A. official band of 125 pieces provided music for the show. An F.F.A. banquet at the Rice Hotel Saturday night was the climax of the F.F.A. activities at the Houston Show. Sixteen hundred boys participated in this banquet.

San Angelo Fat Stock Show

Five hundred Future Farmers from 25 chapters exhibited 45 baby beeves, 475 lambs, 61 rams, 18 ewes, 48 goats, and 15 hogs. Eldorado won first place for a pen of 15 lambs; Rocksprings won 12 places out of a possible 16 places in the show with their 29 goats; Bronze won grand champion barrow; Sterling City and Mertzon won fifth and sixth places respectively in the best group of fine baby beeves. There were 141 fat lambs in one class. This show is ranked among the best in the state as to quantity and quality of livestock. It is located near the center of the ranching area of Texas.

Fort Worth Fat Stock Show

Three thousand nine hundred Future Farmers of America from 148 chapters, including two chapters from Oklahoma, participated in the F.F.A. Day at this show. Outstanding features of this meeting were: (1) F.F.A. banquet and State F.F.A. Association Executive Committee meeting, with representatives from

North Dakota State F.F.A. Summer Encampment

MERRIL S. BURKE, Instructor,
Williston, North Dakota

THE summer encampment is an annual event in which many Future Farmers participate. It is held each year at Minot during the Minot State Fair. The fair committee provides us with a camp site, admittance to fair grounds, and grandstand tickets. With this fine co-operation, we have been able to establish a summer camp that attracts chapters from over the state.

We usually have about 125 boys in attendance, representing about 15 chapters. Each chapter has a chaperon with it, usually the local vocational agriculture teacher. The state adviser has charge of arrangements.

The object of such a summer outing is to give rural boys the following: contact with others from various parts of the state; information of educational value; and a period of relaxation and recreation, thus teaching them the ways of spending their leisure time wisely.

Programs are planned for the boys. Last summer we were taken on a trip to Minot State Teachers College, where an evening's entertainment was enjoyed. The grandstand performance occupied one afternoon and evening. A kittenball tournament was held between chapters, also a livestock judging contest. There was swimming at specified hours.

Rules governing the camp are necessary but are not considered a burden. They merely establish a routine of living so a maximum amount of pleasure may be secured with a minimum amount of discipline. These rules consist of:

1. All boys enrolled in the camp must be under the supervision of a chaperon, who must remain at the camp over night with the boys. (In event that it becomes necessary for the chaperon to leave the camp, he will provide a substitute chaperon.)

2. Each boy and chaperon must register with the camp officials at the camp grounds before securing a camping site. All boys when leaving the camp for home to check out with the supervisor in charge.

3. All boys to be in camp by 12 o'clock at night. Quiet hours in camp after 10 p.m.

4. The F. F. A. and 4-H club camps proper to be kept separate. Definite

all boys brought to the camp by the chaperon must be kept under the supervision of the chaperon.)

5. Each group must thoroly clean up the grounds at the close of the camp. (Also keep grounds clean while in camp.) Garbage cans are provided—garbage to be disposed of immediately after each meal.

6. No swimming during program hours or when work is to be done. In no case, unless attended by chaperon. No swimming in the river.

7. All members are expected *not* to smoke at any time in the camp. However, if the boys smoke at home with the consent of their parents, the officials will not criticize if smoking is done by members in *appropriate* places. Each member smoking must assume full responsibility of parents' approval, as well as that of advertising to the public the fact that he does not live up to F. F. A. principles.

8. Profanity is taboo at all times.

9. Every member of the camp must be present at roll call at hour announced unless he has an excuse from the camp officials.

10. Everyone shall arise on being called by the camp officials at an hour designated. (Stock exhibitors may arise earlier, if necessary.)

11. Everyone shall make up his bed and put his camp site in order in a manner outlined by the camp officials.

12. Any boy or chaperon is expected to perform any camp duty assigned to him by the camp officials.

13. All members shall attend all classes and programs unless on detail or excused by the camp officials. (Chaperons must make requests for excuse of delegates, if the excuse is to prevail.) It is understood that a livestock exhibitor's first duty is with his exhibit. However, he must be with his exhibit or else attend the program as scheduled.

14. In case of property loss or damage, report such to the camp officials at once.

15. When you sign the register you shall be considered as having signed these rules, as well as agreeing to accept any other rules or plans as announced.

The Williston chapter has been represented for the past four years. The boys are always anxious to go again and are looking forward to next year's outing. The only way to make it a better and bigger camp is to have each chapter in the state represented. The more chapters in attendance will give those attending a more varied contact and keener

OUR COVER

University F.F.A. Formed at Missouri

CECIL BARGER, Publicity Manager

THE first Future Farmers of America chapter of its kind was organized last year at the University of Missouri. There are other collegiate chapters, about seven in all, in the United States, but they include in their membership only those boys majoring in agricultural education. The recently organized University of Missouri chapter of Future Farmers of America is the only one to include all former F. F. A.'s, as well as those boys majoring in agricultural education, in its membership.

Distinction or originality was not, however, the idea which the boys had in mind. They felt that the organization could serve a definite purpose and that its activities could be important enough to merit a place on the University of Missouri campus. About 55 percent of the enrollment of the Missouri College of Agriculture had been F. F. A.'s in high school, and it was felt that an organization of these boys could be of vast benefits to the college, to the F. F. A. organization as a whole, and to the boys themselves.

A movement to start the new chapter had been under consideration for several months prior to its organization. Six of the eleven officers of the Missouri Association of Future Farmers of America are enrolled in the Missouri College of Agriculture, and it was mainly thru the efforts of these boys that the movement gained impetus.

Membership consists of three forms—active, associate, and honorary. Active membership includes all students who have been F. F. A.'s in high school. Associate membership is given to those students majoring in agricultural education. Honorary membership may be extended to any person deemed worthy by the vote of the chapter.

Two ranks are provided for among the active members—Junior Farmer and Senior Farmer. All members enter as Junior Farmers, and then by acquiring 100 points in service to the chapter, they can become Senior Farmers. A scale of points for each activity is to be formulated by the executive committee. Only Senior Farmers are allowed to hold office.

Officers consist of those commonly found in any organization, with an advisory committee of three, making a total of eleven men who sit as an executive committee. They hold office for one year. Meetings are to be held four times during a semester.

More than 60 attended the initial meeting, and others are expected to affiliate. Of the number comprising the original membership, four are American Farmers (three Star Farmers) and 19 are State Farmers.

The primary purpose of the new chapter, as set forth in the constitution, is "to promote a continuation of friendships and common aspirations initiated thru association as Future Farmers." The chapter intends to encourage F. F. A. leaders to enter the university and contemplates lending financial assistance where needed. Various contributory F. A. periodical and aiding to sponsor the state vocational agriculture spring conference and contests. The chapter expects to be of great assistance to the state and national associations of Future Farmers of America.

Specific activities discussed at the meeting included acting as hosts to visiting high school vocational agriculture students, particularly in connection with the annual state F. F. A. dinner; welcoming freshmen F. F. A.'s to the university in the fall; promoting fellowship and friendship; and providing entertainment and supplementary educational opportunities.

The Value of a Community Cannery

(Continued from page 37)

ing of its farmers. When this standard is more nearly ideal, everyone is more contented and has the co-operative spirit which is so necessary for the welfare of any community.

Value to the School

A cannery serves as a direct connecting link between school and patron. Here is a service which the patron can appreciate. He sees directly wherein he is benefited. The contacts made at the cannery allow him to see what his neighbors are doing. He actually learns to can while doing this job under supervision. The actual work of selecting, preparing, and canning under an instructor is highly educational. These steps are as essential or more so than simply knowing how to produce in our present farm system. Today and tomorrow, the preservation of food will receive more of the farmer's real thought than production did in the past.

Value to the Teacher

The cannery is of great value to the community, to the school, to the farmer, but probably it is of still greater importance to the teacher of agriculture. It allows him to contact and render service to many who no doubt need his help most, and who would not otherwise be reached. It is the duty of every vocational teacher to serve his community, and probably there is no greater service we can do at this time than to teach our farmers the preservation of food.

Today our agriculture is undergoing a tremendous change. Just what it will be tomorrow we can't truthfully predict, but of this one thing we are certain—man must continue to produce food. For a long, long period he has mastered this art fairly well. Now he has reached a point where the mastery of food preservation must be attained, or he is destined to be an ultimate failure. A good agricultural teaching program can be built around our canneries tied in closely with a well rounded live-at-home program. It is our duty to give such a program to our farmers. A live-at-home program is incomplete without a cannery, but the two carried on as a single unit will mean much to the farmers in any community.

Strutting in Both Directions

Washington—The Pomeroy Chapter had two important events this spring: A combined Kid-Brother and Father-Son Banquet and an agricultural party to

CALL FOR CONVENTION

TO MEMBERS OF THE FUTURE FARMERS OF AMERICA:

As National President of the Future Farmers of America, I am issuing a call for the Ninth National Convention of the organization to be held at the Baltimore Hotel in Kansas City, Missouri, October 19th to 22nd, 1936 at the time of the American Royal Livestock Show.

Chartered associations of F. F. A., in good standing with the national organizations, are entitled to two delegates each. The officers of such associations are requested to make immediate plans for official representation and to urge other members and friends to attend the convention. May we have full and complete representation at the Ninth National Convention in order to transact the necessary business and to lay definite plans for our "Tenth Anniversary" to be observed in 1937.

WILLIAM SHAFFER,
President

Maurertown, Virginia
April 14, 1936

Co-operation With Local Editor

Louisiana—"A word of appreciation to the local newspaper editor makes for better co-operation," says L. L. Price, local Adviser of Ida Chapter, Louisiana. The Ida Chapter dedicated its third issue of the Chapter News Letter to the editor of the local newspaper, who for a period of years has kept the "home fires burning."

The Thrift Bank

Tennessee—The John Sevier chapter at Erwin set their thrift bank quota for February at $30. Each agricultural class has elected its own cashier. Their aim is to have an average of $10.00 per student in the thrift bank, and the object of the thrift bank is to teach systematic saving.

F. F. A. Boy Realizes Good Profit From Poultry Enterprise

(Continued from page 41)

performed about 300 hours of work in addition to school work when school was in session.

In summarizing the enterprise results we find the following:

Total receipts (from sale of broilers)	$756.59
Total expenses (includes feed, disinfectant, $12 rent on brooder per month, labor, etc.)	542.85
Total net profit	213.74
Paid self for labor (self labor included in expenses at 15 cents per hour)	43.80
Total project income	$257.54
Losses	Less than 5 percent

Oscar had the complete backing of his father in carrying out his enterprise, and much valuable assistance was rendered by him during the enterprise. Also, thru this project Oscar added some valuable experience to his store of knowledge, and from his records he can pick out the weak places in his enterprise and thereby