Future Farmer Becomes Farm Manager

AFTER graduating from the vocational agriculture course at Marengo, Illinois, High School, in 1930, Vernon Hart applied for and received an agriculture scholarship at the Illinois Agriculture College. However, the depression came along, making him decide to work as a farm hand on account of a lack of funds. While working, he spent his spare time studying government bulletins and good farm magazines, and he attended the farmers' short courses at the local high school.

On April 1, 1932, Vernon accepted a position as herdsman to take full charge of a purebred Holstein herd. Here he made a good record. The following year his herd average was the highest among the four McHenry County cow testing associations. The herd of 18 cows averaged 14,372 pounds of milk and 458 pounds of butterfat per year, two of the best cows averaging 20,483 pounds of milk and 618 pounds of butterfat. One of the heifers made a new state record of 12,794 pounds of milk and 45 pounds of butterfat as a junior two-year-old in the advanced registry association. Another aged cow made as high as 105 pounds of milk per day and tested 3.5 percent. Eight of the cows on official test averaged between 700–940 pounds of fat. His herd was the first in the section to be tested clean for Bang's disease.

He kept his job as herdsman until November 1, 1933, when he was appointed manager of the entire farm of 290 acres at the age of 20 years. He reorganized the farm cropping system. He believes in building up the fertility of the land with limestone and rock phosphate. He plans to spread 50 tons of limestone each year. Last year he spread 20 tons of rock phosphate on 40 acres in preparation for alfalfa seeding. He intends to plow under 50 acres of sweet clover pasture each year. This year's cropping plan consists of 60 acres alfalfa hay and pasture, 30 acres soybeans, 30 acres oats seeded to sweet clover, 60 acres corn, 110 acres being left in permanent blue grass pasture.

The herd sire, Prince Ormsby Korndyke Boss, has full sisters that averaged between 700–900 pounds of butter with a test of 3.8 to 4 percent as two-year-olds. His daughters are now showing a great deal of improvement in production over their dams. Hart intends to practice some line breeding with those daughters. All the best bull calves are being raised to sell for breeding purposes. During the past six years over $5,000 worth of bulls have been sold. In the fall of 1933 Vernon took two bulls to the National Dairy Sale at Waukesha, Wisconsin. The 13-month-old bull brought the second highest price at the sale.

Vernon is but 22 years old and single. He has employed his father to help with the farm work, and his mother keeps house for him.

Mississippi Plans Big Fair

Four thousand F.F.A. members and vocational agriculture students from Mississippi participated in the Mid-South Fair, Memphis, Tennessee, and

Agricultural Education Program

San Antonio, Texas, December 2-5, 1936

All meetings will be held at the Plaza Hotel

COMMITTEE ON RESEARCH SUB-SECTION

Wednesday, 1:30 p. m., December 2

Chairman: R. M. Stewart, Professor of Rural Education, Cornell University, Ithaca, New York.

Panel Discussion: "Research Problems Suggested by a Curriculum Exhibit." Chairman, F. W. Lathrop, Research Specialist, Office of Education, Washington, D. C.

Members of Panel: Representatives from the four Regions.

Discussion.

TEACHER-TRAINERS SUB-SECTION

Wednesday, 3:00 p. m., December 2

Topic: Organizing Teacher-Training Programs to Meet New Conditions.

Chairman: L. D. Klemmedson, Department of Agricultural Education, College of Agriculture, Tucson, Arizona.

"The Cadet System of Training Vocational Agricultural Teachers." S. S. Sutherland, University Farm, Davis, California.

Discussion.

"The Development of Teacher-Training Programs Under the George-Deen Law." H. B. Swanson, Specialist in Teacher Training, Office of Education, Washington, D. C.

Discussion.

STATE SUPERVISORS SUB-SECTION

Wednesday, 3:00 p. m., December 2

Chairman: S. M. Jackson, State Supervisor of Agricultural Education, State Department of Education, Baton Rouge, Louisiana.

"Affiliated Membership in the F. F. A." W. A. Ross' Executive Secretary, F. F. A., Office of Education, Washington, D. C.

Discussion: "Five-Year Plans." (Each speaker to be allowed ten minutes.) J. E. Border, State Supervisor of Agricultural Education, Bozeman, Montana; E. B. Matthew, State Supervisor of Agricultural Education, Little Rock, Arkansas; J. A. Linke, Chief, Agricultural Education Service, Office of Education, Washington, D. C.; L. M. Sasman, State Supervisor of Agricultural Education, Madison, Wisconsin.

Discussion: "Official Travel of Agricultural Teachers." (Each speaker to be allowed fifteen minutes.) C. L. Angerer, Assistant State Supervisor of Agricultural Education, Jefferson City, Missouri; L. M. Sheffer, State Supervisor of Agricultural Education, Athens, Georgia.

TEN-YEAR TEACHER-TRAINERS BREAKFAST

Thursday, 7:30 a. m., December 3

President: Sherman Dickinson, Department of Agricultural Education, University of Missouri, Columbia.

Secretary: A. W. Nolan, Department of Agricultural Education, University of Illinois, Urbana, Illinois.

(Program announced at the meeting)

Thursday p. m., December 3

School Visitations and tours. Starting point, Plaza Hotel.

AGRICULTURAL EDUCATION SECTION

Friday, 9:00 a. m., December 4

Topic: Current problems.

Chairman: Roy A. Olney, Editor, Agricultural Education Magazine, Morgantown, West Virginia.

Presentation: "Planning State Programs Under the George-Deen Act."
In the Central Region, L. B. Pollum, State Supervisor of Agricultural Education, Topeka, Kansas.
In the Western Region, L. H. Humphreys, State Supervisor of Agricultural Educa-

Discussion:

Developing Agricultural Conservation Thru Organized Instruction.
"The Contribution That Vocational Agriculture Can Make to Agricultural Conservation." I. W. Duggan, Principal Economist, Southern Region AAA.
"Servicing Teachers With Necessary Information." Professor W. G. Crandall, Department of Agricultural Education, Clemson College, South Carolina.

Discussion: Ways and Means of Teaching Agricultural Conservation.

Friday, 2:00 p. m., December 4

Topic: Current problems.

Chairman: J. B. Rutland, State Supervisor of Agricultural Education, Austin, Texas.

"Surveys of Opportunities." John B. McClelland, Department of Agricultural Education, Ohio State University, Columbus.

"Financing Young Farmers." R. H. Woods, State Director of Vocational Education, Frankfort, Kentucky.

"Building a Unified Program of Improvement of Teachers in Service." Professor V. G. Martin, Department of Agricultural Education, State College Station, Mississippi.

Discussion.

AGRICULTURE TEACHERS SUB-SECTION

Friday, 2:00 p. m., December 4

Chairman: C. B. Barclay, President, Texas Association of Teachers of Vocational Agriculture, Bryant, Texas.

"Vocational Agriculture Supervision Problems." Frank E. Wimberly, State Supervisor of Agricultural Education, State College, New Mexico.

"Teacher Training in Vocational Agriculture." Roy L. Davenport, Director, School of Vocational Education, Louisiana State University, Baton Rouge.

"Trends in Agricultural Education." D M. Clements, Federal Agent for Agricultural Education, Office of Education, Washington, D. C.

Discussion.

AGRICULTURAL EDUCATION SECTION

Saturday, 9:00 a. m., December 5

Topic: Possibilities for Research Thru a National Study of the Secondary Curriculum for Agriculture.

Chairman: R. M. Stewart, Department of Rural Education, Cornell University, Ithaca, New York.

Statement by the Chairman of the Research Committee.

"Evidences from Curriculum Researches of the Need for Further Studies." Carsie Hammonds, Department of Agricultural Education, University of Kentucky, Lexington.

Outstanding Features of the Curriculum Exhibit.

Summary Statement, Dr. F. W. Lathrop, Office of Education, Washington, D. C.

"Looking Ahead in Agricultural Education" (a report of the Committee on Policies). A. K. Getman, State Supervisor of Agricultural Education, Albany, New York.

The Agricultural Education Magazine, R. A. Olney, Editor, Morgantown, West Virginia; W. F. Stewart, Business Manager, Ohio State University, Columbus.

Business meeting.

AGRICULTURE TEACHERS SUB-SECTION

Saturday, 9:00 a. m., December 5

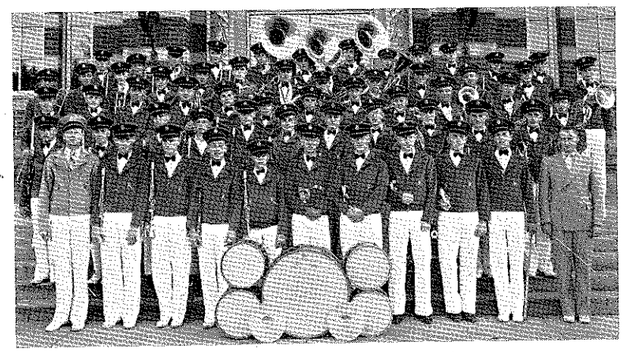
Chairman:

"Some Problems of Future Farmer Advisors." Claude Fry, President, Illinois Association of Teachers of Vocational Agriculture, Polo, Illinois.

"The Future of Education in Agriculture." E. J. Kyle, Dean, School of Agriculture, A. & M. College of Texas, College Station, Texas.

Vol. IX DECEMBER, 1936 No. 6

Agricultural Education



MICHIGAN STATE F. F. A. BAND

This was the official band at the ninth annual convention of the Future Farmers of America. (See page 92.) The members of the band are all farm boys carrying supervised farm programs and are members of local F. F. A. chapters in 46 different high schools in Michigan. Virgil Rowland, Director

"The strength and safety of a community consist in the virtue and intelligence of its youth, especially of its young men."—J. Hawes

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.

Subscription price, $1 per year, payable at the office of the Meredith Publishing Company, Des Moines, Iowa. Foreign subscriptions, $1.25. Single copies, 10 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals, and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.

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

RESULTS

IN LETTERS received by the editor, comments similar to the following are observed:

"Thank you for writing regarding the article. I appreciate the opportunity to be of any service for the Agricultural Education Magazine. I have often thought how fortunate we agriculture teachers are in having a magazine thru which we may exchange ideas."

"I think a lot of our Agricultural Education Magazine. I have kept a permanent file of the issues since 1931 and refer to them often. Articles on method appeal to me more than the others."

These comments are truly encouraging to the editorial staff, but they should be even more encouraging to the many teachers of agriculture who have contributed and are contributing materials for publication. It is a recognition that your efforts are appreciated by and helpful to other fellow teachers in the dynamic and expanding field of education thru vocational agriculture.

The results obtained from requests made for material to the 5,000 teachers of vocational agriculture thru administrative staffs in all the states have been gratifying and pleasing to the editor and special editors. The editor recently received manuscripts from more than 30 teachers in New York from such a request. These results are practical examples of the principle of co-operation which all of us are stressing in the many phases of our work. In the New Year we will continue to look for even more copy from an increasing number of teachers, which will enable us to improve OUR magazine.

VOCATIONAL EDUCATION

"WE MUST increase vocational education for those children who otherwise would not receive adequate training. That kind of vocational training will raise the standards of worth-while employment.

"My own observation leads me to believe that in many parts of the country we have tended to an educational system devised too greatly for academic training and professional careers. We know that already many of the professions are over-supplied, and it is a fair guess that during the coming generation we shall devote more attention to educating our boys and girls for vocational pursuits which are just as honorable, just as respectable, and in many instances just as remunerative as are the professions themselves. The Federal Government, without in any way taking away the right and the duty of the several states to manage their own educational affairs, can act as a clearing house of informa-

LOOKING BEYOND OUR FIELD

GENERALLY when people have serious difficulties to overcome they tend to try to escape them by looking for other green pastures. This, however, is not true when it comes to seeking guidance in solving our major economic problems.

During recent years, especially, farmers and teachers were perplexed by economic forces that tended to have serious effects. In the past, while communities were relatively small, when so-called outside forces were slow as affective human activities there was not a strong need for evaluating the conditions and forces of the rest of the country or the world. Now, however, when adjustments and readjustments are constantly going on, creating new life situations, it becomes essential to get far enough away from our day-to-day activities that we may size up the situation as a whole.

We must look beyond our fields of work. Economic forces originate not so much at home, but from many and various distant areas. These economic forces tend to register themselves in terms of prices, indicating how people have adjusted themselves to supply and demand forces, and suggest progressive adjustments for the future.

Farming is not a vocation that remains static. If farmers adjust themselves to prices they adjust in some amounts, and if they adjust in some amounts their reactions can be measured. What we need to know more about, then, is an indication of group responses to the price situation. We need patterns of such responses in order that satisfactory planning and operating of farms, or projects in case of our high school students, may be done.

Unless we study and develop patterns of group responses to the price situation it will be impossible to guide and direct our own work or that of others. This is yet one of our frontier responsibilities and opportunities. People in agricultural education are not alone in their attempt to seek patterns for guides. Metropolitan newspapers are now including more charts in their business news sections. Specialized business and commercial papers likewise are attempting to meet such needs.

Students of business trends have long ago discovered that the public as a whole is generally wrong in evaluating the future implications of the current business situations. Farmers, also, tend to swing toward the wrong direction, getting most enthusiastic about some farm enterprise when they, at the time, ought to be more conservative.

Understanding the business of farming demands a careful study of the relationships of other economic segments of our society. We need barometers of business for the country as a whole and barometers for farming. Fortunately such barometers are being discussed more generally in outlook reports. Many of these, however, are general in nature. On the other hand, seldom does a day pass that business newspapers do not associate economic developments of farming with other major lines of business.

The main teacher-student problem is one of having such relationships in picture or chart form. This must supersede mere verbal discussions about business relationships. The latter cannot be comprehended satisfactorily, especially by immature persons.

It has been stated in substance that business barometers used by people in large cities indicate more accurately what the probable trend of the farming business will be than the combined opinions of farmers themselves.

If vocational agriculture people will tear down the old fences that prevent them from looking beyond their own premises, truly great progress can be made. They will at least discover more vividly that economic forces, like cosmic rays, do not recognize small man-made impediments. We must have proper techniques and equipment to make the outcomes of such forces concrete and real. Then will come not only greater satisfaction in being able to do a more successful job from a business point of view, but also greater understanding.

Techniques for teaching farm economics are like the tools of a mechanic. They must be adaptable to the situations in-

Professional

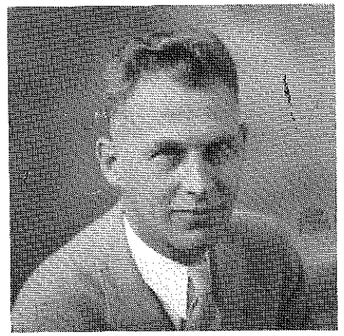
Whither Agricultural Education in Extra-Curricular Activities?

RAYMOND W. GREGORY, Specialist in Agricultural Education (Part-Time and Evening Schools), United States Office of Education

"ALL work and no play makes Jack a dull boy." Since schools began, that philosophy has held. Back in the early days, even with "Mark Hopkins, the boy, and the log" the chances are that "time out" was called for nutting excursions and fishing trips. In those early days, when most everyone was a pioneer and primarily concerned with being able to work hard enough to guarantee existence, men must have recognized the truth of that statement. In a faint way, at least, it was a recognition of the fact that life, being important as a "whole," cannot be concerned merely with just one of its parts, even tho chiefest. Perhaps they were even anticipating our present-day psychologists by recognizing that any activity continued unduly long may defeat its own end by setting up annoyances which make that experience so unpleasant that one tends to run away from future relationships with it. Such must have been the beginning of extra-curricular activities.

This day and age are critical in American life. Society is changing as never before, both in character and complexion. New science, new technology, more science, bigger machines, newer techniques tend to lift us higher and higher in our pyramiding of our mastery over things elemental; a mastery established on a base of ever-widening truth. Concurrently there have developed social, economic, and moral changes, which disturb the fundamental concepts of our American life. As these changes take place, so must the school change if it is to be one of the surviving institutions of tomorrow. No longer may the school lay claim to a place of public service if it fails to take cognizance of this important and significant phenomenon. No longer will it be able to retain its place in the hearts and affections of the American people by serving a part of the needs of a very small part of the people. No longer will it be safe for the American school to leave the all-important function of preparation for a full and complete life to a chance philosophy, to a chance organization, and to a chance development—that is, if it be at all concerned with its opportunity and its responsibility. Extra-curricular activities, the chief answer of the school to this problem, must come out of a rather haphazard state of being to a place alongside the highly organized subject-matter curriculum. They must lift themselves, virtually by their own bootstraps and become, no longer extra-curricular, but a bona fide part of a well-planned curriculum of training for living.

promote a new concept of education, a concept that views " . . . education as the development of personality. This concept of education is adopted as the desirable approach to the new secondary school curriculum. According to this point of view, education is both a creative experience and a co-operative social enterprise. Personality is made up of the body, the mental life, and everything in the environment, past and present, that in any way affects the individual. Life is the process of continuous interaction of the individual and his environment. The individual relates the elements in every situation into new on-going experiences. The relationship thus achieved is more than a sum of the elements of the situa-



R. W. Gregory

tion. It is something new and different. This relating is creative experience. *This process of relating changes the environment as well as the individual.*"[1] (Italics our own.)

"Into new on-going experiences" implies that more than superficial knowing is necessary for education. It implies that "knowledge and practice must go together." It implies that knowledge without practice constitutes no relating and that, therefore, nothing new results.

It implies that "knowledge in its strict sense of something possessed consists of our intellectual resources of all the habits that render our action intelligent. Only that which has been organized into our disposition so as to enable us to adapt the environment to our needs and to adapt our aims and desires *to the situations in which we live* is really knowledge."[2]

It is important therefore that we consider here what new results are hoped for thru the so-called extra-curricular activities. McKown in his "Extra-Curricular

1. To prepare the student for life in a democracy
2. To make him increasingly self-directive
3. To teach co-operation
4. To increase the interest of the student in the school
5. To foster sentiments of law and order
6. To develop special abilities.

E. K. Fretwell in his introduction of the subject, "Extra-Curricular Activities for Indiana High Schools,"[3] says, "In developing the possibilities of extra-curricular activities in high school three questions are important: (1) Where are we? (2) Where do we want to go? (3) How are we going to get there?"

AS FOR agricultural education, the question of "Where are we?" might better be written "Where have we been?" so recent has been our organization. To one who has grown up with the program it would appear that agricultural education has been and now is going thru four stages of growth in extra-curricular activities. In the beginning, *whatever* extra-curricular activity an agriculture student undertook was most certain to be concerned with something foreign to the field of agriculture and was participated in by the agriculture student not as an agriculture student but as a member of the general school body. Any relation that the agriculture teacher or the agriculture department may have had to the extra-curricular activity was entirely incidental, and perhaps accidental, to its purpose. In its direction and control the agriculture teacher had no authority or responsibility that was in any way connected with his functional duties as a teacher.

Secondly, when the agriculture students became conscious of their identity, they organized in their own right for the conduct of extra-curricular activities designed primarily for the agriculture group. Again, these activities were almost solely of a non-agricultural type, and whatever agricultural flavor they may have had was a resultant of their membership personnel rather than of their purpose and organization. They were loosely organized and in many instances short-lived. The vocational agricultural teachers "stood by" in a majority of instances and tolerated their being.

THE third phase, the one in which we now find ourselves, is different. Being close perhaps to the closing end of this phase we should discuss it in two parts:

(a) In the beginning of the third phase

for agricultural purposes. Patterned largely after 4-H production clubs, they concerned themselves mainly with exhibits, fairs, shows, demonstrations, and contests of an agricultural nature. Rather elaborate sets of plans and specifications for membership competitions, exhibits, and rewards were developed. Too frequently these plans placed more emphasis upon standards for the agriculture product involved than upon standards and directions for boy development. Teachers very actively participated; as a matter of fact, they were almost solely responsible for the movement.

(b) From such a beginning has been slowly emerging a new type activity which more and more conceives of the student as being the center of importance and makes its activity revolve around him. It, too, is highly organized, having rather elaborate specifications for membership attainment and member progress. It concerns itself with things agricultural but, unlike the first stage of this phase, has come to sense the broadened aspect of its opportunity. Not only the economic but also the social and civic are problems of concern, and there is an ever-increasing tendency to concentrate upon them as being of crucial significance in the lives of those rapidly developing young men. Problems of social conduct and civic relationship are receiving a new emphasis, and plans are made and executed to actually give training and experience in them.

FINALLY, and as I have said, as we emerge from the foregoing situation I believe we will find ourselves developing a program of "extra-curricular" activities which will no longer be extra-curricular. It will be an integrated part of a whole program of education and development for a whole life of living. It will be a part of a program as much concerned with "living" as "how to earn a living." It will be a program looking to the development of the whole personality of the individual. While still recognizing its primary responsibility, agricultural education must come to the day when it takes cognizance of the fact that, tho bread he must have, "man cannot live by bread alone."

We are back where we began—"All work and no play makes Jack a dull boy." Extra-curricular activities must cease to be *extra*-curricular.

If one considers the formulated and accepted objectives[4] of agriculture education he must see quite clearly that our present practice leads us to rather sharply divide them into two groups. First, there are those objectives which have to do with the economics of production, such as: (1) to produce agriculture products efficiently, (2) to market agriculture products economically, (3) to select and purchase suitable farm equipment and supplies, (4) to perform appropriate, economical, farm-mechanic activities, (5) To co-operate intelligently in economic activities, (6) to manage the farm business effectively.[5] Practically the whole of the time of a large group of vocational agriculture teachers of years past has been devoted systematically to the attainment of these objectives. The practice is a "natural," inasmuch as until recently we have accepted the philosophy of "making two blades of grass grow where only one grew before," whereas during the "golden age of agriculture" the goal of agriculture in being successful was to *produce*, to *produce more*, and still *more*.

In the second group are the objectives, such as: (1) to participate in worthy rural civic and social activities, (2) to exercise constructive leadership and to recognize and follow worthy leadership, (3) to grow vocationally, (4) to establish and maintain a satisfactory farm home, (5) to become established successfully in farming, (6) to use scientific knowledge and procedure in a farming occupation (as contrasted with technical knowledge), and finally (7) to conserve human and natural resources.[2]

The approach to these objectives has not been done so well nor so systematically. Plans, if any, have been somewhat haphazard in too many instances. "If I have time" has sounded the attitude of too many teachers, and left to the field of the extra-curricular has been their fate. True enough, as I have attempted to show above, much of the extra-curricular activity of vocational agriculture students has of late been concerned with these objectives, but, also, equally true *it has remained* extra-curricular and too frequently has been left to the "If I have time" class.

To the end that these activities may become increasingly constructive and integrated we should recognize the following basic principles underlying their organization. Again, McKown is to be credited in his "Extra-Curricular Activities" for an acceptable statement of these principles. He lists them as follows:

1. The student is a citizen of the school.
2. The school must have a constructive program.
3. Extra-curricular activities should help motivate the regular work of the school.
4. These activities should be given school time.
5. The entire school should participate.
6. These activities should be considered in the regular program of the teachers.
7. The teacher sponsor must be an adviser and not a dominator.

My proposal for agriculture education is that to the attainment of these objectives we bring to bear the same emphasis and intelligent attack as to those of economic significance, that they be just as systematically planned for and executed, and that regular, orderly school time be devoted to them. Let us proceed to the day when "learning to live" becomes a major consideration of those who populate our rural areas and that the *whole* of the Future Farmers' Motto,

> "Learning to do
> Doing to learn
> Earning to live
> Living to serve,"

becomes real in deed as in word.

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1. Everett and others, *A Challenge to Secondary Education*, pages 18–19.
2. Dewey, John, *Democracy and Education*, page 400.
3. Indiana Department of Public Instruction, Inspection Division Bulletin No. 100-J.
4. *Training Objectives in Vocational Education in Agriculture*, Federal Board for Vocational Education Bulletin 153.
5. Number 7 is not one of the original 12 objec-

Book Reviews

Ranching on Eagle Eye—by Sarah Lindsay Schmidt, published by Robert M. McBride and Company, New York City. Price $2.00.

Many readers will remember *New Land*, published by the same author. In this new book, *Ranching on Eagle Eye*, Mrs. Schmidt has written a very interesting and fascinating story for young people around a plot of co-operation. The ideals and principles of the Future Farmers of America are interwoven into the story to bring out the teachings of this great organization. The reader will live with the characters as he reads the book, as tho the incidents were happening in his own community. This book will be a welcome addition to the agricultural or F.F.A. library.

The Gramineae, a Study of Cereal, Bamboo, and Grass. By Agnes Arber. Cambridge: The University Press. New York: The Macmillan Company. 1934. 480 pages. $8.50.

This book is a compilation of the investigations made by the author over a period of 30 years upon the structure, behavior, and agricultural history of many plants of the grass family. These investigations, as the author frankly states in the preface, are limited to those plants and subjects which have appealed to her personally.

The book is a veritable encyclopedia on the anatomy of the grasses, and the structure of the plants of this family is here more completely illustrated than in any other publication known to the reviewer.

The history of the various cereals, maize, bamboo, and various forage and pasture grasses is very complete and interestingly related.

The publication is a rich source of information on many and varied subjects that are of universal importance to agronomy, and every teacher of that subject would be greatly benefited by familiarizing himself with its contents. —A.P.D.

International Poultry Guide for Flock Selection. By L. F. Payne and H. M. Scott, published by International Baby Chick Association, Kansas City, Missouri. Cloth bound volume of 140 pages; list price, $1.50. Price to educational workers is $1.

Unretouched illustrations used are from random flocks. Diagrammatic drawings of the principal breeds were in most cases reproduced from hens with known high production records which had the body type that conformed to the authors' ideas of good utility stock to propagate. This guide may be advantageously used by hatcherymen, poultry improvement organizations, commercial poultrymen, and farm flock owners in the classification of breeding flocks. Only the more important breeds and varieties are considered. Emphasis is placed on vigor and productivity. Minor defects and irregularities are minimized. An attempt has been made to avoid requirements which are in opposition to the laws of inheritance. The paramount function of the guide is to instruct poultrymen in flock selection with the emphasis on economy of production. This

A Handbook on Meats for Future Farmers, by A. J. Spangler, et al. Published by Von-Boeckman-Jones Company, Austin, Texas. Ninety-two pages, well illustrated, paper covers, price 50 cents per copy postpaid.

This book was written as a guide for teachers of agriculture for instructing their pupils how to provide and care for the home meat supply, and also to train them for meat identification and judging contests. A very compact and ready reference for classroom use on beef, swine, and sheep. A book written for teachers by teachers.

The Farm Book, by Ralph Ainsworth: Published by Ainsworth Financial Service, Mason City, Illinois, pp. 365, illustrated, $2.75.

This book is a mixture of farm practice, price analysis, foreign agriculture, and other farm topics. The farm practice portion of the book applies to the production of crops on the farm of the author near Mason City, Illinois. Specifically, it would apply only where conditions are similar to those on this farm. Mr. Ainsworth describes in detail the practices he follows in preparing the seedbed and planting the crops grown on his farm.

In the section dealing with price forecasting, much usable information is given, altho some of the fundamental assumptions are based on questionable economics. There are few economists who will support fully the contentions of the author concerning the relation of supply, demand, and cost of production to prices of farm products.

The illustrations are, for the most part, pictures of foreign agriculture which the author has taken on his travels. These pictures have little relation to the subject matter of many of the chapters in which they appear.—W. F. G.

Arithmetic in Agriculture and Rural Life. C. A. Willson. Published by Edwards Brothers, Inc., Ann Arbor, Michigan, 1934. Pp. 155, paper cover, price $1.80.

This book has been prepared with the idea in mind that the student should learn facts with regard to agriculture in the solution of problems in arithmetic. The problems and source material are broadly chosen from authoritative sources. The use of graphical illustrations and detailed solutions of examples are a distinct advantage. A chapter on powers and roots and one on logarithms with four place tables, constitute a feature not included in the usual grade arithmetic. The tabulated information would be useful on any farm. This text should prove helpful to both teacher and pupil, altho for pupil use the answers should be omitted.—A.P.D.

Looking Beyond Our Field

(Continued from page 82)

T" pliers, screwdriver, and general wrench can no longer be relied upon. So it is with the teacher and students of economic forces. They need equipment capable of more perfect achievements. Such working tools are not generally developed by the isolated teacher busy with fields of work to find out what forethinkers are doing, what techniques they are using. Here we may borrow ideas from large business organizations who, in the processes of economic struggle, resort to charts and compasses to point the way of the future.

A refined tool, however, is not enough. We may have excellent sets of charts but not know what they represent; how they are built; the nature of the cases involved; the type of knowledge portrayed; whether such be a theory, a narrow or loosely fitting principle, or perhaps a never failing law. Students who once discover the nature of economics as science material will be saved much mental anguish thruout life in knowing how much may be expected from it in the manner of help in solving life's problems. Guided self discovery thru analysis, comparison, and contrasts of many cases or situations is perhaps the safest way of learning not only nature of techniques in the form of charts but also the functional value of such.

Economic charts in the service of industrials are used constantly, as indicated by their demands upon financial newspapers for such guides. On the other hand, it is perhaps safe to say that a large number of teachers use charts suited to their needs only occasionally or spasmodically. Such practices have not been successful among business executives, nor are they successful when used by teachers of vocational agriculture.

During the past few years we have heard and read much concerning the economic ailments of the American farmer. Unfortunately, conflicting opinions have tended to create a maze from which farm boys and their parents have been hoping to escape. Much of this turmoil, economically and politically, has been the outgrowth of past educational methods or lack of such. The teacher and his students who chart prices of important commodities, associate with these price movements the various conflicting factors supposedly responsible, and who tie up such movements with larger patterns will soon learn the relative importance of each.

There is no dearth of economic facts to which farmers have their attention called. The market news sections of most papers, monthly outlook publications issued by colleges of agriculture, and the various weekly, monthly, and irregular publications issued by the United States Department of Agriculture are liberal in their diffusion of important matters. To most vocational students such material is difficult to comprehend as such. When, however, this information is associated with price developments in chart form as prepared by himself, the student will soon discover the significance of it and may then plan adjustments accordingly. Many times it will be difficult to make satisfactory farming changes even tho an opportunity is presented. In all cases there tends to be a great deal of satisfaction derived by merely understanding a situation that in the past has been bewildering.

In order to integrate the various, and many times apparently conflicting, economic forces affecting farm life the reader may wonder which price charts to keep, in order that progress may be made in full understanding. Weekly and monthly data concerning the most im- bond price averages, and business activity are perhaps the most important. Following such price charts will truly take the student into other fields in order that he may become more able to adjust himself both in his thinking and in his doing as an individual and social being.

Some pastures may seem green when far away, but distant economic fields are abundantly rich in mental nourishment. —G. J. Dippold, Missouri.

Co-operation

H. I. MAGLADRY, Instructor, Longview, Washington

GREAT value can be derived by any agriculture class thru co-operation with local service clubs and other organizations.

One type of co-operative project worked out in the southwestern counties of Washington has been a land utilization survey made by agriculture classes and the Resettlement Administration of the Federal Government. Not only have the boys learned the actual use of the land today, but their eyes have been opened to the possibilities of certain regions as farm land. In addition boys who live in hilly districts where roads follow ravines instead of section lines have been firmly grounded in township divisions and land descriptions. One district especially was surveyed where section lines and surveyors' landmarks never coincided with local roads.

Financially, much can be gained by the Future Farmers of America in cooperating with local service clubs in sponsoring entertainments, the proceeds of which are so welcome to any F. F. A. treasury. One recent project of that type raised well over a hundred dollars, which was used as a nucleus for a permanent loan fund for a Southwest Washington Chapter.

One type of entertainment that may be used is an Amateur Hour. Most communities can furnish more than sufficient talent for a splendid evening of entertainment of this type.

Another service club co-operative project may be the planting of local shrubs around the city's local service center, a beautifying project as well as one that develops a link between town and country.

Most service clubs have agriculture committees, and many of them welcome projects of this type which help them to tie up with the country around them. Thus the contact is of benefit not only to the Future Farmer organization but also to the communities.

Future Farmers—Ohio Exhibits

The most important current event in the Future Farmer program of Ohio for some time was our participation in the Ohio State Junior Fair held in connection with the State Fair August 31 to September 5. Sixty-six Future Farmer chapters had chapter exhibits in one of the following four classes: Farming Ability, Leadership, Scholarship, Thrift. Each of these booth exhibits had a 6 foot, 6 inch frontage, was 6 feet deep and 7 feet high. There were over 2,000 Future Farmer exhibits in classes for livestock,

Methods

A Lesson Plan in Rural Economics

GLENN R. REICHERT, Instructor,
Beach, North Dakota

THE following plan has been advocated for the past few years by the Teachers' Training Course at the North Dakota Agriculture College. I firmly believe that a teacher can profitably use a plan of this kind in every class in agriculture, as it affords the pupil a definite supervised objective.

To summarize the procedure in introducing a system of this kind, I wish to suggest that at the beginning of the supervised study period the problems for study and discussion be set up with the class, together with the reference. This affords the pupil a definite plan of study. During the discussion period each problem is taken up separately and discussed in detail. If the teacher's notes are complete, as shown in the outline, he can systematically direct the discussion of the class.

We are not equipped to furnish the shop work to our third and fourth year classes in agriculture; consequently, we have supplemented the regular North Dakota syllabus in rural economics with the following bulletins which have been of great value to the course.

1. Type of Farming Areas in North Dakota—N. Dak. Bul. No. 212
2. Selecting a Farm—U. S. D. A. Bul. No. 1088
3. A Method of Analyzing the Farm Business—U. S. D. A. Bul. No. 1139
4. Farm Budgeting—U. S. D. A. Bul. No. 1564
5. Rural Planning—U. S. D. A. Bul. No. 1388
6. Farmers Standard of Living—U. S. D. A. Bul. No. 1466
7. Family Living From the Farm—U. S. D. A. Bul. No. 1338
8. Farm Real Estate Situation—1933–34, U. S. D. A. Bul. No. 354

I am confident that if teachers of agriculture adopt a plan of this sort for each of their agricultural classes, they will find their classes interesting and effective. The following is an example of a lesson plan used at Beach in rural economics.

Enterprise—Rural Economics
Job XV—Studying Farm Leases

ASSIGNMENT

Problems for study and discussion
1. What is the importance of a contract?
2. What are the principal kinds of lease contracts?
3. What are the points to consider in the farm lease?
4. What are the different kinds of farm leases?
5. What are the legal essentials of a lease?

References—
1. Farmers Bulletin No. 1164—Farm Lease Contract, U. S. D. A.
2. Secure types of farm leases for study in class.

CLASS NOTES

1. Importance of contract
   a. 38.6 percent of all farms in the United States operated by tenants in 1925
   b. Majority of lease contracts are for one year
   c. Basis of relationship between landlord and tenant
      (1) Promotes harmony and satisfaction
      (2) Lengthens period of occupancy
      (3) Improves methods of farming rented land
2. Principal kinds of lease contracts
   a. Cash renting
      (1) Landlord furnishes real estate, pays taxes, and general farm upkeep
      (2) Tenant
         a. Furnishes working capital
         b. Bears all operating expense
         c. Receives all proceeds outside of amount paid for rent
         d. Landlord assumes no risk of operation and no responsibility of management
         a. Landlord gets specified amount of crop
         b. This form is subject to changes in landlord's return due to fluctuation in market prices
   c. Share renting: popular
      (1) Landlord receives share or fraction of certain crops and sometimes increase of livestock
         a. He also pays some of the expenses of production
         b. Gives landlord greater control over farms
         c. Landlord realizes every year a rental which is proportioned to production and prices for the year
         d. Landlord takes greater interest in supervision, investing of capital, and interest in farm
   d. Stock, share renting
      (1) Landlord and tenant share ownership (usually half and half), expenses, and receipts
         a. Fosters general livestock farming
         b. Close association of landlord to the business
3. Points to consider in lease
   a. General details
   b. Reservations
   c. Assurances and guarantee by tenant
   d. Assurances and guarantee by landlord
   e. Agreements with respect to credit
      (1) Contributions by each party
      (2) Property owned in joint account
      (3) Payment of rent
4. Kinds of leases
   a. Written lease more satisfactory than verbal lease
      (1) In case of death, written lease protects estate
      (2) Memorandum to both parties
      (3) Landlord and tenant should agree on terms of contract and then write them up in form of a lease
   b. Long lease
      (1) Enables tenant to undertake extensive improvements such as improvements of soil, rotations of crops, and so forth
   c. Short lease elasticity
      (1) Most popular in the United States
      (2) Two-thirds of farms in the United States on short lease basis
         a. Land changes hands rapidly in the United States
5. Legal essentials of a lease
   a. Extent and bounds of property lease
   b. Terms of the lease
   c. Rate of rent, time and method of payment, and so forth

Solving the Grading Problem

R. E. MOORE, Teacher,
Mount Clinton, Virginia

THERE seem to be three occasions during the period of a year when a boy taking vocational agriculture needs to realize that the instructor is using a system of grading that is fair and one that can be affected by his own efforts. The order in which they occur are: while setting up the training program; thruout the school term on his classroom, shop, and home activities; and after the records are complete and he is expecting credit on the year's work. The lack of a generally accepted grading system has necessitated various methods of approach in solving the problem. One of these methods, which is being used by the instructors of Rockingham County, Virginia, and likely in other places as well, seems to have advantages that merit its use either in full or with some alterations. Changes are made to suit communities and exceptions for individuals, but in the plan we have agreed to nine major steps:

1. All enterprises are listed as either major or minor.
2. Major enterprises are given a value of 200 and minor 100 each.
3. In each enterprise one-half the value is given to planning and one-half to doing.
4. The total planning value of an enterprise is divided up among the jobs studied.
5. The total doing value of an enterprise is divided among the jobs.
6. The shop program is given a value of 200 points (an indifferent boy gets as much of this as the teacher thinks he deserves).
7. All time spent in doing approved supplementary jobs is given a value of one point per hour.
8. The total of all the scores for majors, minors, shop, and supplementary jobs determines the grade.
9. A score of 750 is passing and a score of 1000 is outstanding.

Illustrating points one and two:

Majors having a value of 200 points each
1 sow
1 acre corn
4 fat hogs
¼ acre potatoes (4 bu.)
100 baby chicks
4 ewes
3 calves

Minors having a value of 100 points each
1 to 3 fat hogs
1 to 3 bu. patotoes
50 baby chicks
1 to 3 ewes
1 or 2 calves
¼ acre popcorn

Illustrating points three, four, and five:

Majors jobs connected with one acre corn—total value 200	Planning value 100 points	Doing value 100 points
(a) Breaking land	12	10
(b) Securing seed	15	20
(c) Securing fertilizer	15	5
(d) Preparing seed bed and planting	15	20
(e) Cultivating	13	20
(f) Harvesting	10	5
(g) Marketing	20	20
	100	100

Minors jobs connected with quarter acre popcorn—value 100 points	Planning value 50 points	Doing value 50 points
(a) Securing seed	10	12
(b) Securing fertilizer	12	10
(c) Planting	10	8
(d) Cultivating	10	15
(e) Harvesting	8	5

In the cases of jobs b, d, and e, the planning is not so difficult as the doing. The doing is of relative high importance if a crop is well grown, so the values are higher for doing. In some cases doing out. When corn is topped in harvesting, then the doing value of harvesting would be higher than five points, and correct harvesting would become an improved practice.

Illustrating points six, seven, and eight:

Carl Smith's program	
1 acre corn	200
1 sow	200
Shop program	200
	600

Ernest Brown's program	
1 acre corn	200
1 sow	200
100 baby chicks	200
2 bushels potatoes	100
Shop program	200
Feeding beef cattle and feeding horses	200
	1100

Carl has not planned a program that will pass him, while Ernest has one that is outstanding. Unless the instructor uses a system similar to this one and both boys are given credit for the year's work, Carl will have to get more credit for the corn and the sow than Ernest does—and herein lies one objection to the old method of grading. While using the old method of grading I have had boys in the same class working up the job of securing seed corn, and one paper was valued at 42 points, while another was valued at 8; one acre of corn had the total value of 200, while the other acre had the total value of 75.

This system of grading fits into our present procedure of supervised practice instruction in several ways, two of which I wish to mention. First, during the beginning of the term when the enterprises and scope are selected, the boy understands that his responsibility for his grade begins at this time. Sometimes a boy tries to get by with two enterprises, when he is already carrying twice that many at home but feels that extra planning and records are not necessary. In other cases boys having medium facilities and ordinary co-operation from their parents are encouraged to insist upon larger training programs in order to score more points. This has been particularly true in building up the concept of what vocational agriculture stands for in communities where it is offered for the first time. To have the boys list their tentative enterprises and then figure up their possible scores is a tremendous awakening to boys who are ambitious to make an individual showing that is creditable. The first visitation of the term is often changed from failure into success by having the boy previously convinced in the classroom that he has an individual responsibility for making up his program.

Second, evaluating enterprises and further evaluating of the jobs connected with those enterprises fit nicely into individualized instruction. The revised Virginia record book study calendar calls for some such grading as this, and with the present day trend towards individualized instruction one must accept the new demands or find himself lagging behind. The vocational agriculture program, and the individual teacher can make such changes as he desires once he has the idea that grading should reach over into the planning as well as into the doing. A successful, ambitious, F. F. A. boy should be exemplified in the classroom and the passive student should be forced to understand his own insecure position from the very beginning.

This grading scheme is not new, and it falls short in several respects. On the other hand, it does meet the situation in several instances that no other plan with which I am familiar has done.

Teaching Livestock Judging in High School

P. B. KIRK, Vocational Agriculture Instructor,
Sheridan, Wyoming

BECAUSE of present economic conditions, instruction in judging of livestock should have a more prominent place in the curriculum of the high schools than ever before. Thoro knowledge, efficiency, and shrewd business judgment are absolutely essential to the successful man of any business today. The general trend in business enterprises in recent years has been toward specialization. The specialization and efficiency found in all successful business have been almost entirely lacking in the livestock industry. If the industry is to grow as it should the off-grade and scrub animals found on the average farm must be replaced by a more efficient type. Such a program is entirely educational in nature. To improve livestock successfully, either by gradual selection or by outright purchases, one must have the ability to recognize the desired qualities in the animals. This ability can be attained only thru study of livestock judging.

The trial and error method was not used in breeding up the type of livestock found at the stock shows today, but, rather, a systematic method was used of eliminating the undesirable and developing the type of animal which can put on the most economical gains in the least time and bring the highest returns on the investment.

Stock judging is done outside the regular school work and is sufficiently extensive to insure a knowledge of livestock. The student is brought into direct contact with the subject at hand and sees the various classes of stock on exhibition at stock shows, fairs, and on the farm.

There are certain qualifications which a student must possess before he can become an expert judge of livestock. Probably most important of these is interest. The instructor can arouse the interest of the student by showing him why livestock judging will be a benefit to him and by pointing out instances where stockmen have made good due to a knowledge of judging. He must make the course interesting by seeing the best stock possible and by taking worthwhile trips which do not develop into a drudge because the students are compelled to judge continually during the course of the trip. Each day's trip must be carefully planned. Students can be taken to another town or where they are some historic place, and so forth. Competitive judging with near-by teams also stimulates interest.

The student must have clearly in mind the conception of an ideal animal. In judging a class of dairy cattle, for example, it is essential to have the knowledge of type well established. Such knowledge can be acquired only thru study, observation, practice, and systematic judging exercises. After seeing champion stock several times, the student should immediately recognize slight deviations from the ideal. When this has been acquired he is well on the path to being a good stock judger.

In the field of judging, rapid and accurate observation is of utmost importance. Unless the student can see the animal as he really is, the basis for a correct decision is wanting. In going over an individual or class of animals, a definite system should be followed. The student should strive always to make his observations complete as well as accurate. He should seek to develop the quality of dispatch in making his observations, which requires much practice and study. In scoring an animal the student must use his judgment in determining the amount of cut which should be made for a fault or whether the point is of sufficient importance to warrant a perfect score. He must exercise his judgment often in placing a ring of animals, in deciding upon the relative merits of individuals and the final rating made.

Other factors to be considered are honesty and independence of decision. The student should not try to influence the judge by giving a set of false reasons. It is impossible for one who is dilatory and careless in his habits of observation or who allows himself to see an animal or class of animals thru another's eyes ever to develop into a competent judge. His rating must be based on his own judgment. In judging a class, he must have confidence in himself. The instructor can do very much toward developing in the student such an attitude.

Last but not least in importance is the ability of the student to tell the judge what he has seen with the eye and felt with the hand; in other words, giving reasons. He must be accurate in his set of reasons and use judging terms whenever possible. Slang words or phrases are often used in livestock judging, such as "fished-backed" hogs or "slap-sided" dairy cattle, and they mean a lot to a judge hearing reasons. In giving reasons a student must know how to speak smoothly and accurately. He should be forceful and make every word count, look the judge in the eye, stand erect, and above all be obedient at all times. Unless the student has confidence in himself, he will fail to reach the heights he has set out to attain.

Oftentimes livestock men are asked to place the show stock at a contest. If, after placing a ring of animals, for example, he arranges the individuals as they were placed, explains upon what basis the class was judged, and describes the ideal or what is wanted in that class, the educational value of the show is greatly enhanced. Also, interest on the part of the spectators is stimulated, unasked questions in the minds of the showmen or spectators are answered, and possible criticism and misunderstanding are avoided. In the writer's opinion the

Farmer Classes

Relation of Parent Education to a Sound Program of Agriculture Instruction

ERWIN R. DRAHEIM, Instructor, New Ulm, Minnesota

SINCE beginning to teach vocational agriculture in public schools of Minnesota three years ago, it has occurred to me many times that a much stronger community program in agriculture-education could be developed if somehow the parents of the students in my all-day classes could be called together for a series of educational meetings in the fall of the year, soon after school begins.

Erwin R. Draheim

During the first summer school session of 1935 at the University of Minnesota I registered for a graduate course under Dr. A. M. Field. Since this was the only course on my program, I was enabled to concentrate my efforts, which led me directly to the bottom of my problem of parent-education in relation to better agricultural instruction.

I came to New Ulm July 1, 1935, to establish the first vocational agriculture course to be offered at this school. New Ulm is a city of nearly 8,000 people, located in the fertile farming area of the Minnesota river valley in the south-central part of the state. On starting my work, a situation prevailed that encouraged me to carry out my ideas relative to parent-education, if the best possible job was to be done in establishing this new course on a sound foundation so that agriculture might take a permanent place in the curriculum of the New Ulm public schools. The community is largely German in nationality, carrying distinctively thrifty German ideas about life. They have a common feeling that it is a waste of time for rural youth, especially boys, to attend high school if they intend to stay on the farm. This attitude prevails among practically all thrifty rural German people, because the idea has been passed down thru the generations.

Being of German descent myself and well acquainted with distinctively rural German ideas about higher education, the general feeling was sensed immediately upon my arrival here, that the rural boys were not in the habit of going to high school.

My problem was to show these people, especially the parents, the practical use of a course in agriculture as part of the training necessary for rural boys attending high school. In order to carry out my original objective, namely, to establish a well organized department of agriculture, the following plans were decided upon for the parent-education classes to be conducted soon after the were set up to help guide me in my procedure:

I. *The purpose of parent education relative to agricultural instruction was:*
To build the program of agricultural instruction in the New Ulm public schools on a sturdy, durable, and well-planned foundation.

II. *The objectives of such parent education were:*
1. To build a favorable attitude with the rural parents towards a program of agricultural education in the public schools of the community.
2. To explain the purpose, aims, objectives, and ultimate goal of all phases of the agricultural education program in the community.
3. To develop a favorable spirit of co-operation among the agricultural student, his parents, and the instructor.
4. To develop an understanding between parents and students of the procedure used in teaching agriculture in the community.
5. To develop an understanding of supervised farm work between students and parents.
6. To develop a thoro understanding in the parents as to how the department is supported thru state and federal aid.
7. To develop an understanding of agriculture part-time classes in the community.
8. To develop an appreciation and understanding of agriculture evening school classes for adult farmers in the community.
9. To provide an understanding in parents that the instructor does not plan to change their farming set-up over night but rather to assist them in gradual farm operation improvement in order to make farming a more profitable and more pleasant occupation for them.
10. To develop the understanding that the instructor expects to and wants to co-operate with the farmers in their community enterprises.
11. To develop an understanding of the purpose, aims, and objectives of the F.F.A.

During the summer months while contacting parents and students, mimeographed sheets explaining the new agriculture course in detail were left in every home visited. This explanation showed how agriculture was a practical course and how it was related to the rest of the high school curriculum. It was found, after a thoro verbal contact with both parents and students relative to the program of work in agriculture, that the mimeographed copy left with the family was a valuable guide to refer to, in answering questions that came up later.

cultural classes. After spending several days explaining the work to be covered in the agricultural course, I suggested to them the holding of a series of meetings to explain the work in detail to the boys' parents. This idea met very much with their approval, and thru their co-operation the message of such meetings was taken home to their mothers and fathers.

A series of four meetings was planned, and the material covered was divided as follows:

Meeting Number I

1. The main purpose of this meeting was to get well acquainted with the parents and to have the parents get acquainted with each other, with the purpose of building a co-operative attitude among those parents towards agricultural education in the community.
2. The aims, objectives, and ultimate goals of the agricultural department in the community were then presented.
3. Explained the material to be taken up in the agricultural classes in high school.
4. Presented an explanation of how the agricultural department is supported thru state and federal aid.
5. Explained the meaning of Smith-Hughes agricultural department.
6. Passed out recent farm bulletins and discussed the problems brought up by the group.
7. Made arrangements for the meeting the following week.

Meeting Number II

1. Developed an understanding with the parents relative to procedures in teaching agriculture in the high school.
   a. Explanation of procedures relative to the individual needs of the boy.
   b. Instructor's procedure of individual attention with each boy.
2. Developed the purpose and meaning of farm practice, as connected with the agricultural course.
3. Explained the procedure and plan of short-time farm practice work.
4. Explained the procedure and plan of long-time farm practice work.
5. Explained by giving examples of various types of short-time and long-time farm practice work.
6. Handed out some more recent publications and discussed problems of the group.
7. Made arrangements for meeting to be held the following week.

Meeting Number III

1. Explained the F.F.A., giving the purpose, aims, and objectives of the organization.
2. Explained the meaning of part-time agriculture classes.
3. Explained purpose, plan, and procedure of such a class.
4. Presented aims and objectives of a part-time class.
5. Explained the importance of such a class to farm boys in the community.
6. Parents contributed names of boys

7. Encouragement was given for the group to bring in additional names of boys eligible for part-time work, at the next meeting.
8. Explained the problems of the group in open discussion.
9. Arrangement was made for the meeting the following week, indicating the material to be covered as well as the fact that it was to be the last meeting.

Meeting Number IV

1. Continued building list of part-time boys thru the co-operation of parents present.
2. Started explanation of agriculture evening classes.
3. Presented purpose and procedure of such a class.
4. Covered aims, objectives, and ultimate goals of such a class in agriculture evening school.
5. Discussed importance of having such a class in the community.
6. Secured the co-operation of the group in building a class for evening school instruction when started.
7. Secured an idea as to what the group present would like to take up in such an evening school class.
8. Went over plans with this group discussing a suitable time of the year to start such a class.
9. Discussed many problems that the group brought up at this point.
10. Handed out additional bulletins and literature for their use.
11. Adjourned with a happy co-operative feeling among all present.

The first meeting was called for Wednesday evening, September 25, 1935. We held a meeting in the agricultural room each Wednesday night for four successive weeks. Each meeting lasted from 8 until 10 p.m.

At the first meeting 38 parents were present representing 26 boys in the all-day classes. During the four meetings 34 boys out of the 38 were represented by one or both of their parents. Thirty-one boys were represented by their mothers some time during the four meetings while 28 boys were represented by their fathers. Three boys have no fathers, two do not have mothers, and one boy is staying with relatives here and was not represented.

Conclusions

After conducting the above series of meetings with parents of boys in my agriculture classes, it was found that a fine spirit and attitude towards the department began to grow in the community. Altho the program work of the new department was thoroly explained during my summer visits, it was very apparent that all the parents had a much better understanding of the set-up after the four detailed group discussions.

Thru the aid of this group of parents an excellent part-time agriculture class was developed. In fact, the enrollment was so large that the group was divided into two classes, one group meeting Tuesday evenings and the other Wednesday afternoons. From the beginning of the farm practice work with these boys out on their farms, I have been receiving unusually fine co-operation from their parents, which can be traced in a large degree directly to these parent educa-

agricultural education in this community is several months ahead of what it would have been if such meetings had not been conducted.

After the experience with this series of parent-education meetings, I am firmly impressed that it is not only valuable to conduct them in establishing new departments in communities but feel that a similar series of meetings should be planned for the parents of the boys in every freshman class of students that start taking agriculture in high school.

Teaching Economics to Adult Farmers

RAYMOND SNEED, Instructor,
Winona, Missouri

AGRICULTURAL specialists and teachers of agriculture in attempting to help farmers secure a larger proportion of the national income have successfully supplanted antiquated methods with scientific production. Their intentions were commendable, but the run-down condition of farms shows that these teachings have been one-sided. Farmers have continued to produce abundantly and excessively in an eager attempt for more profits.

It is, of course, a fact that farmers should produce better and more commodities at lower overhead and labor cost, but is it not equally true from the standpoint of dollars and cent to the farmer to produce the right thing at the right time? This fact has been recognized by agricultural economists for some time. But only recently has it been brought to farmers in most states.

The teaching of economics to farmers is not easy, because this science is new to most of them, conditions are constantly changing, information along this line to the farmer is scarce and inadequately organized. With these obvious difficulties should we try to teach farmers economics when there is such an abundance of well organized material along other lines of agriculture? It is well to take cognizance of economic opportunities open to a farmer who knows when, where, and how far he can go in production. Economic surveys have established the fact that some farmers show good profits every year while others lose money, altho their per unit cost of production is no more than that of their more fortunate neighbor. Other things being equal the difference between red and black ink on the farm balance sheet is occasioned by the extent to which the farmer understands and practices the principles of economics, farm management, and marketing.

College and high school students of agriculture have begun to grasp the value of economics. They no doubt will be influential in establishing a better farm economy which will raise the general standard of farm life, but this will take time. How about the many farmers who have several years to operate but who have, unfortunately, had no occasion or stimulation by scientific instruction in economics?

Since 1933 the writer has completed three classes for adult farmers to determine whether farmers would become interested and willing to study, plan, and practice economics in their farming operations. These evening classes were organized the same as any other school for adults. Some worth-while economics was given at the first meeting to show something of the value of such a course and to secure interest. Then the jobs for the following meetings were determined by the class members. The jobs set up by the last evening school class were as follows:

1. Deciding whether to increase or decrease hog production the next few years
2. Determining the outlook for beef cattle
3. Determining the outlook for sheep
4. Determining the possibilities of increased horse and mule production on our farms
5. Determining the poultry outlook
6. Deciding when to buy needed feeds
7. Adjusting our operations to changing economic conditions
8. Reducing farm expenses profitably
9. Determining the outlook for land prices.

Strictly farm management factors making for success were left out because of limited time and possibilities of an evening school in the future.

The job discussed in the first meeting was: When should we sell our hogs? Opinions were given by the class members, causes of price changes discussed, a large chart showing monthly prices and receipts of hogs presented, and factors indicating a top given. The best time to plan on selling was determined. Often the exact time cannot be determined, but at least the week can be selected when hogs make their spring top.

The next job on deciding to increase or decrease hog production was taught by getting farmers' opinions and experiences. Large charts were presented showing hog cycles, corn-hog ratios with the price several months later and the latest government pig crop survey estimates. From the facts shown by charts and brought out in the discussion it was easy to conclude that hog production would be profitable for at least two more years. Other jobs were taught similar to those above.

Much interest was shown at every meeting. Farmers realizing their weaknesses were ready and eager to accept practical economics. Attendance was practically the same every night. Improved practices of this evening school can be seen from the following summary:

Practices set up by the class	Students' application
Sell all fat hogs first week of March this year	33% of farmers used
Increase hog production for at least two more years	283% increase of hogs on all farms over 1934
Sell cattle at younger age, in fall, usually in September	22% followed this year
Increase beef production for about four years	22% increase of breeding herd on all farms over 1934
Produce and market 80 pound lamb by June 7	100% of sheep owners did
Increase breeding herd (sheep) for two more years	44% increase of breeding ewes over preceding year
Breed mares to good stallion and jacks. Buy young mares as opportunity presents	Results not checked, but probably none.
Poultry will be profitable if well cared for. Hatch chicks early, feed well, and control diseases	84% of chicks raised
Produce all roughage needed on the farm	100% practiced this year

Snowdrifts Produce Part-Time Class

C. B. MATHIS, Instructor, Lewisburg, Kentucky

BECAUSE of wintry blizzards and snowdrifts which necessitated suspension of all-day classes I was able to organize a part-time class. Upon learning that the roads could not be cleared for a week I decided to make "hay" while the snow was on by starting a class for out-of-school boys and young men.

In spite of bad weather, I had 90 percent of the eligible boys in the community at the five meetings that week. The other 10 meetings held later in the year brought this average up to nearly 95 percent.

We discussed feeding livestock as our problem for the first few meetings and made a rather detailed study of the following points: the building of plants and the food for animals; the growing of crops on the home farm that would supply the nutrients needed by our farm animals; the balancing of rations for all classes of livestock; the proper method of feeding poultry; the figuring of the cost of feed on the total amount of nutrients and not just on pounds of feed; and finally the very efficient feed law of Kentucky and how it benefited the farmer. We worked out feeding problems which the boys brought in, and I was pleasantly surprised at the way this group mastered the fundamentals of feeding.

This group of meetings was followed by 10 meetings on soil conservation. In these meetings we discussed the needs of our soils and how to supply these needs. We tested soil for acidity and available phosphorus. Film strips and 84 charts aided materially in getting the young men to understand the soil problems. The group worked out crop rotations that would afford the maximum number of acres of our cash crop, burley tobacco, and at the same time, furnish the necessary legumes and other feed crops to properly balance the farm crop enterprise and produce ample feed for the livestock. When this was finished we found that we had a rotation that would build up our nitrogen supply and add to the organic content of our soils. By applying a small amount of commercial fertilizer to the cash crop which would pay for the cost on succeeding crops we found that we could actually build up the phosphorus and potassium content of our soils. Picking up loose limestone rocks on the farm and getting them crushed for 90 cents per ton was found to be a cheap source of lime in our state.

Part-Time Students Follow Improved Practices

Two of my part-time students, Bob and John Crosby, are the oldest boys in a family of four boys and a girl, who live with their mother and operate the farm for her. The next boy is a sophomore and secretary of our F.F.A. The girl is a seventh grade 4-H club member and the youngest boy, in the sixth grade, is also a club member. These boys are farming their way out of debt by following improved farm practices.

They are finishing their beef cattle on tankage as a protein supplement because pound at their local prices than that in grain proteins. However, they are feeding some cattle on grain protein to compare with those getting tankage. The Crosbys believe in letting the new practices prove themselves before they turn loose from the old stand-by method. John, who graduated from high school last year, is carrying 840 man-hours of supervised farm practice work in connection with his part-time program.

These boys recently purchased some registered Chester White bred sows in Indiana and are planning to build up a herd of these hogs to furnish much needed breeding stock for the farmers in Mason and surrounding counties. John is keeping a complete record of the farm business in a Kentucky farm account record book.

Part-Time Instruction

HAROLD MONTGOMERY, Instructor, Haughton, Louisiana

UNTIL the present year, little or no time has been devoted to the out-of-school farm boys in this community. We did not realize what serious problems the graduates, as well as other farm boys, were facing when they started out for themselves. Furthermore, we did not realize what help we could give these boys in a part-time class in vocational agriculture.

When a boy finished high school or when he had not been able to go to school we thought that our job was thru, and no effort was made toward helping this boy get started in farming or helping him better fit himself for other jobs. It is an erroneous idea that these boys would not attend classes after leaving school. These boys are as a rule much more interested than the average high school boy. They realize the importance of an education and know that their future depends upon what they make of it.

My part-time class has been successful, the students are co-operating, and they seem to derive a great deal of good from it. I am sure that my class is carried on somewhat like all part-time classes, but I shall attempt to outline the way in which this class was taught.

A complete survey of the out-of-school boys in the community was taken by the Future Farmer boys in the all-day classes. After this survey was taken all boys between the ages of 17 and 25 were called to the agricultural department, and plans for a class of this kind were discussed. Each boy was allowed to select several topics to study in which he was interested. Some selected poultry topics, some vegetable gardening, and others topics or jobs in animal husbandry. A course of fifteen lessons was outlined with a certain time and place to meet.

The part-time class is somewhat different from the all-day class because these students are allowed to attend classes to study a certain job. When they are not interested in the next job to be studied they have the privilege of staying at home. Each student carries on a supervised farm practice program similar to that of the all-day student. They realize that it is not compulsory to attend classes, and therefore they are much more interested than the all-day

Even tho this community is very small and the part-time enrollment started with five members it has increased to 11 members, all with a supervised farm program.

Rural Electrification Thru Community Meetings

P. J. ZERBOLIO, Instructor, Cuba City, Wisconsin

LAST fall we purchased a film strip projector for classroom work and decided to extend its use to evening discussion meetings in the community. However, when we held our first organization meeting and planned to discuss the problem of feeds and feeding we found that we were handicapped by the lack of electric light and energy in the Georgetown Community Hall. Since we had read something relative to the Rural Electrification Administration, we wondered if it might not be wiser and of more real community service to brighten up the farms and homes with electricity than to discuss feeding; consequently we decided to investigate the possibilities of extending a rural electric line.

A community club was organized and a committee appointed to contact all the farmers in the district regarding their sentiment toward such a project. The club held a supper which was attended by 100 people. An open meeting was held following the supper, at which time the federal plan was discussed and a representative of the local public utility company explained their plan for making rural extensions. The following week the plan of another power company was explained, followed by information relative to extension from the municipal power system and the organization of a farmers' co-operative. All those interested in the project were asked to sign a "Survey Sheet" which was used to contact various agencies in regard to the project.

Interest in the project spread rapidly, and farmers living in surrounding communities suggested local meetings; consequently we shifted our meetings from the Georgetown Community Hall (which is five miles from Cuba City) to the Big Patch Church, four to five miles north. Other meetings were held at Happy Corners and in the Model School area, each being four to five miles west and south respectively from the Georgetown center. After explaining the different propositions in each community, a large general meeting was held to select the best extension method and to elect a director from each district to help promote the project.

As a result of these meetings a short course on electricity was planned, co-operative letting of wiring jobs and purchase of material were decided. We believe that this co-operative project will bring light, power, and heat to three small towns, for 60 to 75 farmers, and extend from 18 to 20 miles. As this is being written, the final work on the line extension is being completed.

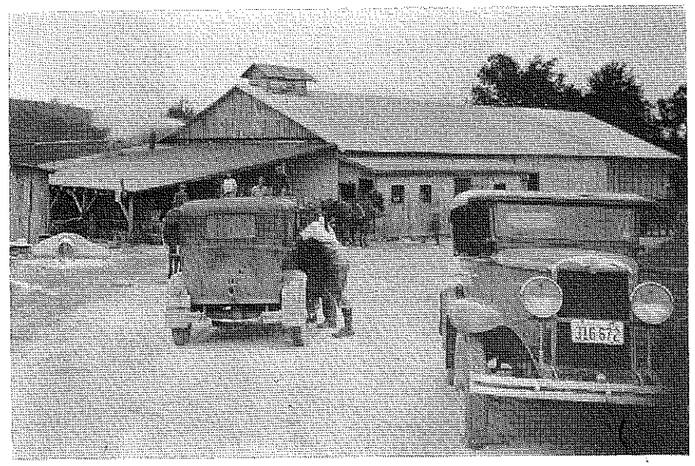
The value of co-operation is expressed by one farmer who stated, "This co-operative plan will enable me to get electricity at $3 a month service charge which several years ago a group of us

An Evening School Makes Good With a Co-operative Cannery

J. S. CLINGENPEEL, Teacher, Cartersville, Virginia

THE fork of Willis Community, Cumberland County, Virginia, is one of small farms and tobacco. A series of evening class meetings was conducted, and various cash crops were considered as sources of additional income in this community by the writer. After a thoro study, the group decided that the only logical conclusion would be to organize a co-operative tomato cannery. The cannery was organized in May, 1934.

During the first year of operation



5,800 bushels of tomatoes were grown at a return of 66 cents a bushel. The highest price received by non-members in this section was approximately 30 cents a bushel.

During the second year of operation just past the membership was more than doubled and now stands at 111. The acreage of tomatoes grown under contract was 240. The evening class course emphasized the value of co-operative work and the latest facts on can tomato production. The program of work resulting included these major features:

1. Practice co-operative buying and selling for those products where financial gain, better quality, or better service was certain.
2. Use only a good variety and strain, and plant only good healthy seedlings.
3. Lower production costs thru increased yields by better fertilization and systematic cultivation.
4. Use all practicable precautions to reduce disease.
5. Practice a systematic picking schedule and provide for grading the product according to recognized standards.
6. Secure the labor for operating the cannery thru the members and their families as far as possible.
7. Follow a good crop rotation on tomato land.
8. Conduct experiments on fertilization.

The above program developed as the evening class meetings were held thru the winter season. The program was followed remarkably well by class mem-

year were purchased co-operatively. Savings resulted of $35 on canvas and seed, and $6 a ton on fertilizer. A superior variety and strain of tomato were used and more suitable fertilizer than in the past. The operating capital was secured from the Federal Bank for Co-operatives in Baltimore. During 1935, 28,000 cases of No. 2 cans were packed. The majority of this product was graded extra-standard by federal inspection.

From the standpoint of labor alone this enterprise has been a valuable asset to the community. During the canning season an average of 100 employees was used at the cannery each day. Over $5,000 was paid for labor to the members and their families which, with the other income, resulted in bringing into the community $17,000. Centered around the cannery, it appears as if evening school instruction will be called for year after year.

Evening School for Farmers

B. M. SMITH, Instructor, West Lima, Wisconsin

THE new department of vocational agriculture presents many problems among which perhaps the most important is establishing itself as an asset to the community. To do this it is necessary to contact not only the boys in school and their parents, but also the large number of farmers that do not have children in school. The one instrument for this purpose is the Senior Farm School. Much study can be placed on this phase of work to advantage.

Recruiting presents a problem to the new teacher, but by contacting a number of the men likely to become members of a prospective class and discussing with them the desire to offer some course the coming winter, valuable suggestions can be obtained and used later in the school. The logical course to be given the first winter will deal with a major farm activity of the community. This will tend to interest more men, and courses designed to meet the demand of other groups can be arranged for ensuing winters.

The meetings should start as soon in the fall as pressure of farm work permits. The first meeting should be one suggested by the farmers may not appeal to the instructor, some valuable ideas will be obtained. This sets up a course that has an intrinsic value to the group represented, as they have had a hand in outlining the course.

The instructor must realize that adequate publicity for each meeting is essential, and altho it will take time to make a few posters, they will, if strategically placed, have a desirable effect on the attendance.

The best publicity, however, is from the farmers themselves if they are convinced they are getting something of value from the work. The instructor, therefore, must expect to devote considerable time preparing for the meetings. A "lesson sheet" containing many facts pertinent to the subject under discussion, as well as a few good questions, will serve to guide the discussion and tend to encourage farmers to give their own experiences. If a sideline develops the instructor may easily get the group back on the topic by referring to an item on the sheet. The latest information on the subject for the evening is easily obtained by announcing the topic for the next meeting and asking certain farmers to read their farm papers about this subject. This invokes a rather pleasant rivalry among the men and really brings forth considerable expression from the younger men present. A by-product of this method is more thoro reading of the papers in all the farm homes. Keeping these "lesson sheets" (which usually have been filled with notations) is simplified by supplying each man with a folder. These folders may be kept in the agriculture room file and, incidentally, give the instructor an excellent chance to check those present by marking the folders passed out at the meeting.

A debate early in the course upon some controversial subject will tend to promote interest. A "feed," a basketball game, or perhaps an outside speaker now and then will stimulate attendance and is perfectly justifiable. Follow-up work on practices adopted as a result of the work is very important and gives service to individual farmers on their particular problems. All this will help promote a successful school and do more to "sell" a department to a community than perhaps any other method at the disposal of the vocational teacher.

Why Not Try It?

THERE are many reasons why an instructor should hold at least one evening school:

1. It makes a man a better teacher of all-day work, since he often prepares his work better for adult classes; hence, broadens his knowledge.
2. Much of the material used in the evening school can also be used in the all-day classes; consequently, little extra time is necessary to conduct an evening school.
3. It gives an instructor an opportunity to sell himself to the community.
4. It indicates that a man is not merely teaching in the high school, but that he is working for the good of the community.
5. It may help other teachers to see why you get more money than they

Future Farmers of America

The Ninth Annual F. F. A. Convention

THE Future Farmers of America held one of their best conventions in the history of the organization at Kansas City, Missouri, October 19–22, 1936, with an attendance of over 5,000 boys. Keen competition continued in all the competitive activities sponsored by the national organization and co-operating agencies. Great emphasis and plans were promoted for celebrating the tenth anniversary of the organization next year, and every member should do his part in making it an outstanding milestone for the Future Farmers of America.

Some of the high spots from the convention this year follow.

NATIONAL OFFICERS 1936-37

Standing, left to right: Henry Groseclose, Va., Treasurer; Roy Martin, Tex., Vice-President; Phelon Malouf, Utah, Vice-President; Elmo Johnson, Tenn., Student Secretary; Julian Pierce, Ky., Vice-President. Seated, left to right: J. A. Linke, Washington, D. C., Adviser; Joe Black, Wyo., President; W. A. Ross, Washington, D. C., Executive Secretary

American Farmers

Arkansas
Clyde McGinnis, Rogers

Alabama
William Crawford, Marion

California
James H. Eager, Live Oak
Louis Marciochi, Fresno

Colorado
David F. Schlothauer, Fort Morgan

Connecticut
Frank Salemma, Baltic

Florida
Lester Poucher, Largo

Georgia
I. J. Medders, Sylvester

Idaho
Howard Annis, Twin Falls

Illinois
Harmon Gilbert, Mt. Vernon
John Kuhn, Streator
Charles Voland, Chenoa
Myron Mueller, Taylor Ridge
James Nelmes, Cuba

Indiana
Donald Cromer, Rensselaer

Iowa
Bill Martin, Ida

Maine
Hugh J. Murphy, Fort Fairfield

Maryland
Carl Nicholson, Poolesville

Michigan
Kenneth Olsen, Fowlerville
Robert K. Eifert, Mason

Missouri
Harry D. Barger, Sweet Springs
Robert Friesz, Keytesville
Edward Kuhler, Brunswick

Nebraska
Arnold Norskow, Loretto

New Jersey
Robert Aten, Stockton

New York
Elton Borden, Greenwich

North Dakota
Arden Burbidge, Park River

Ohio
Norman Leininger, Jeromesville
Richard Varney, Chardon
Carl Jennings, Mt. Vernon
Robert James, Fredericktown
Leo Hull, Mechanicstown

Oklahoma
Raymah Carter, Ponca City

Oregon
Raymond Kooch, Enterprise
Jack Looney, Albany

Pennsylvania
Sylvester Casciola, Rea
Clayton Hackman, Jr., Myerstown

South Dakota
Martin Muchow, Sioux Falls

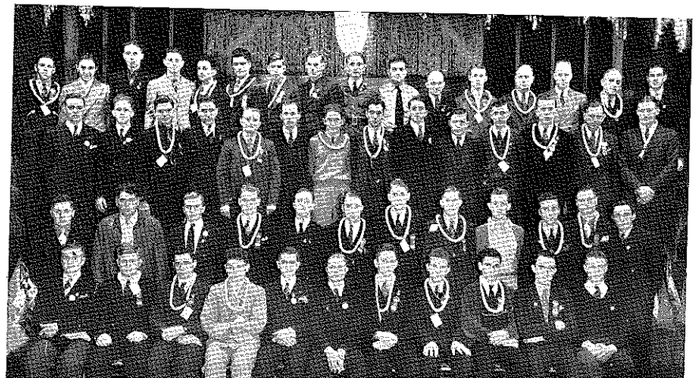
Tennessee
Adam Strasser, Woodbine Station
Houston T. Ezell, Woodbine Station
Franklin B. Arnold, Trenton
Dibrell M. Boyd, Cooksville
Elmo Johnson, Maynardville

Texas
Roy Martin, Cotulla

Kansas
J. W. England, Jr., Merriam
Wilbert Duitsman, Washington

Kentucky
Julian Pierce, Stamping Ground
James Franklin Lebold, Utica

Louisiana
Alton Tassin, Marksville



Virginia
Wayne Larrowe, Woodlawn
Vernon Trivilian, Gloucester
Hayes Sadler, Dixie
Garvin Huff, Hillsville
Marvin Huff, Hillsville
Berlin Webb, Hillsville

West Virginia
Paul Nay, West Milford
George Hall, Mill Creek

Wisconsin
Gardner A. Orsted, Baileys Harbor

Wyoming
Joseph H. Black, Sheridan

State Associations

THE ranking of the state associations for 1936 based on their accomplishments was as follows:

First	Virginia
Second	Louisiana
Third	Utah
Fourth	Georgia
Fifth	Montana

Winners in the Judging Contests

Livestock Contest
(34 teams competing)
High Teams (all classes)

First, Iowa	1842.8
Second, Utah	1831.9
Third, California	1812.1
Fourth, Nevada	1789.5
Fifth, Missouri	1774.8

High Teams in Different Classes

Beef Cattle

First, Missouri	445.9
Second, North Dakota	423.6
Third, West Virginia	403.1
Fourth, Nebraska	392.3
Fifth, California	391.9

Sheep

First, Utah	524.5
Second, Iowa	519.8
Third, Tennessee	515.6
Fourth, Illinois	513.4
Fifth, Montana	511.0

Swine

First, Mississippi	508.0
Second, Arizona	476.8
Third, Pennsylvania	476.1
Fourth, Nevada	472.9
Fifth, Iowa	469.7

Draft Animals

First, South Dakota	501.0
Second, Missouri	494.3
Third, Iowa	489.6
Fourth, Arizona	484.8
Fifth, Texas	476.3

Dairy Contest
(24 teams competing)
High Teams (all classes)

First, Minnesota	1532.2
Second, Pennsylvania	1491.8
Third, Colorado	1461.1
Fourth, California	1451.5
Fifth, Michigan	1428.2

High Teams in Different Classes

Jerseys

First, Michigan	494.6
Second, Kansas	491.1

Fifth, Pennsylvania	472.4

Guernseys

First, Minnesota	538.5
Second, Wisconsin	528.9
Third, Arkansas	509.3
Fourth, Colorado	508.3
Fifth, California	497.7

Holsteins

First, Minnesota	564.8
Second, Pennsylvania	549.2
Third, Tennessee	527.6
Fourth, South Dakota	525.2
Fifth, California	497.1

Poultry Contest
(27 teams competing)

First, Oklahoma	685.4
Second, Kentucky	667.0
Third, Virginia	662.2
Fourth, Illinois	652.3
Fifth, Nevada	646.3

Milk Judging Contest
(17 teams competing)

First, California	75.15
Second, Utah	97.85
Third, Arkansas	107.60
Fourth, Illinois	108.31
Fifth, Nebraska	115.70

Meat Identification Contest
(14 teams competing)

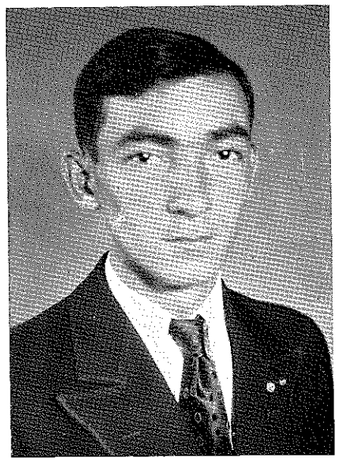
First, Illinois	288
Second, Texas	286
Third, Missouri	270
Fourth, Colorado	254
Fifth, Kansas	251

Winners in Showmanship

First, J. C. Bohannon, Okla.	92.5
Second, Sidney Hussey, Okla.	91.66
Third, Onis Watson, Okla.	91.33
Fourth, Guy Stimpson, Tex.	91.0
Odell Meador, Okla.	90.66

National Public Speaking Contest

First: Kenneth Jack, Pennsboro, West Virginia, winner in the North Atlantic region, topic: "What Next?" $250 and gold medal.



Kenneth Jack

Second: Louis Parkinson, Madison Chapter, Rexburg, Idaho, winner in the Pacific region, topic: "Land Conservation." $200 and silver medal.

Third: Lowell Huckstead, Neillsville Chapter, Neillsville, Wisconsin, winner in the North Central region, topic: "Why Johnny Nason Didn't Want to be a Farmer." $150 and bronze medal.

Fourth: Elmo Johnson, Horace Maynard Chapter, Maynardsville, Tennessee, winner in the Southern region, topic: "The Future of the American Farmer." $100 and bronze medal.

Judges: L. J. Taber, Columbus, Ohio, master of the National Grange; Wheeler McMillen, New York City, president of the Agricultural Editors' Association; and George Melcher, superintendent of schools, Kansas City.

National Chapter Contest

THE local chapters which placed first in their respective regions were as follows: North Atlantic, Cairo, West Virginia; Southern, Homestead, Florida; North Central, Scenic City, Iowa Falls, Iowa; and Pacific, Boise, Idaho.

All these chapters had outstanding programs of work, and the many activities engaged in by the members were both educational and profitable.

The Scenic City Chapter

First place in the national chapter contest for 1936 went to the Scenic City Chapter, Iowa Falls, Iowa, with a record of co-operative activities and individual accomplishments difficult to picture.

Every one of the 53 members in the chapter has taken part in one or more phases of the program of improving the agriculture in the district. Co-operative activities include a Duroc-Jersey breeders' association of 37 boys within the chapter, a crop and soils improvement association of 23 boys, a mutual insurance organization to protect against swine losses, and a co-operative loan fund for projects.

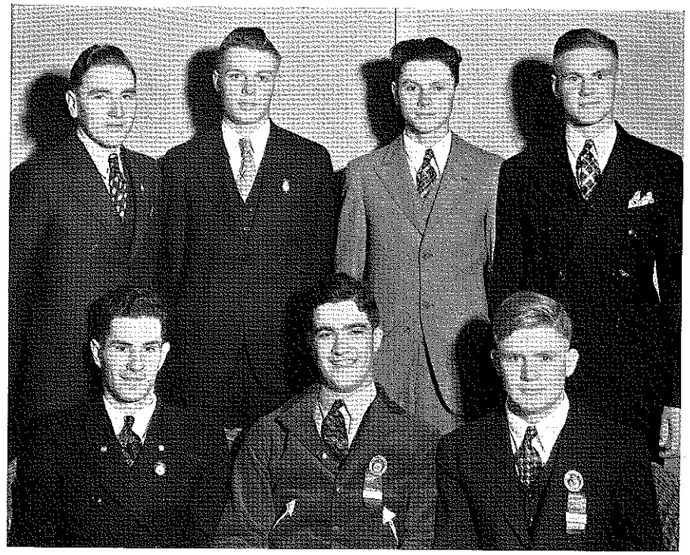
The project program of the boys is extensive, with every boy in a full ownership project, and an average of more than one and one-half projects per boy. Every freshman is starting in projects which are of good scope but not too large for the first year. Eleven freshmen have corn projects up to six acres, three have poultry, others have potatoes, garden, popcorn, and dairy.

The upper class members have 22 swine projects, 12 in corn, 7 in poultry, two oats, two potatoes, one sheep, and one soybean. The total net student income last year was $5,401—a little more than $100 per member—of which $3,000 came from the swine projects.

Among the large number of improved practices were proved methods in producing corn, potatoes, legumes, pastures, hay crops, livestock, poultry, dairy cattle, beef cattle, and sheep. These included better breeding selection and practices, testing, keeping records, and many other methods.

The boys also put on an extensive home improvement program of painting, home plumbing systems, landscaping, repairing buildings, and other factors to make for better rural living. A corn yield test on 66 plots was conducted by the chapter. The chapter interested older boys in part-time classes, and parents in evening classes.

Average savings of chapter members averaged $50, and the assets of all chap-



F. F. A. STAR FARMERS, 1936

Standing, left to right: Raymah Carter, Okla.; Wilbert Duitsman, Kans.; Edward Kuhler, Mo.; Clyde McGinnis, Ark. Seated, left to right: Houston Ezell, Tenn.; Clayton Hackman, Pa.; Howard Annis, Idaho

The Star American Farmer

CLAYTON Hackman, Jr., of Schaefferstown, Pennsylvania, was the winner of the $500 Star Farmer of America Award. This 19-year-old youth has had four years of Vocational Agriculture and Future Farmer work, graduating from high school in 1935.

Clayton rents 13 acres of land and owns one-half interest in 101 acres. He owns a poultry breeding flock of 500 birds, 11 purebred registered Duroes, and 35 head of feeder pigs. Altho he is in partnership with his father at the present time, he expects to expand all his project work, take over the home farm and be responsible for managing and operating it, thus devoting his full time to the business of farming.

Many evidences of this young man's carrying on a successful supervised practice program were noted in the long list of supplementary farm jobs, his participation in group and chapter projects, and the farm skills in which he has demonstrated proficiency outside his regular project work.

Clayton's total labor income for the five-year period was $3,497.04, and he now has a total of $2,563.65 invested in farming.

By making a large number of managerial decisions, business arrangements, and the improvement of the common practices employed on the home farm, he has shown that he is capable of managing a farm.

Young Hackman, as president of the local F. F. A. chapter and vice-president of the state association, as well as holding numerous other offices, has shown marked evidences of leadership. He has also participated in agricultural contests, fairs, and shows, winning many prizes.

With an average grade of 90, he ranked fourth in a class of 23 students.

Last summer Clayton and a friend traveled 4,000 miles on motorcycles to the Texas Centennial at Dallas. The principal purpose of this trip was to see the different types of agriculture, to observe crop conditions, and to visit F. F. A. members in various places.

Developing Conservation Attitudes and Applications

R. B. Smith, State Supervisor, Little Rock, Arkansas

ONE of the main functions of the national organization of the Future Farmers of America is to vitalize the student activities of vocational agricultural education. It is very important that these student activities not be confined strictly to technical agriculture but reach out into the various fields of human activities and relationships that are basic to a democratic society.

The very first command of our Creator to mankind was to "have dominion over the fowls of the air, the beasts of the fields, and the fish of the sea." This is mand of our Creator but bring a reward for our wisdom, industry, and sound economy in the form of basic materials available for a high average living standard both now and in the distant future. Such activities are therefore economically sound and good. Fortunately while our ills are many we are given power to control ourselves as well as our natural resources.

The measure of the civilization of any nation is the height of the average living standard of that nation. If people have practiced a sound economy, they have conserved and built their natural resources and have food, clothing, shelter, and employment in the abundance necessary for human happiness. If they have destroyed and exploited their own people and other natural resources their ignorance has bred poverty and a low average living standard with all its human misery, unhappiness, disease, and death.

It is therefore a great challenge to every social and economic group in America that they not only receive trade, professional, and vocational education but training for the activities that are designed to develop conservation attitudes, appreciations, and the general welfare feelings that are so essential to a democratic society with a sound economic system. It is this challenge that we in vocational agricultural education must accept in training farmers of the future. As educators, our opportunity to render a great service lies in directing the extra- and intra-curricula activities of the local, state, and national programs of the Future Farmers of America.

We in vocational agricultural education must not forget that there are three great major fields or kinds of learning, and balance our educational programs accordingly.

1. *Skills.* We are doing a pretty good job of developing skills of the home, farm, and shop. We know how to produce but we have not learned how to distribute our products to the millions who need all that we produce.

2. *Information and knowledge.* We have given most of our time in vocational agriculture to presenting technical agricultural information some of which is not always good. Much of this information, however, is being applied in a practical way thru our supervised practice programs, but co-operative and social information is too often neglected.

3. *Attitudes, appreciations, and human feelings.* Of course we have used some of all three of these major fields of human learning in our educational program, but this paper is dealing especially with the third.

While there are many F. F. A. activities that can be used to develop conservation attitudes and appreciations essential to a functional national conservation program, the writer will, for type and brevity, confine his remarks to the activities designed to develop attitudes and appreciation essential to the conservation of wild game life. No great natural resource has been so completely exploited and destroyed. Most all real normal men in all walks of life love to hunt and fish. Yet, hunting and fishing as a national recreation and sport will soon be a thing of the past if we do not seriously educate our people to conserve and develop this great natural resource ture advantage all the various natural resources within our reach.

To "have dominion" does not mean to exploit for selfish, personal, or special privileged groups. It does not mean to kill off or destroy. To do either will take away our natural resources of the soil, forests, mines, and sea, and destroy man's opportunity to inherit the earth. All our activities which exploit, waste, destroy, and fail to leave the earth as a better home for us and our children are economically unsound and bad. Those activities that help us to conserve and

spawning fish were running and, in violation of the law, used nets and gigs to take literally hundreds of these helpless fish in a most wasteful manner. More potential food for black bass and other game fish was destroyed in that one night than thousands of dollars of artificially raised fish can ever supply, yet none of these men realized the destruction they were causing. Before it is too late we must educate our present and future farmers that such practices are economically unsound and unsocial. A good way to do this is to start educational projects with activities that will prevent such slaughter of spawning fish. A little posting by junior wardens at such spawning streams during the short spawning period might be effective if supplemented with education.

Thru the student activities which give them the basic reasons for their practice, intense interest in conservation needs can be developed. The more the student participation activities, the more they read and study, and the greater their interest becomes. Youth is naturally the age of altruism, and only by capitalizing on this natural characteristic of youth in a national way can we ever hope to build back our great game life resources. It can be done, as some states are demonstrating. What are some of the F. F. A. activities designed for developing game life conservation attitudes and appreciations? The writer will mention only a few:

1. Sponsoring junior Audubon societies. This will be discussed as an example later on.

2. Sponsoring home farm game projects.

3. Sponsoring and developing a local game refuge project.

4. Sponsoring a specific state-wide F. F. A. co-operative game refuge project.

5. Entering chapters and individual boys in suitable game life contests sponsored by national and state game life organizations.

6. Co-operating with your state game and fish commission in distributing and teaching game life conservation.

7. Teaching your boys what true sportsmanship is and the great enjoyment that comes to normal men thru the activities of hunting and fishing legally in well stocked woods, lakes, and streams.

8. Helping our students to use authoritative information, which, alas, is too scarce, on how to preserve and increase our desirable types of wild life, in order that future farmers of every state may be assured the joys and pleasures of real sportsmanship.

As long as our young people are allowed to grow up ignorant of the good and bad forms of wild life and with a primitive incentive to kill and destroy good and bad alike, we cannot hope to reach the goal of having dominion over our wild life resources. We must start early with nature study and various forms of junior club work.

A few years ago a progressive president of a mothers' club came to the writer quite distressed. She complained that the boys and girls of her community were killing all the songbirds with sling shots and air rifles. The writer suggested Junior Audubon Societies and the superintendent of the school agreed to allow them in the sixth, seventh, and eighth grades.

houses made, a prize for every one in which a bird built her nest, and a membership pin was given to every member that could pass the bird information tests. What happened is shown by the following incident, that happened a few weeks later.

A Dutchman who lived in the community met the writer on the street one day and greeted him as follows:

"Vell, vell, Mr. Smidt, vot you do to me kids? Dey put up de sling shots and go to build birdhouses."

"Dot's goot stuff you do, Mr. Smidt! My kids know more goot and bat birds now than I do already yet."

The interest and results of this project were so general that the Junior Audubon Society work was extended to include the fourth grade of the school. It is useless to say these youngsters were developing conservation attitudes and appreciations that will stay with them thruout life. The writer gave this example rather than others used by him with vocational students in developing conservation attitudes, appreciations, and feeling because he believes that we must start as early as possible to get the best results. F. F. A. committees can develop junior club work and lay a foundation for the adult wild life conservation projects which should be a part of every F. F. A. program of work. *In developing conservation attitudes and appreciations we must do it by sponsoring specific projects that can be measured by practical results. Here as well as in farming we learn best by doing.*

Florida F. F. A. Visits Kansas

TOMMY MOFFETT, Reporter,
Homestead Chapter, Florida

FUTURE Farmers of America say that "the rising sun is a token of a new era in agriculture" and that if they follow the leadership of their president they will "be led out of the darkness of selfishness and into the glorious sunlight of brotherhood and co-operation." To the members of Homestead Chapter of Homestead, Florida, the ritual used at every meeting means more than mere words. For the Homestead Chapter probably leads the entire national organization in the spreading of "good will" and the spirit of "brotherhood."

It was the Homestead Chapter, the southernmost chapter in the United States, that issued a blanket invitation to the 1935 winners of the national chapter contest to be their guests during the Christmas Holidays. It was the Homestead Chapter that proudly played hosts to the Shawnee-Mission Chapter of Merriam, Kansas, winners of the 1935 contest. And again, Homestead Chapter has added another achievement to their list of activities designed to spread good will and fellowship. This time it was a tour into the Midwest as guests of Shawnee-Mission Chapter and the Kansas Association. This time instead of giving they were receiving, but there was an increase in fellowship among Future Farmers as a result.

In June, 26 members of Homestead Chapter set out on a tour that was to take them thru eleven states, including the length of Florida, to Gainesville where they met with some 60 other

sion Chapter, and thru the eastern half of Kansas where they visited three other chapters of Future Farmers. To Mr. H. D. Garver, adviser, and members of Shawnee-Mission Chapter, the Homestead boys owe a debt of gratitude that can never be repaid. It was due to the untiring efforts of this Kansas group that the Homestead boys were able to visit places of interest in and around Kansas City; that they were able to meet such individuals as Mr. W. A. Cochel, editor of the Weekly Kansas City Star; Mr. Ray Cuff, livestock sanitary commissioner of Kansas City Stock Yards; Dean Paul Lawson of the University of Kansas; Dr. C. V. Williams, Dr. S. A. Nock of Kansas State College; and John Dean, president of the Kansas association, Future Farmers of America. It was thru a message of good will, spread by Shawnee-Mission on their return from Florida, that Jayhawk Chapter of Lawrence, Kansas; Manhattan, Kansas Chapter; and Washington, Kansas Chapter, each invited the Florida group to be their guests. And such a welcome as these Florida boys received all along the way! Future Farmers, service clubs, state officials, and patrons of the various schools joined together to make the visit of Homestead Chapter enjoyable. Honors and hospitality such as this Florida group received are long to be remembered and cherished. There probably is not another group of Future Farmers who have been presented the keys to a city. The Washington, Kansas, Chamber of Commerce did this for Homestead. There probably is not another chapter of Future Farmers who have visited as many chapters in their own home towns as Homestead.

This group of southerners has visited 23 chapters in their own state, one chapter in Alabama, and five chapters in Kansas. The chapter visited in Alabama was at Clanton, where the Homestead Chapter spent the night while on their tour. Here it was the good fortune of the Florida party to meet with Clanton and five other Alabama chapters meeting there for the purpose of organizing their district federation.

One of the highlights of the 5,000-mile tour was a visit with Paul Leck, Star American Farmer for 1935, at his home. It was indeed a rare privilege to visit the best Future Farmer in America and to extend congratulations from 2,000 Future Farmers of the Florida Association. This was the privilege of Myron Grennell, a member of the Homestead Chapter, who just the week before had been elected president of the Florida Association.

After spending four days in Kansas, where they learned first hand information about the problems of Future Farmers in that state and where lasting friendships were made, the Florida party continued on their tour down thru Oklahoma to Dallas, Texas. Two days of pleasure and education were spent at the centennial. Then, reluctantly, the party turned their cars toward home, going by way of Baton Rouge and New Orleans. It had been a wonderful three weeks. To a majority of the party, who had never been out of the state of Florida before, it had been a real lesson in geography. But the best part of the entire trip was the contacts with Future Farmers from other sections and the joining

Dear Santa

Group Project in Iowa

The Story Chapter is engaged in a group project in which hybrid seed corn is produced for members and farmers in the community. Seed stock (Iowa Hybrid 942) was purchased last year from the experiment station at Iowa State College. Two acres of land were rented and the seed planted. Care during the summer included detasseling. The harvested corn was later dried, ear-tested, shelled, and graded. Sixty bushels were recently distributed to the boys and local farmers, many of whom are members of adult evening classes. The April price was $6 to $7 per bushel, which at that time was half the price asked by commercial concerns. The profits go into a project loan fund. Five acres will be used in a similar project this coming year.—W. H. Seymour, Adviser at Story City.

New Jersey Puts Boys to Work

The New Jersey State F. F. A. Association during the past year utilized committees of boys who studied and reported on certain problems at the state conference. The boys did a real job and made excellent contributions, and the reports have been of great help to the association thruout the year.

Texas Reaches Goal

Encouraged and stimulated by the accomplishment of its membership goal of 12,000 active, paid-up members for 1935-36, the Texas Association of F. F. A. has set its goal for 14,000 active members for 1936-37.

Virginia Has Big Annual Rally

Approximately 1,200 Future Farmers and local advisers attended the Annual Rally of the F. F. A. at the State Agricultural College during the week of June 15; 90 active State Farmers and seven Honorary State Farmers were elected. The four days were crowded with many interesting events including the business and recreational sessions of the state association, judging events, public speaking contest, track meet, and radio broadcast. The convention was honored with the presence of William Shaffer, national president of the Future Farmers of America.

California F. F. A. Boy Reaches Top

At the Sacramento Wool Show a dark horse appeared on the scene at the right time when Marion Nobles from Point Arena took first place in the Junior Division and the open class with his Merino wool fleecer. This is the first time in history of the California Wool Show for a Future Farmer division to do a stunt of this kind.

Iowa Chapter Beef Breeding Program

The Page County Aberdeen Angus Breeders Association, which was incorporated last fall, is "the mature development" of a beef breeding program initiated in 1931 by the Brokaw chapter at Clarinda. While the membership is made up largely on a father and son basis, in April of this year there were 30 fathers and one mother in the organization. F. F. A. members are junior members until they reach the legal age.

From a start made with five purebred yearling heifers, these members now own 105 purebred Angus cattle valued at

buying done thru the local F. F. A. chapter. It is interesting to note that Member Clifford Sunderham showed the first prize junior steer calf in the vocational agricultural division at the 1935 American Royal in Kansas City. Lester Steeve, who, by the way, holds the degree of State Farmer, is the owner of eight breeding cows.

Foundation breeding stock is being carefully selected, and a number of head of the cattle used trace back directly within three generations to International Grand Champions. Kenneth Fulk (American Farmer, 1934) and Leroy Miller (State Farmer, 1934) paid $260 for a nine-months-old sire of outstanding quality. The boys value this sire at $500.

The association intends to "actively urge" the improvement of beef cattle in the local community, holding public sales of breeding cattle when conditions permit. Neil E. Johnston is the vocational agriculture teacher and F. F. A. adviser at Clarinda.

Future Farmer Activities at Pacific International

The third annual public speaking contest of the northwest association of Future Farmers was held in connection with the Pacific International Livestock Exposition, with six states participating. The Oregon state officers were in charge. Howard Annis, Twin Falls, Idaho; Alexander Swantz, Chehalis, Washington; and Ralph Carter, Morgan, Utah, were the first, second, and third winners in the order named. Other speakers were from Oregon, California, and Montana.

The Portland Union stockyards awarded checks of $150 to an outstanding young farmer of each of the three northwestern states, Idaho, Oregon, and Washington. The recipients of these awards were Walter Dreher, Molalla, Oregon; Howard Annis, Twin Falls, Idaho; and Alexander Swantz, Chehalis, Washington.

Special Train Escorts Michigan Future Farmers to National Convention

The Michigan State Farm Bureau sponsored the special train which took the 60 piece Michigan F. F. A. band, judging teams, delegates, and 50 local chapter presidents to the National F. F. A. Convention at Kansas City. The Michigan band was the official band at the National Convention and delighted the delegates and guests in attendance.

New York State Convention

The annual meeting of the New York State Association Future Farmers of America was held in connection with the state fair with over 1,200 delegates in attendance. Judging livestock, poultry, and farm produce, competition in public speaking, and numerous chapter activities were featured in connection with the state convention.

Vermont Plans Project in Rural Recreation

Thirty of Vermont F. F. A. chapters and their advisers were directed over 38 sections of the long trail from Massachusetts to Canada by Prof. R. O. Buchanan. Each chapter in the state has been assigned one or more of these sections. One of the organization's

South Dakota Trains for Leadership

South Dakota Association has inaugurated a series of leadership training conferences, in which the system of talking to the boys has been supplanted by boy participation and action. Ceremonies and parliamentary procedure are given and practiced, F. F. A. songs are learned, and the flag salute is practiced. The chapter members discuss the meaning of the emblem and learn to give objectives of their organization.

Kansas Chapter Practices Co-operation

Teachers of vocational agriculture in Kansas believe in practicing co-operation as the only efficient method of teaching co-operation. One hundred percent of the chapter have successful class and group projects. Efficient production and ability to work with people are stressed in both local and state F. F. A. programs.

North Dakota Plans Market Day

The state association plans an F. F. A. Market Day each fall of the year to dispose of their products.

New Mexico Raises Standard

The Future Farmers of New Mexico of their own accord have raised the standards for the State Farmer. More evidence of scholarship and participation in co-operative activities is being required, and a much closer analysis of project records and accounts is being made. Every all-day department of vocational agriculture in the state has an active F. F. A. chapter.

Utah Prepares Chapter Book

The Utah Association this year is distributing to each chapter secretary, treasurer, and reporter, a book for a record of his activities. These books will be bound together at the end of each year as a milestone in the life of the chapter.

Iowa Holds Leadership Conference

The sixth annual series of five district F. F. A. leadership conferences was held in Iowa in September and October on four consecutive Saturdays. The attendance at these conferences mounted into the hundreds. From 71 F. F. A. chapters out of the 128 vocational agriculture departments, the five regular officers attended the meetings. The programs provided additional leadership training for Future Farmers attending and encouraged the organization of adequate and functioning annual programs of work. Persons featured on the programs were the district F. F. A. vice-presidents, attendants at the American Youth Foundation Leadership Training Camp, and the adviser of the chapter entered in the national chapter contest from Iowa.

Missouri Organizes F. F. A. Band

The Missouri Association organized their first official Future Farmer Band which appeared at the Annual F. F. A. Convention held in Columbia, Missouri, and at the Missouri State Fair held at Sedalia, Missouri.

The first State F. F. A. Camp was held in the Lake of the Ozarks Recrea-