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

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-

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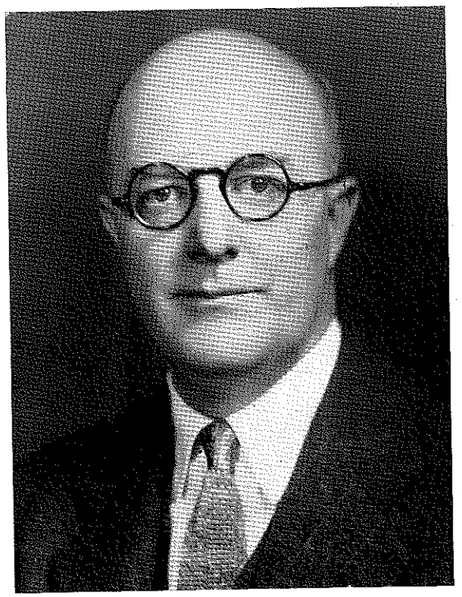
Agricultural Education



Arthur Kendall Getman, Newly Elected President of the American Vocational Association

(See page 98)

"Rich living demands rich experience."—Angelo Patri.

EDITORIAL COMMENT

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

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OUR COVER

The New A. V. A. President

MR. ARTHUR KENDALL GETMAN, better known as "A. K." to many of his fellow workers in vocational agricultural education, was elected president of the American Vocational Association at San Antonio, Texas, December 4, 1936.

Mr. Getman, chief of the New York State Bureau of Agricultural Education since 1919, was born at Richfield Springs, New York. Graduating from the College of Agriculture at Cornell University in 1911, he became head of the department of agricultural teacher training at the Cortland State Normal School, which position he held until 1915, when he became assistant state supervisor of agriculture in New York. In 1917–18 he filled the position of professor of education at Rutgers, New Jersey, and the following year returned to his present position in New York State. Mr. Getman has taken advanced work at Columbia and Harvard universities.

Thru the quarter of a century of service, Mr. Getman has devoted much effort and thought to the formulation and execution of plans and policies both in state and national programs for vocational education.

With vocational education in the United States, figuratively speaking, at a crossroad, we are confident that the American Vocational Association Executive Committee, under the guidance of Mr. Getman, will direct the policies in such a manner as to enlarge and enrich the opportunities of service to all those people who may profit from vocational education. The recent service as vice-president of the association representing vocational agriculture has partly paved the way for his ability and ambition to render an enlarged service to a worthy cause. The honor which has been bestowed upon Mr. Getman is most fitting and proper. We, in vocational agriculture, are pleased to have him receive the recognition at this particular time. We feel that we are in good hands. We pledge our unfailing support in assisting him to build the entire association on a firmer and more progressive foundation.

RADIO EDUCATION

THE radio is responsible for a new method of administering education. The value of the radio cannot be overlooked as we plan our vocational agriculture program of training for high school, part-time, and evening students.

A teacher of vocational agriculture is called upon to teach all enterprises of the business of farming. He is also called upon to teach the "extra-curricular" of life. These extra activities include leadership, conservation, conduct, selection, and development of worthy recreation, and to develop the characteristics necessary for good citizenship.

Agricultural educators in many sections of the country realize the impossibility of every teacher adequately handling this material in the classroom or thru correspondence. The radio may be used to bridge the gap existing in the training program of many schools. The radio reaches practically every home within a given locality or state. It is used by thousands of persons that fail to read the daily newspaper. The success of our program will depend upon our ability to place it before the public. Mothers and fathers are anxious to tune in a program that presents their sons or daughters over the radio. A whole neighborhood has been known to listen to a broadcast where local students presented the program. Many stations are glad to have schools furnish programs for their audience.

Radio programs may be planned on a state-wide hook-up. The location and radius of audience for some stations may make it advisable to have two or more states furnish the programs. Broadcasts should feature programs with special emphasis on leadership, game conservation, banquets, production of clean milk, thrift, social habits, reading, and some material for training judging teams. Programs which are a definite part of a "School of the Air" may be used for the improvement of the supervised practice program for all-day students.

The programs for January will illustrate the type given;

Monday—January 4, 2:45–3:00 P. M.
The Results of Building a Farming Program on the Needs of the Boy, the Farm, and the Community
Discussion Leader: C. A. Kenworthy, Greenfield, Ohio
Monday—January 11, 2:45–3:00 P. M.
Developing Your Poise and Voice to Speak Before an Audience
Discussion Leader: A. W. Short, Hillsboro, Ohio
Monday—January 18, 2:45–3:00 P. M.
The Cow as a Factory for the Production of Milk
Discussion Leader: R. W. Bergman, Lewisburg, Ohio
Monday—January 25, 2:45–3:00 P. M.
Reading Conditions—Habits to Acquire
Discussion Leader: O. L. Young, West Chester, Ohio

The broadcasts should be put on by teachers and a few of their boys. A close relationship should exist between the broadcasting station and the school. The programs must be arranged for the convenience of the school, the most satisfactory time for the school being, of course, during the lunch period. The school should be provided with a radio, preferably portable. It is always well to plan a discussion period following the broadcast.—C. S. Hutchinson, Ohio.

NATIONAL F. F. A. RADIO PROGRAMS FOR 1937

THE Future Farmers of America radio programs given over the Farm and Home Hour, the second Monday of each month from 12:30–1:30, have been interesting and educational. Much credit must go to W. A. Ross, executive secretary, for the success of these programs. You will want to listen in on the programs for this year outlined below.

Annual Theme—"The Farm Home"

Monthly Themes
January 11—Family Relationships
February 8—Recreation and Social Life
March 8—Improving the Exterior
April 12—Providing Food
May 10—Good Health
June 14—Music
July 12—Rural Aids and Services
August 9—Improving the Interior
September 13—Schools and Instruction
October 11—The Farm Workshop
November 8—Light, Heat, and Power

Professional

Whither Agricultural Education? Balanced Education

RUFUS W. STIMSON, State Supervisor of Vocational Agricultural Education, Boston, Massachusetts

"And gladly wolde he lerne, and gladly teche."

The Good Neighbor

HARVARD brought together this year for the celebration of the Tercentenary of its founding, an unprecedented group of eminent educators of all nations. It marked the occasion, moreover, by conferences in an unprecedented number of fields of research and instruction. It was eminently a good neighbor occasion.

Now America, by an avalanche of votes unprecedented in politics, has elected a son of Harvard, on what may be summed up in a single phrase as the platform of "The Good Neighbor." Now, as never before, we who are in the public service are under mandate, not implied but expressed, to carry on vocational agricultural education in the good neighbor spirit, by good neighbor methods, for good neighbor ends.

The good neighbor is being further accentuated at this moment by nation-wide activities of a spirited campaign for the "Organization for Human Needs"; and accentuated presumably, also, by almost a stampede in raising wages, distributing bonuses, and increasing dividends.

We believe the good neighbor is he who is able, by inclination, capacity, and education, to earn a good living, and to lead a good life. Not in isolation, but in company with his fellow men. Not blind to all interests save his own, but as an enlightened citizen of America, and of a dreamed of, and hoped for, peaceful and plenteous, community of nations. By *Balanced Education* in the field of vocational agricultural education, we mean education planned to these good ends, a really good living supporting a life really good.

In the previous series,[1] we were heartened by the sanctions of a great cosmopolitan, William James. In this paper we are in quest of the sanctions of the Good Neighbor.

Retrospect

The first public secondary school in America, the Boston Latin School, was established 300 years ago. During the week last year of its Tercentenary Celebration, a Boston newspaper signalized significant outcomes of that early event in this editorial paragraph:

". . . many garlands will be showered upon the old school, and every one of them will be merited. To every word that is said in praise of Boston Latin, the nation gives endorsement, as do we. But those who know the School best and love it most will be first to admit that it is not conducted as are the majority of American schools. Back upon these

We have vocational agricultural education, including the organization of pupils studying vocational agriculture known as Future Farmers of America, or the "F. F. A.," because not all pupils desire Latin school training, because the Latin schools of America could not attract or satisfy all of the youth of America, and because the *Good Neighbor* now believes in equality of educational opportunity for all of the children of all of the people.

Another event of first importance will soon be celebrated. For it was on June 20, 1837, that the Massachusetts Board of Education held its first meeting and thus became the first state department of education in America. The chairman was Edward Everett, Governor of the Commonwealth. The secretary was Hor-

R. W. Stimson

ace Mann, a great leader in the foundation of our American public school system—a system which embodies the belief that "the Community is obligated to educate its youth"—all of its youth For almost 30 years the Massachusetts Department of Education has fostered, with funds and with vigilant supervision, a balanced program of vocational agricultural education. It may be that there will be a garland for this, when centenary garlands are bestowed in 1937.

We have been fair about this. We have recognized that there is a place for agricultural courses which are not definitely vocational. Neighborliness presupposes a reasonable measure of inter-occupational appreciation. What of the Eclogues and Bucolics of Virgil? What of Cato and his cropping? What of the little Sabine farm of Horace? Are they not agricultural? And are they not cultural

Byfield, Massachusetts, is believed to have been the first four-year secondary school in America to sense the humanistic values of agriculture sufficiently to include it in its curriculum. This was in 1824. The Teachers' Seminary at Andover, later merged with Phillips Academy, Andover, Massachusetts, taught agriculture in 1838. The instruction, in both of these cases, probably was intended to serve cultural or avocational ends.

But we have balanced our programs of vocational agricultural education in the belief that there is a permanent place in secondary education for direct preparation for agricultural and horticultural careers, at production and marketing levels.

It so happened that the first school in America to set up a vocational agricultural program on the home project, or supervised farm practice, plan, was Smith's Agricultural School at Northampton, Massachusetts. And the first description of the plan was published in the Smith School booklet of 1908.[2] Principles and procedures like those now practiced in 48 states, Puerto Rico, and Hawaii, were established. This will be evident to all, and may be of particular interest to men who have more recently entered the vocational agricultural education service—from the following excerpts from that booklet.

"Preparation for certain kinds of work and management will be the primary aim of this new school. It will provide training in agriculture with a view to practical and profitable farming. . . . Every effort will be made to relate the training of the school, intimately and at once, to practical affairs off the school premises. . . . Pupils preparing for farming will best serve their own ends and the ends of the school by living at home. While the 'pupil' is studying the elements of soils and plant life, he will have plots of ground at home, . . . where he will apply the . . . methods taught by the school, on land he may some day own. There his methods may be compared well with his father's, and those of his neighbors. He will be keen to learn from them, perhaps his people may now and then learn something from him. . . . There will be like training in handling the smaller animals of the farm, the sheep, or swine, or poultry, or bees; in fruit growing and market gardening; and . . . in handling the larger farm animals, including dairy cattle. Every farm represented by a pupil will thus become an essential part of the working outfit of the school. There will be no sundering of the ties of home when school ties are formed; on the contrary, a good home farm should become dearer to the boy's heart, more enjoyable and more profitable every day. Each farm will contribute of its best to the training of the school; it is hoped that the school will prove to be a help to every farm from which a pupil is sent."

Time in the balanced program was reserved, and is still reserved, for humanistic appreciations by which farm life may be enlightened and enriched. Time, also for the data and the disciplines of sciences fundamental to sound and successful farm life and labor.

There was balance, too, as between class instruction, and teaching at homes. The boys were supervised thruout the producing season by instructors who called at their projects and jobs. Very

cows, for example, was sold by the school, in order that the attention of both teacher and pupil should be focussed sharply, not on school-owned, but on home-owned, cattle. And no cattle were brought back to the school farm until the home project plan had been proved and established. This plan works now about equally well, with land or livestock at a school, or without.

It was thus that our balanced system of vocational agricultural education was started. Observers came. Adaptations of the plan spread from Massachusetts into New York, New Jersey, Pennsylvania, and Indiana. This was about the extent of its development at the date, about a decade later, in 1917, of the passage of the so-called Smith-Hughes Act by the Congress, an act by which federal funds were provided for its support and extension. Into the very act itself, when Smith-Hughes funds were first provided, the requirement of at least six months a year of supervised farm practice was written. This was made, and has remained, a condition precedent to a federal grant to any state. Thus, that act was patterned on the best features of the laws in this group of states. It was patterned, in short, on experience at once sound and fortunate.

Since the passage of that act, and of acts associated with it, progress by aid of Federal and state funds and supervision has been by leaps and bounds.

Always and everywhere, service has been public spirited. This has been strikingly evident of late. Vocational agricultural instructors, working elbow to elbow with county agricultural agents and state extension service specialists, have been giving federal recovery programs unstinted support. We may take just pride in the fact that vocational agricultural education was founded in the spirit of the *Good Neighbor*, and that its program, in a highly commendable degree, has been a *Good Neighbor* program.

High Morale

Followership and Leadership

Generally speaking, we are in a hopeful and confident *Good Neighbor* mood. But all is not yet well. When we turn to the task of keeping vocational agricultural education in balance as to equal benefits for all of our boys, we find stumbling blocks in our paths, real hindrances sometimes well nigh fatal to that high morale which should characterize our high cause.

Of these, none is more serious or insidious than the over-emphasis, too often in evidence, on education for leadership, to the neglect of education for followership. Superiority complex specters burst on us, in hideous devil's dances with complexes of inferiority. Mental measurements and intelligence quotients rise to torment the souls of the sensitive—depressing many, and fomenting in some disturbances akin to delusions of grandeur. How to cope with such un-neighborly, or potentially un-neighborly, elements, is among our gravest problems. It is a challenge to every man among us.

Fortunately we are not alone. Others have given serious thought to underlying principles, and to workable ways and means, of eradicating such impediments to balanced education. Of these, nobody, perhaps, will be found more helpful than Dr. Ross L. Finney of the University of Minnesota in his book, "A Social Philosophy of Education," (Macmillan) and particularly in and around his Chapter XX., titled, "Fellowership and Duller Intellects." One of our Agricultural Teacher Trainers in Massachusetts, Professor W. S. Welles, has an important spot in his program for this challenging and suggestive chapter. When Dr. Finney tilts with James Harvey Robinson ("The Mind in the Making") and John Dewey ("Democracy in Education"), his lance does not splinter. He supports his contentions with unanswerable logic.

Dr. Finney argues that ". . . if leadership by the intelligent is ever to be achieved, followership by the dull and ignorant must somehow be assured. Followership, quite as much as leadership, is, therefore, the crucial problem of the present crisis. Clear discernment of this principle will greatly clarify the atmosphere. To the educational problem of providing a following for intelligent leaders," he devotes this chapter.

Want for a Feeling of Personal Worth

This matter of high morale must not be slighted. Too much depends upon the right attitude of mind and heart to warrant the risk of its neglect.

Another who has grappled with this difficulty is Dr. Wendell White of the University of Minnesota, in his book, "The Psychology of Dealing with People" (Macmillan), first printed last January, reprinted in May, and twice reprinted in July. He centers this book on an appeal to the "want for a feeling of personal worth." It is to be hoped that all who have not already done so, will add to the clarity of their awareness of this difficulty, and to their resourcefulness in solving it, by mastering his analysis, his principles, and many of his precepts.

Certainly no stone should be left unturned, which is calculated to free our handling of our balanced education classes from any stigma, in the case of any boy, that any prospective farmer is forever doomed to the un-neighborly status of the "defective"; of the, by rustic inheritance, "under-privileged"; and, therefore, of the permanently "undesirable." Let us help every boy to feel the personal worth of being a vital working unit, in a class enlisted, *in toto*, in the *Good Neighbor* crusade.

Do We Want to Be Farmers?

Vocational guidance should not stop when members of a class, desirous of vocational agricultural education, have been recruited and admitted. Frequent opportunities should be scheduled for the purpose of making assurance more and more certain, that career and course have been wisely selected.

This is a factor in maintaining a high morale which must not be denied mention here.

Perhaps the discussion guide for "Use in Young Farmer Programs" recently issued by the Specialist in Information of the Agricultural Adjustment Administration Service of the United States Department of Agriculture, with its list of available reading material, under the prove to be an effective aid. Here are some of its headings:

"Advantages of Farming," "What Shall We Do?" "Away with Inferiority Complexes," "Let Us Be Proud of Ourselves," "The Farmer Has Better Food," "Clothing and Homes Not So Good," "The Farmer Lives Longer," "The Farmer Accumulates More Wealth," "The Farmer May Enjoy His Work," "The Farmer Has a Fuller Home Life," "Living at Home as a Nation (Nationalism)," "Living at Home on the Farm," "New Industrial Uses for Farm Products," "Land Hunger," and "What Needs to Be Done."

Every school will wish to clip and file in a folder for perennial use such articles as that by E. Davenport, Dean and Professor Emeritus, College of Agriculture, University of Illinois, published in *The Saturday Evening Post*, November 28, 1936, titled, "No Team," in which he not only sets forth the characteristics of farming and farm life, but also brings them into the more vivid relief by assailing what he believes to be the proposal of a political alliance at once unnatural and unneighborly.

New York State is to be specially congratulated on the program it is developing in guidance and reassurance, for the benefit of its farmward stepping youth.

Press Note and Comment

Favorable press note and comment may play important parts in promoting the high morale we need. Let us test this. See if the following editorial article does not give you, seasoned campaigners in our cause tho you may be, an enhanced feeling of personal worth. It appeared October 27, 1936, in the *Boston Evening Traveler*.

A Career for Boys

"God Almighty probably intended us to be farmers and fishers and hunters and shepherds, and the farther away we get from those activities the more bewildering our existence seems to become.

"One of the most encouraging signs of the times is the fact of the existence of an organization of 125,000 youths of the United States in what is known quite seriously as the Future Farmers of America.

"The members have been to high schools where they have studied agriculture as a vocation. They consider farming to be not only a desirable career but a satisfying mode of living.

"The organization extends from coast to coast and on to Puerto Rico and Hawaii. And if you wish to know more about it, write to Elmo Johnson, secretary, who lives at Maynardsville, Tenn.

"This editorial is not in response to any request from the organization, which may be quite surprised at an urban newspaper so enthusing. We do enthuse. We are encouraged. The Future Farmers of America are helping mightily to make a great future for all America."

Where our morale is highest, our bulletin boards blossom, from time to time, with full-page, illustrated articles, and shorter items, and stories chronicling personal achievements and community service. Our boys, our graduates with whom we continue to work, our instructors, parents, other teachers, the public—all appear to find in such attention by the press the never-cloying nectar of abounding hope and good will.

The Farm Boy at the Crossroads

Our times are still admittedly difficult. He does us a real service who can deal constructively with them, because he makes our maintaining of a high morale so much the more certain.

Probably nobody has stated the present predicament of our youth, or the farm boy's need of vocational agricultural education, better than Mr. L. J. Taber, Master of the National Grange, stated them in an address on an American Vocational Association radio program. His subject was: "The Farm Boy

He had weighed his words. They merit remembrance. Here are a few of them.

"Farm work may seem hard, and is sometimes monotonous, but there is nothing as hard as seeking a job where none can be found, and nothing could be as monotonous as standing in line, waiting for work. There is a road open to every boy on the farm. . . . There may be no more new land, the cities may be over-crowded, but the essentials of civilization and of life—food, clothing, and shelter—will not change, and they all come from the soil.

"Four years in vocational agriculture, under the guidance of the right teacher . . . will place many young men on the right pathway. Understanding the problems of agriculture, twelve months' experience each year for four years, will give a valuable training and background. . . . Future Farmer work lays the foundation for organization and usefulness. Boys here learn how to take part in meetings, how to conduct them, the fundamentals of parliamentary law, . . . and the power of organization. . . .

". . . To those rural youth, standing anxiously at life's crossroads, let me say that organized agriculture stands with you, and rejoices that vocational education is coming to the rescue of many of our farm boys and many rural communities. It is supplying the opportunities for education and advancement that might otherwise be denied. It is training for usefulness in life. It is laying the foundation for happiness and for prosperity.

". . . If there be a rural community or high school where financial conditions, or lack of information, or the pinch of economy has prevented or curtailed vocational opportunities, I say to parents and to taxpayers, be careful that your economy is not extravagance. Ignorance is the greatest tax load of modern life. If our institutions are to survive, we must have educated, well-equipped men and women. Vocational agriculture and Future Farmer work will make more intelligent citizens, more thoughtful voters, more patriotic Americans."

We need all of the help we can get, personal and governmental, in order that the career motives of our learners shall be clear cut, and soundly supported. Any Balanced Education program must be premised on this principle. Only by eternal vigilance in such matters can *our morale* be kept sufficiently high.

Balanced Education Curriculums

Chief Linke's New Year's Greeting

We should have on our vocational agricultural education consciences, Mr. J. A. Linke, Chief of the Vocational Agricultural Education Service, United States Office of Education, encouraged us to believe, in his felicitous letter of Holiday Greetings December, a year ago, the adequate provision of courses of instruction suited to the needs of all-day, part-time, and evening classes. And he urged us to include in our New Year's resolutions determination to set up programs of work accordingly.

Since federal funds have been provided for the training of persons over 14 years of age who have entered upon, or who are about to enter upon, the work of the farm, there is abundant justification for such broad-gauged service, wherever this can be given with due regard to the principles and practices of the *Good Neighbor*.

Good Neighbor Principles and Practices

We in Massachusetts admit out-of-school youth on farms to any all-day class units of seasonal instruction for which they have need and desire. For them and for adults, where funds are available and staffs are adequate, we offer evening or unit agricultural courses; but these are usually conducted cooperatively with county and college extension service workers, and federal funds are seldom applied to their support.

In the main, our programs of work fall naturally and happily into two categories: all-day class instruction and com-

Balance in a Curriculum

Another contributor to this series has discussed, "Whither Agricultural Education in the Curriculum?"[4] Our discussion here, therefore, will be confined to support of certain principles very briefly stated, which we think ought to govern in curriculum making for all-day classes. Part-time and evening class needs may diminish. All-day class needs, in a country pretty generally committed to giving every youth at least a high school education, or its fair equivalent, are likely to be permanent and to increase. To curricula needs for all-day classes, chiefly in high schools, this discussion, therefore, will be confined.

Humanistic Studies—Quarter Time

First, parent and pupil should feel well assured that the vocational agricultural pupil will be given the best his high school has to offer in disciplines good for us simply because we are human beings. These should include mastery of the mother-tongue; acquaintance with the best things that have been thought and said and done in the world, anywhere, anytime, by anybody; in short, ideas and experiences which spring from such studies as English, history, citizenship, music, amateur dramatics, and pageantry.

One unit a year of graduation credit should here be readily earned.

Such instruction, given with due regard for the followership and leadership principles above stressed, helps to satisfy the want for feelings of personal worth. It avoids any, sometimes considered unfortunate, vocational group segregation. It may be *Good Neighbor Education* raised to the *n*th power.

Our Massachusetts separate and county vocational agricultural schools take it upon themselves to provide a fair equivalent of such high school courses during about 20 percent of the school day.

The danger, here, is that the learner may become unbalanced, may become too much a dreamer, a dilettante, with a keen liking for leisure, but with little liking for *Good Neighbor* programs of the world's work.

Science Studies—Quarter Time

The dreamer may drop a book, if his interest flags; tune out the radio, if a program does not suit his fancy. But he cannot suspend the law of gravitation, the laws of health, nor halt the tides. The disciplines of the best instruction the high school has to offer in the sciences, fundamental to safety and comfort in homes and community, are needed to keep the pupil, well taught to dream dreams, also well balanced—safely anchored in habits of dealing with the realities, sometimes stubborn realities, of the everyday affairs of the *Good Neighbor*.

Such disciplines can be had in the capably guided mastery of general science, botany, biology, chemistry, physics, human hygiene, and physical exercise.

In these studies, the pupil can earn a graduation unit of credit a year. In them he is in the general high school and of it. This further satisfies the want for feel-

county vocational agricultural schools devote home time, as well as about 30 percent of the school day, to such courses.

The best example, to date, of what can be done by such a school, is the "Summer Science" program sponsored by the F.F.A. chapter of our Essex County Agricultural School, Hathorne, Massachusetts. The program runs in conjunction with supervised projects and other supervised farm practice. Originally, it ended in a fall "Science Day" program. This year it culminated in the "Twelfth Annual Science Exposition," staged at the school November 14 to 18. One hundred and nineteen students, representing all classes, made individual exhibits. The F.F.A. chapter furnished the prizes in ribbons, medals, books, and a sweepstakes plaque. The exhibits displayed such originality and superiority that they attracted not only intimates of this school, and the press, but also groups from high school, county school, and college, science classes, near and far, the greatest distance being a little over 100 miles. More than 400 visitors registered.

Project and science instructors participate. Both teach students at projects and jobs thruout the summer.

Parents and employers support the program, and are proud of it. It vastly enhances the feelings of personal worth among all concerned.

Example of 50–50 Balance

Having disposed of half of the school day as above indicated, we in Massachusetts have a full half of the school day to devote to vocational agricultural education as such. The disciplines here are those—in present-day university parlance—of each pupil's "field of concentration."

Two groups of pupils are taught, one in the first half-day, the other in the second, with a solid block of consecutive periods for each.

Passing from one type of educational activity to another indoors affords as much relief in the agricultural program as passing from one subject to another in other classes. (See Figs. 1, 2, 3, and 4.) With the tremendous advantage that when a half-day outdoors for project work or comparisons, for other supervised practice, for experience in judging, or for farm or market survey activities, is needed, there is no interruption of attention to, or attendance at, other high school, or separate or county schools, class duties. This promotes the good-will among staff members upon which the *Good Neighbor* atmosphere of a school so vitally depends.

If it be argued that a half-day in a block may sometimes be allowed to drag, or to be frittered away, our answer is that so may three periods separately scheduled for subjects other than agriculture. Profitable use of time depends upon the teacher. With our teachers, half the school day with a vocational agricultural group is all too short for the pressing subjects and activities to be mastered. The trend, if it be such, toward shortening the time for agriculture, indicated by recent questionnaires, we do not countenance.

The three diagrams and the chart (Fig. 1, 2, 3, and 4) will sufficiently indicate our whole day, and half-day, uses of school time.

Two units a year of graduation credit are earned in each of our agricultural half-days.

Over and over again, pupils have made such good use of these blocks of time, and have gained so much from the effective disciplines in their several fields of concentration, that on the days of graduation they have found themselves two, three, or four years along in their farming careers, each with investments in farming property amounting to a

So highly regarded is the vocational agricultural instruction, that pupils who do not intend to follow farming careers often elect it, or try to do so.

Surveys, made from time to time, to discover the occupational status of graduates, have revealed that, frequently, pupils and parents have felt that the agricultural course is the "most practical" course in school, that more can be salvaged out of it in health, handiness, and common-sense ideas about business and public affairs for non-agricultural uses, than out of any other course open to their choice; and, in consequence, that when agricultural courses have been taken, all project and other farm practice requirements have been cheerfully met, as fair prices for these educational values.

There can be no doubt that, tho bad for the survey chart, this has been good for the boys. So much so, that we are now considering offering general vocational education courses for the benefit of boys in rural areas who are not bent on farming.

CAREER MOTIVE—BETTER FARMING
VOCATIONAL EDUCATION IN A HIGH SCHOOL AGRICULTURAL DEPARTMENT
for Day Pupils Should Have Two Parts

Part 1.—Vocational Education 50 Percent of Pupil's Time	Part 2.—General Education 50 Percent of Pupil's Time
General Survey of Agriculture	**Cultural and Good Citizenship Training,** selected from the regular high school courses, and dealing with such subjects as—
Project Study and Project Work, Centering on— **(1) Projects of the Pupils.** A. At home, as a rule. B. Near home, occasionally. C. Pupil responsible, but supervised by instructor.	English, every year.
(2) Projects of the Department. A. At the high school, rarely. B. Neighborhood demonstrations, as of pruning, spraying, hotbed making, or greenhouse work. C. Instructor responsible, but uses projects for group instruction in observation and practice work.	Social science, including community civics and economics. Natural science, including elementary science, biology, physics and chemistry.
(3) Substitutes for Projects. A. Work on approved farms, with agreed upon educational duties, as cost-accounting one or more cows or one or more crops. B. Employer chiefly responsible, but supervision by instructor.	Drawing, freehand and mechanical. Shopwork. Business, including typewriting, business forms and filing, bookkeeping, commercial geography and commercial law.
(4) Remarks—The agricultural instructor must, as a rule, assume full responsibility for teaching the "related study" required for the proper understanding and execution of the projects of his pupils. He must generally teach his boys the vital correlation between their projects and such subjects and activities as arithmetic, biology, physics, chemistry, entomology, drawing, shopwork, accounting, filing, farm journal reading and agricultural economics.	Physical training. Music. Recreation.

Fig. 1—Diagram of High School Agricultural Department Education in Massachusetts(5)

Periods	Forenoon Group First and Second Year Students
First	**Agricultural Survey (Elementary):** *About 90 Periods* *Object: General Study of Agricultural Production and Rural Life, to Give Learners Horizon.* *Text-book:* "Beginnings in Agriculture," by Mann, or more recent general agriculture text. Put emphasis on Soils and Plant Life Portions in year for Horticulture; on Animal Portions in year for Animal Husbandry. Give much attention to suggested problems. *Omit* this agricultural survey exercise whenever the entire forenoon should be devoted to productive work, or to library, laboratory or other instruction bearing directly upon that work.
Middle	**Project Work or Project Study:** *About 450 Periods* *Object:* Execution of Home or School Productive Projects undertaken by the individual students, coupled with laboratory, library, and other study and observation directly bearing upon those projects. *Concerted Attack* by the entire class on Plant Projects in even years (1912, 1914, etc.), and on Animal Projects in odd years (1913, 1915, etc.). *An Extra Project* in Animal Husbandry may be undertaken in an even year by special arrangement with the instructor; as, also, one in Horticulture in an odd year. *Reference Books and Bulletins,* including Agricultural Laboratory Manuals, will here be consulted according to the ability and needs of the individual students. *Note-books,* carefully kept, will set in order the ideas and plans derived from this individual instruction, for guidance in carrying out individual projects. *Method:* Minimum of class instruction; maximum of personal, individual guidance. The instructor will go from student to student, as does the teacher in shopwork, laboratory or drawing room.
Part of Last	**Project Work or Project Study** *(Continued)* **Class Discussion of Individual Projects:** *Daily* *Object:* To subject individual ideas and plans to the criticism of the entire class, and thus to clarify principles and intensify impressions. *Round-up of Opinion:* The value of closing each half-day with this class discussion grows out of the fact that the each has been working on his particular project, all have been working upon the same sort of project, at the same time: as, for example, lettuce as a kitchen garden crop, potatoes as a cash crop, or Ladino Clover as a pasture crop. A device for making all acquainted with what each is doing, and showing that general rules must often be modified in order to meet local needs. A means for developing the managerial type of mind.

Periods may be of the same length as those of any particular school. Reserve the first for the "Survey," part, at least, of the last for the "Round-up," and the body of morning for individual instruction. Periods on projects in summer will be determined by the work undertaken, and will be covered by daily time sheets. The afternoon is divided in the same way for the older group of third and fourth year students.

Occasionally a pupil will discover, in the third or fourth year of such a curriculum as indicated in Figure 4, that he would like to go to an agricultural college. Massachusetts State College has put its hallmark of excellence on our *Balanced Education* programs, in high schools and in separate or county vocational agricultural schools, by accepting superior graduates from them without examination, on our certificate, for admission to a four-year vocational degree course, with all the rights and privileges of other degree course students as to playing on varsity teams, being awarded scholarships for high scholastic standing, and the like. Those so advanced are fewer than five percent of all who are admitted to vocational agriculture education in Massachusetts.

Knowing that doors of higher education may be opened thus has been a crowning factor in satisfying the want for feelings of personal worth among all concerned, and in maintaining morale at high levels thruout our vocational agricultural education service.

The Great Vocational Agricultural Teacher

When Bliss Perry, in his seventy-fifth year, published his "Reminiscences," under the title, "And Gladly Teach," he chose for his title page the sentiment from Chaucer's Prologue which appears at the head of this article. The great agricultural teacher is he who goes about his work with a heart full of gladness, because he feels that he is doing things worth being glad about.

Granted pupils with agricultural careers wisely chosen; curriculums soundly balanced, as to both general and agricultural elements; teachers gifted and trained for education in followership, no less than in leadership; provision for progressive satisfaction of the want for feelings of personal worth, on the part of both teachers and taught; and a high morale, such as this line from Chaucer suggests—any state should find itself well on the way, in its vocational agricultural education, toward some of the best goals of the *Good Neighbor.*

Let him, therefore, who would be a great vocational instructor, say to himself, in a spirit of high resolve:[7]

"Be yourself a good follower of the best that has been thought and said and done in the agricultural world. Then, let your labors be like a spring, labors welling up thru your growing boys, and others whom you teach, and steadily overflowing, not to flood nor to efface, but thru pleasantly plotted channels, like fresh waters in a thirsty land."

1—Contributions of Ten Leading Americans to Education. Reprint of a series of articles, fifteen cents per copy. Meredith Publishing Company, Des Moines, Iowa.

2—Compare "Vocational Agricultural Education by Home Projects," 1920, Macmillan, pages 35–40.

3—The full text of this address is available in the May, 1936, issue of the American Vocational Association Journal.

4—Agricultural Education magazine, October, 1936.

5—Compare Figs. 188 and 189, pp. 264 and 265 in "Vocational Agricultural Education" (Macmillan).

6—Compare Figs. 57 and 58, pp. 73 and 74, in "Vocational Agricultural Education" (Macmillan).

First Period	**Agricultural Survey:**— Single focus of attention for the entire class, viz., the common text-book or other subject or problem assigned the previous day, or developed on the spot.						
	Boy A	**Boy B**	**Boy C**	**Boy D**	**Etc.**	**Etc.**	**Etc.**
	Individual Agricultural Project Study						
Middle	Each boy studying his own projects and subprojects, one by one, with the instructor's aid.	All the boys, however, may, for example, be working out their potato problems at the same time.	Therefore each may be asked to contribute points of value to the whole class.	For this reason the final period of the half day is reserved for a "round-up."	The instructor will pass from boy to boy during these middle periods.	Two or three boys may work together on a laboratory exercise.	Eight or ten boys are enough for a single group.
	In a field of such concentration as agriculture, class enrollments must be restricted, or results may be unreliable.						
Part of Last	**Round-up** of ideas derived from the individual study of the middle periods. Again a single focus of attention.						

Fig. 3.—Another Diagram of the Agricultural Half-day.

Compare Fig. 59, p. 75, in "Vocational Agricultural Education" (Macmillan).

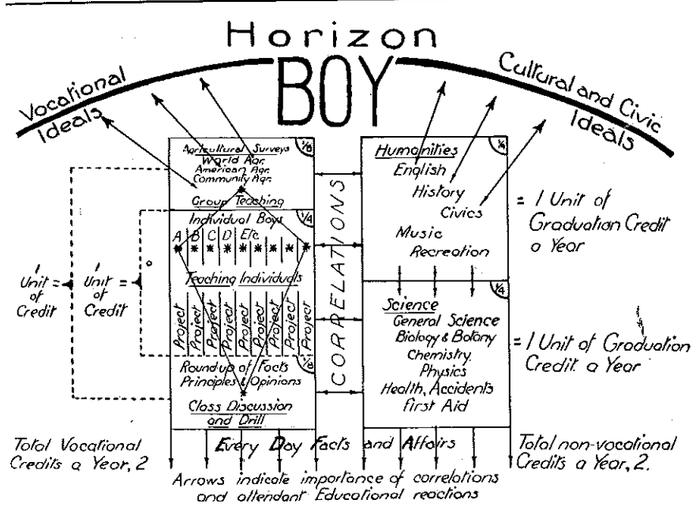


Fig. 4.—Balanced Education of High School Vocational Agricultural Departments in Massachusetts, 1910
(Compare, Massachusetts Department of Education Booklet No. 4, July, 1919, pp. 16–23.)

This chart was first sketched on a blackboard, by the author of this article, in summing up and giving perspective to a discussion of the subject, "The Relationship of Occupational Analysis to the Project Method," at the 15th Annual Convention, National Society for Vocational Education, Kansas City, Mo., January 6, 1922, and was first published in the official organ of that Society, *Vocational Education Magazine,* Vol. 1, No. 1, September, 1922, of which the author was Associate Editor for Agricultural Education.

Book Reviews

Elements of Farm Management, by John A. Hopkins, published by Prentice-Hall, Inc., 70 Fifth Avenue, New York, N. Y., 390 pp., 67 illustrations, 49 tables, 7 forms, list price, $2.20. This book treats the farm as a going concern and as it appears to the student who is living on a farm while he is studying farm management. It covers the organization and current management of the farm with particular emphasis on the use of records in control of the farm business, selection of enterprises, leasing versus buying a farm, budgeting for the farm, requirements in crop and livestock production, and with a brief consideration of marketing and financing the farm. An interesting feature of this book is the manner in which the subject of farm records is presented. Instead of treating farm records as a separate subject, they are discussed with whatever part of the farm may be under consideration. Considerable attention is given to the method of budgeting as a means of choosing enterprises and of obtaining balance within the farm business. This book should prove helpful to both vocational agriculture teachers and students in dealing with the many problems involved in the management of farms or farm enterprises. —A. P. D.

—o—

Practical Methods in Teaching Farm Mechanics, by G. C. Cook and Clyde Walker, Interstate Printing Company, Danville, Illinois, pp. 201, illustrated, price $2.22. Importance of farm mechanics work and the part it plays in the economic life of every farmer are stressed. Aims, objectives, and methods of organizing and conducting day school farm and conduct of part-time and evening-school classes in farm mechanics. The appendix carries a suggested four-year course in farm mechanics for vocational agricultural high schools, lists of important books and bulletins, some sources of illustrative materials, and a suggested minimum tool list. This book should prove valuable in methods courses in teaching farm mechanics and should prove helpful to vocational agriculture teachers in planning and conducting their farm mechanics courses.—A. P. D.

—o—

Practical Problems in Botany, by Wilfred W. Robbins and Jerome Isenbarger, John Wiley and Sons, Inc., 1936, pp. 385, illustrations, 230, list price $2. The unit plan of organization is used. Problems listed under various units range from four to ten. The unit is introduced with a preview, suggested exercises follow the problem, with additional exercises and questions at the close of the unit. The mechanical features of the text are excellent. The illustrations are well chosen and splendidly reproduced. Stress is laid on the principles of plant growth, introducing details of structure only where needed in understanding plant processes. Systematic botany is given relatively little emphasis, while considerable attention is given to the economic implications. This text should prove highly valuable to teachers of vocational agriculture, and others who are interested in laying a foundation of fundamental principles which will enable pupils to develop an understanding of the significance of plant life.—A. P. D.

—o—

Livestock Farming, by Paul W. Chapman and L. M. Sheffer, published by Turner E. Smith and Company, Atlanta, Georgia, price $2.68. In 58 chapters covering 645 pages, this book treats in a most interesting manner the problems of the livestock and poultry farmer. The illustrations are well chosen and of excellent quality. *Livestock Farming* is a handbook of carefully compiled and indexed information. It lists sources of supplementary material and hundreds of references, outlines rules and study plans for every national contest, and includes an ample list of suggested exercises. A significant feature of this book is the biographical sketches of leaders in the field of agriculture, which occupies 58 pages of this 720-page text. The authors state that *Livestock Farming* is designed to inspire young men to prepare themselves for successful careers in the livestock industry, and as a means to this end the book contains the portraits and biographies of more than 60 of the great leaders in the animal industry of the United States. This book should prove to be stimulating to both the farm boy and his teacher.—A. P. D.

—o—

Farm Management and Marketing, by M. H. Overton and L. S. Robertson, revised edition, pp. 431, J. B. Lippincott Company, price $2. This text was written for use in secondary schools of the corn-producing regions. The job analysis basis of organization is used in presenting both marketing and management principles. Part I lists 19 jobs under the caption of Profitable Farm Manage-

Methods

Preparing the Course of Study for All-Day Pupils

DR. E. W. GARRIS, Teacher Training,
Gainesville, Florida

E. W. Garris

THE mere act of a boy enrolling in a class in vocational agriculture is no conclusive proof that he has decided to become a farmer. It is the responsibility of the teacher of vocational agriculture to assist each prospective pupil to make this decision. Facts contained in the following jobs should be taught before pupils are permanently enrolled for the first year.

1. Determining the national importance of the vocation of farming.

2. Understanding the training objectives of vocational agriculture.

3. Becoming familiar with the physical facilities of the agricultural department.

4. Deciding whether or not to be a farmer.

Boys who definitely decide to become farmers are enrolled. The next question that naturally arises is: What type of farming shall I enter?

5. Selecting the type of farming.

Before teaching this job the teacher will need local data on each type of farming. The teacher may also secure a list of the types of farming in his county from a bulletin of the 1930 federal census entitled "Types of Farming." In teaching the job, the teacher will want the boys to compare the following factors for each type found in their community: amount of capital required, soil and climatic requirements, size of farm needed for a given income, amount and type of labor needed, special equipment needed, market facilities and possibilities, labor income to expect, risks involved, and personal requirements.

After the above job has been taught and each boy has made his definite selection, it will be necessary for him to determine the enterprises for his particular type of farming.

6. Selecting the enterprises for my type of farming.

In making this study the pupil will need to give careful consideration to the following factors: size of the farm, type or types of soil, available equipment, labor requirements of each enterprise, cost of production of each enterprise, balance between crop and animal units, feed requirements of his animal units, and food requirements of a family.

The final combination of enterprises should be made so that each boy will have a well rounded farm business and a list of enterprises for a poultry type farm of the Gainesville, Florida, area is given:

Major Enterprise: poultry
Minor Enterprise: cabbage and string beans
Contributory Enterprises: home garden, home orchard, home dairy cow, hogs for meat, work stock, pasture, sweet potatoes, sugar cane, farm forestry, home landscaping, soil improvement crops, feed crops for livestock, farm shop, and farm management.

From past experience, teachers of agriculture have found that few, if any, first year farm boys are able to properly analyze enterprises into jobs. The teachers will find it to their advantage to analyze each enterprise into jobs and have these analyses mimeographed on separate sheets. In making the analyses, the teachers should consider the enterprise as a major, a minor, or a contributory enterprise. For example, tobacco can be only a major or a minor enterprise while poultry may be a major, a minor, or a contributory enterprise. In a poultry type farm the boy will want to study all the jobs connected with the poultry enterprise; however, if the boy is to be a truck farmer and desires poultry in his program as a contributory enterprise, he would not care to study many of the jobs.

In the analyses, then, it will be well to list all the jobs for a boy to study if the enterprise is a major and mark the jobs to include if the same enterprise is contributory in another type of farming. The following analysis is given to illustrate this point:

Job Analysis of Poultry (Major)

1. Determining what phase of the business to enter
*2. Deciding what breed to use
*3. Planning buildings, runs, and equipment
*4. Constructing buildings and equipment
5. Selecting and purchasing equipment
*6. Selecting and purchasing the foundation stock
7. Breeding poultry
*8. Incubating eggs
*9. Brooding chicks
*10. Feeding chicks
*11. Feeding laying hens
12. Caponizing cockerels
*13. Culling pullets and hens
14. Fattening poultry for market
15. Killing and dressing poultry
*16. Controlling poultry diseases
*17. Controlling poultry parasites
18. Gathering, grading, and candling eggs
19. Marketing eggs
20. Marketing poultry
*21. Keeping poultry records

*If poultry is a contributory enterprise study only these jobs.

Analyses are given to each boy on the various enterprises that are found in his type of farming.

7. Setting up an ideal supervised farming program.

The following example gives an ideal program at Gainesville, Florida.

Ideal Supervised Farming Program
Poultry Type Farm

FIRST YEAR
300 baby chicks for fryers
300 baby chicks for pullets
1 acre of green feed
3 acres of corn
1 dairy calf
Supplementary Jobs:
Set out a home orchard
Set out 1 acre of pine seedlings
Construct a brooder house
Sharpen farm tools

SECOND YEAR
100 laying hens
600 baby chicks for pullets
2 acres of green feed
5 acres of corn
1 gilt
1 heifer
Supplementary Jobs:
Care for the home orchard
Protect forest trees
Set 1 acre of additional pine seedlings
Improve pasture—2 acres
Build laying house
Propagate ornamentals
Sharpen tools

THIRD YEAR
250 laying hens
600 baby chicks for pullets
1 acre of truck crops
3 acres of green feed
8 acres of corn
1 brood sow and pigs
1 dairy cow
Supplementary Jobs:
Care of the home orchard
Manage home garden
Improve 1 acre of additional pasture
Landscape the home grounds
Grow soil improvement crops
Construct additional buildings for poultry
Repair buildings

8. Planning my supervised farming program.

It will be necessary for each boy to adjust the ideal supervised farming program to his actual home farm conditions. To illustrate this point, an actual situation will be presented. Hans Wenzel is training for a poultry farmer. He lives five miles from town on a 10-acre tract of land. His father follows another vocation, has little equipment for farming, and no work animals. Hans had to modify the ideal supervised farming program to meet his specific situation.

Actual Supervised Farming Program of Hans Wenzel 1934–1935

1934–1935
100 baby chicks for fryers
100 baby chicks for pullets
1 acre of sweet potatoes
1 acre of green feed
Supplementary Jobs:
Constructed a brooder house
Constructed a brick brooder
Constructed a laying house
Constructed self-feeders, nests, etc.

1935–1936
100 laying hens*
200 chicks for fryers
200 chicks for pullets
1 acre of sweet potatoes
1½ acres of green feed
Supplementary Jobs:
Cared for 2 dairy cows
Set 1 acre of pine seedlings
Planted pine seedbed
Repaired a brick brooder
Made poultry appliances

1936–1937
Proposed Actual Program
150 laying hens
400 baby chicks for fryers
400 baby chicks for pullets
1½ acres of green feed
Supplementary Jobs:
Install incubator and hatch 2,000 chicks
Set 4 acres of pine seedlings

After the actual supervised practice program is selected for the year each boy is ready to prepare his course calendar.

9. Preparing the course calendar

The following course calendar for Hans Wenzel is given in order to make this point clear.

COURSE CALENDAR FOR HANS WENZEL
1934–1935

September, October, and November (1)
1. Determining the national importance of agriculture
2. Understanding the training objectives of the program of agricultural education
3. Becoming familiar with the physical facilities of the agricultural department
4. Deciding whether or not to become a farmer
5. Selecting a type of farming to enter
6. Selecting the enterprises for my type of farming (2)
7. Analyzing the enterprises into jobs
8. Setting up an ideal supervised practice program
9. Setting up an actual supervised practice program (3)
10. Preparing the course calendar
11. Adjusting and using tools
12. Sharpening tools
13. Understanding the requirements for F.F.A. membership
14. Determining the records to keep on projects

December
1. Determining what phase of the poultry business to enter
2. Deciding what breed of poultry to use
3. Planning and constructing a brick brooder and a brooder house
4. Determining the feed program to follow
5. Purchasing baby chicks
6. Reading drawings and blueprints
7. Keeping records on supervised practice
8. Securing finance for the supervised practice program

January
1. Brooding baby chicks
2. Feeding baby chicks
3. Determining green feed to plant for poultry
4. Selecting the variety of feed crops
5. Fitting handles in farm tools
6. Deciding on the acreage of sweet potatoes to plant
7. Choosing a variety of sweet potatoes
8. Securing seed potatoes and planting a bed
9. Keeping records on supervised practice

February
1. Preparing the land for green feed crops for poultry and for sweet potatoes (4)
2. Planting green feed crops for poultry
3. Controlling poultry diseases
4. Controlling poultry parasites
5. Writing essay on the use of fertilizers in growing crops
6. Constructing self-feeder for chicks
7. Determining the fertilizer program to use for sweet potatoes and for green feed for poultry
8. Keeping records on supervised practice

March
1. Fattening fryers for market
2. Marketing fryers
3. Transplanting sweet potato plants
4. Planting crops for green feed for poultry
5. Tying knots and finishing ends of rope
6. Deciding what improved grasses to use for the pasture
7. Securing plants and setting improved grasses in pasture
8. Keeping records on supervised practice

April
1. Purchasing baby chicks for pullets
2. Brooding and feeding baby chicks (5)
3. Cultivating sweet potatoes and green feed crops (4)
4. Harvesting green feed for chicks
5. Fertilizing sweet potatoes
6. Controlling insects on green feed crops
7. Judging farm animals (practice for Judging Contest)
8. Keeping records on supervised practice

May
1. Separating cockerels from pullets
2. Fattening cockerels for market (5)
3. Feeding pullets on the range
4. Managing pullets on an open range
5. Cultivating sweet potatoes and green feed crops
6. Caponizing cockerels
7. Judging farm animals (practice for Judging Contest)
8. Keeping records on supervised practice

SUMMER MONTHS
June, July, and August (6)
1. Marketing cockerels for fryers
2. Culling pullets for the laying flock
3. Constructing a laying house
4. Harvesting and grading sweet potatoes
5. Marketing sweet potatoes
6. Constructing nests and other poultry appliances
7. Keeping records on supervised practice

1—These jobs are taught to the group, and in the application step of teaching, individual instruction is given as needed.
2—Teacher should use only one period to teach pupils how this is done.
3—In communities where the growing season for crops is in the fall and winter, it will be necessary to have boys select projects before they have chosen their type of farming. The projects selected will usually fit into the type of farming later chosen by the boy.
4—This is a type job and would be taught for one crop only.
5—Use only a short time for a general review.
6—These jobs may be taught to the group where the problems are common to each pupil. Where this is not true, Hans would study them by himself as individualized instruction. The program for any given boy will have to be adjusted from month to month. The course calendar is prepared in a similar manner for the next two years.

an outline for individualized instruction. The teacher will want to teach additional jobs to the group, including jobs on farm shop, the land laboratory, farm management, Future Farmer activities, etc., to develop the many objectives of our program as stated in Bulletin No. 153, "Training Objectives in Vocational Education in Agriculture," Office of Education, Washington, D. C.

A State-Wide Test

IVAN G. FAY, Teacher Training,
Madison, Wisconsin

IN RECENT years the epigram that we are teaching boys, not subject matter, has been heard with increasing frequency; that the real objective of education is not knowledge, but right habits, attitudes, and ideals; not facts, but the use of facts. To these objectives we will all subscribe, but any thinking teacher will agree that the teaching of subject matter is one of the most important tools of our profession by which we strive to attain these objectives and that no boy can succeed in active farming who lacks the fundamental knowledge of the practices and skills that make for efficiency.

A few years ago, I spent a day each with several teachers in visiting the project and direct practice work of their boys. These schools were in communities where swine growing was a major enterprise. As I chatted with these boys I found them very proud of their excellent animals and full of plans for exhibiting in the fall fairs, but when I asked a few technical questions on swine growing, I was keenly disappointed. They apparently had never heard of the McLean County system of sanitation, they could not tell me how the danger of goiter or hairless pigs could be avoided, they had less than a rudimentary knowledge of the question of pastures for pigs, their knowledge of efficient and economical feeding practices was most elemental.

Many factors in the field of vocational education have thus far proved unmeasurable. But is it not possible to measure with a fair degree of accuracy the teaching in the classroom thru direct practice (the subject matter, the knowledge, the facts—term it what you will) that is fundamental to the most successful management of the enterprise in question?

An examination was prepared on the fundamental knowledge of factual material in each of the livestock enterprises important in Wisconsin—dairy cattle, swine, poultry, horses, sheep—and in addition an examination was given on general feeds and feeding problems. Every question was strictly objective, and in utilized, such as direct answer, multiple choice, true and false, completion, and so forth. It was felt that this added variety and interest to the examination; further, questioning on certain factual material more easily adapted itself to a certain objective form than to others. These examinations did not merely offer a sampling of questions in any enterprise; they were termed mastery examinations, and, insofar as possible, it was attempted to include complete questioning on every phase of practical importance in each enterprise. They averaged 140 questions in each examination, and each required from 45 to 80 minutes to write.

These examinations were submitted for review and criticism to specialists in the various subject matter fields with the request that they ruthlessly strike out questions that in their opinion were unimportant, reword questions that seemed to them to be ambiguous, and add questions they regarded as pertinent. In addition they were asked to actually take the examination themselves, their answers to constitute a key for it. All the men showed keen interest and gave freely of their time, suggesting many omissions, corrections, and additions.

Approximately 1,500 examinations were sent to teachers in the state with directions for administering them. For example, when all work on swine had been completed, when it had been reviewed, when the boys had been tested by the teachers own tests, when the work had been re-reviewed and the class about to pass on to a new field of work, and not until then, was the examination on swine given. The examinations were corrected at each school, then sent to the state office for re-correction. Here averages, ranges, and medians for the state were compiled, and these figures given to the teachers at the summer conference. Each teacher knew the median score for his own class and could compare it with the median score for the whole state. A great deal of discussion was provoked, but the opinion was unanimous that these examinations could be made a real tool for better teaching.

In the second year, almost 1,000 tests of each of the six examinations were sent in and were the basis for computing state averages and medians.

After administering these examinations to hundreds of boys it was but natural that certain questions were shown to be ambiguous, and certain other defects were brought to light. At the last summer conference committees of three experienced teachers were appointed to critically study each examination in the light of the experience gained by its administration and were instructed to bring in suggestions for improvements. These recommendations were presented to the entire conference and passed by them. Following this the tests were revised and sent out again.

After three years of trial the mastery examinations have found a wide use in Wisconsin. They are not thought of as being a cure-all for all educational ills, but merely as a valuable tool for the development of better teaching. They most emphatically are not a device for teacher rating, but it is the consensus of opinion among Wisconsin teachers that these examinations function in the following ways.

1. They are a reminder to the teacher,

Farmer Classes

Part-Time Program at Ortonville, Minnesota

EUGENE MARTIN, Part-Time Student, and R. H. HOBERG, Instructor

A SURVEY was taken last fall to find out how many farm boys who had not had the means of acquiring a high school or college education would be interested in taking a part-time agricultural course. It was found that 30 boys would be glad to have the opportunity to attend. Their ages ranged from 16 to 24 years.

Last year the part-time course started in December and finished in the last part of March, meeting 32 nights. These classes met every Tuesday and Wednesday. Due to the spring work, the classes were discontinued until the coming fall when work is slack.

The enrollment held up wonderfully considering the severe winter. Altho Vernie Hamner had to travel 28 miles he attended classes quite regularly. The 25 boys who attended the part-time class have a program of work similar to that of the all-day students.

Eugene Martin, who had two years of all-day instruction in vocational agriculture, has now completed three years of part-time class work. He has worked out detailed plans for his home garden and has taken first prize on garden products at the county fair each year for the past three years. Eugene's two sisters, who are members of a 4-H canning club, canned over 500 quarts of vegetables from the garden last season.

If it is dry this summer Eugene plans to install an electric motor in the middle of his garden to provide irrigation. A drilled well will provide plenty of water. Eugene has also made detailed plans for one acre of orchard. Trees will be set from time to time over the next few years as finances permit. Temporary small fruit and garden crops will be grown until the permanent trees are all set out and need the space.

The first hour period of the part-time course given this year dealt mainly with poultry. This part of the work Mr. Hoberg taught. The poultry course included work in culling, judging, housing, caponizing, and feeding. In addition to studying conservation problems, the members of the class and Mr. Hoberg fed and sheltered pheasants during the severe winter weather.

The second hour and a half was devoted to shopwork under the direction of Mr. B. C. Fowler. A wind generator with an airplane propeller mounted on a windmill trestle was constructed by one of the boys to generate electricity for pumping water. Before Christmas many of the boys made different kinds of game boards, archery equipment, leather work such as billfolds, cases, sheaths, moccasins, and the like. Furniture repairing and gunstocking repairing were other types of work included in the course. Some time was also devoted to making rope halters, tying knots, splicing rope, [illegible]

The last half hour of the class session was devoted to athletic activities, such as wrestling, boxing, horizontal bar, kick ball, hand ball, basketball, and many other vigorous exercises. After the gymnasium work everyone took a brisk shower.

A similar program of part-time agricultural work is being planned for the coming year with the addition of other items. Because of the great amount of time spent during the day on the high school agricultural program it is impossible to have the group meet in the day time. As a result of the part-time program, many of the younger boys are planning to attend high school and take the four-year course in agriculture.

Visits at Homes of Part-Time Students

ELMER B. HICKS, Instructor, Loveland, Colorado

HOW often do you call on graduates from your agricultural department? I know what you are saying. I have trouble finding time to call on them often enough myself. We have started these boys on their life vocation and our responsibility does not end with their graduation.

One way that we can keep in touch with them is to offer part-time classes. These can be taught one night each week during the slack season and can run for a period of 20 weeks or more. In this way the farm boy can bring his problems to you. This type of school is recognized as being a satisfactory method of training students for farming. The instructor visits the part-time student and supervises his work. It is my experience that more valuable instruction can be given during such visits than during some class meetings, because the follow-up of the class work with the discussion at the home is based upon the immediate problems of the student.

Enrollment in the part-time class need not be confined to graduates but may include any young farmer in the community who would appreciate advice from the teacher. This type of student is in a far better place for vocational training than the average high school student. He has made the decision that he is going to farm. He is old enough to have some ideas of his own, but he frequently needs help and advice. He needs to develop confidence in himself. For this type of student a visit from the teacher is one of the best ways of rendering a real educational service.

William T. Root, head of the Department of Psychology, University of Pittsburgh, makes the following statement: "There is one person studying farming for each 6.5 persons engaged in farming." Are we doing our share in training people for the vocation of farming? Are we doing our job? Not unless we are reaching the young men on farms who are not in all-day classes. It is our job to see that these young farmers in our community have an opportunity [illegible]

A Reaction on Part-Time Work

NOTE: This is a letter written to Mr. H. O. Sampson, state supervisor, by R. B. Dickerson, teacher, Sussex, New Jersey, after completing a part-time class.

"Just a line to tell you that we held the sixteenth and final meeting of our part-time course last night with all members present. In one sense, it was the most interesting meeting we have had this year.

"As an introduction, I told them of the national interest and encouragement that is being shown the young adults all over the nation. I told them that they had gotten in on the ground floor and were not only ready for more advanced work but would be able to render valuable service in helping to get other groups organized in the event there is an opportunity.

"This appealed to them greatly and they signified their desire 100 percent to continue next fall and winter with another part-time course. This is what I wanted to hear them say, and so I opened the meeting for discussion and let them tell what they wanted to take up next fall. Briefly, here it is:

I. Poultry production—feeding and diseases

II. Horses—breeding, feeding, and care

III. Dairy production—sanitation for clean milk and pasture improvement

IV. Farm machinery—selection, care, and repair

V. Related material—public speaking practice

1. This will consist of each member preparing a talk on some standard or improved practice which he has carried out at home.
2. After the talk has been given, the subject matter, practices, grammar, and delivery will be constructively criticized. The boys asked for this and all agreed that it would help them to better express themselves.

"Every member is going to make a special effort to contact and bring in a new member.

"We voted to start our course the first Tuesday night in October, instead of November, so that we might hold off during extremely bad weather and resume in the spring early enough to finish before the spring rush of work begins.

"Nothing in my teaching experience has been more gratifying than the enthusiasm of this group and the results obtained with them during the last two winters. It continues to be a great source of inspiration and confidence to me."

Attacking the Evening School Problems

B. Q. SCRUGGS, Instructor, Wetumpka, Alabama

TEACHERS of agriculture going [illegible]

tle or no indication as to where best to start. Usually, if it is not a new department, the retiring teacher can and does give valuable information to the new teacher. But the new man needs and must have more information if he is to be of the best service to the farmers.

One of the important things that claims his attention first is the evening school for adult farmers. Usually there is at least one old class to be closed out and there is one to be started. But where must the new one be? That question must be decided. Here, I believe, are some ways that might help answer that question.

1. Contact the key men of the communities.
2. Contact school teachers that may still be in the communities.
3. Use F.F.A. boys for sound information.
4. Exchange ideas with other agricultural teachers in the county, if there are any.
5. Attend Saturday baseball games in the various communities.
6. Go to singings on Sunday afternoons. Lots of farmers go to these singings just to see other farmers and to exchange ideas.

The next question that might arise is, what course to teach. Individual surveys are very valuable in revealing the condition of a community. In my evening school community last year, I found thru a survey that 75 percent of the members lived on rented land—land that was usually in poor condition, that had little or no cover crops, and that was poorly terraced. Even with such a high percentage of renters, a soil-building program was the immediate need of the community. The first meeting was held in September, with the county agent and my principal attending the meeting with me and assuring the farmers of their co-operation.

Interest was kept alive by:

1. Showing the value and need of a soil-building program.
2. Giving attendance prizes each night. These prizes were donated by business houses of Wetumpka.
3. Promising to try to interest the landowners in a sound soil-building program.

Some of the things taught in this class were: value of cover crops, kinds of cover crops, planting cover crops, values of manures, how to know commercial fertilizers, fertilizers for corn and cotton, terracing farm lands, making terracing drag, turning cover crops, and crops to plant after cover crops.

One of the most interesting projects arising from this class was carried on by Mr. J. M. Bush and his son, Leon. They each had five acres of corn, side by side. Mr. Bush planted Austrian Peas and Leon used nothing but 100 pounds of nitrate of soda per acre. Both crops were cultivated alike. Mr. Bush made $66.12 net profit. Leon made $33.30 net profit. Many farmers of the community saw this demonstration. Crops on this land are being watched this year to see the carry-over effect of the cover crops.

Two meetings have been held in the [illegible]

Fifteen soil-building and fertilizing projects were carried out last year. This year the cover crop acreage has doubled, and by the use of county equipment nearly all the land rented and owned has been terraced. Evening schools are being held in other places this year, but a close contact is kept with last year's members and a different course will be taught in the same community this year.

Results Obtained

J. C. WILSON, Instructor, Chalybeate, Mississippi

IT WAS somewhat of a problem the first year to determine what to teach adult farmers. It was decided that in order to find out what was needed, and at the same time get acquainted with the farmers, a survey of crops and livestock enterprises would be taken. This work was started in July and completed in August. One of the outstanding things that the survey showed was that the farmers had been growing very few acres of winter cover crops in the past. Therefore, it was decided that winter cover crops would be one of the problems taught. Several farmers expressed their desire that they be given some instruction on this work.

Mr. Horton

To create more interest, news articles were published in the county paper, and a schedule of the meetings was also announced. Numerous visits were made to the farmers to tell them of the meetings. The citation of success that some of the leading farmers had had with winter cover crops was used to arouse interest of the non-growers of cover crops. The farmers were made to realize it was for their own good to attend the meetings.

Two meetings were held in each of three centers on this unit of work. Charts were presented by the agriculture teacher and discussed with the farmers to enable them to answer the following questions: What kind of winter cover crop shall I plant? How shall I plant the cover crop? What time shall I plant? eral farmers who had had some experience were ready and willing to take part in the discussion and relate their experiences to the group. This participation helped to make the meetings run smoothly.

Additional visits were made to the farmers who had attended the meetings to find out their intentions in regard to planting a cover crop. Questions relating to the information presented at the meetings were asked, such as: How much do you estimate an acre of vetch would be worth to you if you followed it with cotton? With corn? What good does the vetch do beside add nitrogen to your soil? They were also asked how much of their place they intended to plant to a winter cover crop.

The result of the instruction is shown in the supervised practice program that followed. A total of 105 acres of vetch alone, 10 acres of vetch and oats, and 2 acres of giant burr clover was planted. A sample test was made to determine the amount of green matter per acre. This amounted to 22,050 pounds of green material per acre or the equivalent of 1,400 pounds of nitrate of soda per acre, the exception being that the vetch will produce the nitrogen much slower and over a longer period than the nitrate of soda.

There will be an extensive opportunity for this work to be followed up, and the acreage should be increased to possibly double or triple the acreage now grown. Practically all the evening class students now growing vetch are planning to save seed and increase their present acreage.

My Part-Time Classes

L. L. PRICE, Teacher, Ida, Louisiana

MY FIRST part-time work in 1932 consisted of four classes located in each of four different communities of the patronage area. The total enrollment was 45 boys. I soon learned that these boys would meet more regularly if I held the class in some boy's home. Naturally, we provided a social hour after our class. With some of these groups, it proved best to have one regular meeting place. Others worked better by rotating from one home to another by invitation.

I was transferred to a larger school in 1933. There I served as secretary-treasurer of a Parish Truck Growers Association, which was yet in its infancy. To help out that group, I organized six evening schools. A few boys of the part-time age attended some of my evening class sessions, but because they were not in their regular group, they soon dropped out. I conceived the idea that it was impossible for me to organize a part-time class there. However, the trouble was all with me. My successor organized a splendid class.

In 1934, I transferred to one of Louisiana's leading school parishes. I was determined to have a part-time class. It seems a bit discouraging at first, but I got away from town a few miles, and by using a car to assemble them, I had an average attendance of 10. When we arrived at the last member's house, we stopped for our class. This was a very

engineering, crops, and parliamentary law.

This year I organized a part-time class among my former vocational students who were farming in the community, yet were not old enough to be classed with the evening group. A general meeting of all eligible boys was called. We discussed the possibility of organizing a part-time F.F.A. chapter. I pointed out the opportunity for advanced study in their major farm problems, a study of civic and social etiquette, entertainment in the form of plays, minstrels, etc., and athletics consisting of basketball, baseball, and boxing. We went right to work, elected our officers, set an annual fee to pay local, state, and national dues, and set a regular meeting date for each Monday night. Our group has steadily increased in number. Our present enrollment is 20. An interesting fact about this group is that they insist on meeting every Monday night. They emphatically said no when I suggested every two weeks during the plow season.

Recreation in the Part-Time School

W. D. FREITAG, Instructor,
Lake Mills, Wisconsin

PROVIDING recreation for members of a part-time group is a problem upon which there is a wide diversity of opinion. It is my personal opinion that the wise use of recreation has a definite place in this program. A discussion of this topic may be approached from two angles: value and purposes in a part-time program, and how recreation is to be provided.

I believe we must admit that in some cases individuals attend part-time schools solely for the purpose and privilege of participating in the recreation period. How extensive such is the case I would hesitate to say. Assuming that an individual is attending for that purpose he will at least be exposed to and undoubtedly absorb some useful information that may later be of value to him. It is also entirely possible that a boy having enrolled primarily for the privilege of participating in the recreation period may find some interests in the regular instruction period and develop into one of the most ardent supporters of part-time instruction. If the latter is true, I think that recreation has achieved one purpose. Boys, at the age of those we work with in this program, have a certain amount of energy that must be dissipated in some manner, and the dissipation of such excess energy in a school gymnasium or in a classroom is preferable to having it dissipated at other and possibly more undesirable places. Inasmuch as physical education is considered a part of the regular school curriculum for the purpose of developing the boy I can see no reason why it should not be considered equally as valuable in part-time work. I do not mean to infer that recreation is to be of major consideration or to be stressed above the regular instruction, but its wise use is a means to an end. It has been my own experience that the boys desire recreation as a part of their program.

The second angle is one that in many cases possibly presents problems. The can be largely overcome by establishing a definite starting and ending time and adhering to it. Where gymnasiums were not available for basketball and volleyball, then table tennis, checkers, shuffle board, and bi-weekly or monthly social meetings had been used successfully.

Co-operative Field Tests

PAUL C. DICKEY, Teacher,
Deming, Washington

I HAVE read with warm interest the contribution to Agricultural Education of February, 1936, by Mr. Mowrey, entitled "Selection of Evening Class Subject Matter in Relation to Interest and Attendance." Mr. Mowrey emphasizes selection of the subject matter of greatest interest to the community and illustrates also the difficulty often met in doing this. Undoubtedly most men in vocational agriculture meet this difficulty at some time in connection with their evening school work.

Generally the community interest will be found to come most readily to a focus on some activity actually in progress in that community. This is most apparent as regards the selection of crop and animal enterprises to be studied. It is also true with reference to types of co-operative or farm management activities which may be successfully dealt with. Yet probably every successful community leader in agriculture burns somewhat with a fire for evangelism and desires to offer his farmer-patrons crops newer than those of their accustomed usage, or to suggest practices different from the community way. At the first suggestion of this many hands are raised in warning and voices counsel caution. This counsel is good, for caution is needed. Yet there is often a real job waiting to be done in this direction. It has been my pleasant experience to find in connection with the introduction of new crops and practices into the agriculture of my community both a recruiting agency and a subject for instruction and discussion, which have held the interest of farmer groups not only for one evening school, but for several during successive years.

Since 1926 the teachers of vocational agriculture in the state of Washington have carried fertilizer field test plots in co-operation with the local farmers on the one hand and with the soils department of the State College of Washington on the other. This work meets a special need here because of the diversity of soil types, the lack of recent soil surveys, and the scarcity of funds for college field work under existing economic conditions. At present a sufficient volume of test plot results has accumulated to enable the state advisory council on soils and soil fertility to make recommendations for practices to maintain fertility thruout the state. These recommendations are made by geographical sections and crop classes, and this material is published in two extension bulletins by the state college.

Again, within the past four years there has come to us another opportunity for co-operative field test work. The Bureau of Plant Industry of the United States Department of Agriculture desired to test numerous newly developed varieties vocational teachers desired to have first-hand information as to what these plants would do in their own localities.

Now, taking these two instances as representative of the wide variety of co-operative field work done by vocational teachers, what is the situation of the instructor who approaches his evening school group for recruiting purposes after a few years of such a field test program. He has the concret accomplishment of growing something, either on his school plot or thru his co-operators, preferably both, for different types of rock-bottom information come from each. He has also a nucleus for recruiting, in the group of co-operating farmers and the parents of the co-operating students. And he has the factual material gained plus the demonstrable physical material of the crops or seeds, "grown in your own vicinity by your neighbor who will attest the facts"—this, I think, is the good psychological approach—for subject matter.

On this material he can readily carry on conference procedure as long as the discussion stays close to the experience of the group, gained with similar crops, or when it deals with cultural methods. This will enrich the discussion to the considerable extent of the experience of the conference group members. Yet because he has introduced the crops or practices serving as the general topic the instructor retains the distinctive advantage of being in technical and scientific phases his own expert, or even when caught beyond his depth he is yet the person having the most immediate access to the final authority. And, providing instruction is kept distinct from conference, bits of pure instruction may be interspersed from time to time without the common difficulty of this practice; namely, causing a short-circuit to the current of thought. The group of farmers will quickly and unerringly think back to what has happened in the neighborhood, from more distant or general statements.

I find it very satisfying to be able to present a piece of work vital to the farmers' business, which is my own and his, and in which he and I are partners testing interesting new developments in various lines, in which the facts need not be accepted as read, but are constantly in the making, and may be taken as seen. I think my farmers like this, too.

Individual Folders for Vocational Students

A. E. ABSHIRE, Vocational Agriculture
Teacher, Aurora, Indiana

BY USING individual folders for vocational students much time is saved. Supply the students with a manilla folder in which to keep all of his records for the four years he is enrolled in vocational agriculture. The boy will take pride in keeping his work in order. He doesn't have to waste time in organizing his past work.

This method also saves the teacher considerable time in selecting the work when scholarships are involved. A record is obtained for the farm for four years and the boy is started out right on farm management, for he can compare his last year's work and try to correct his mistakes

of farm showing fences, rotation; preliminary analysis of the farm business; farm business analysis factor blank; dairy husbandry sheet for each cow; inventory of farm practices; individual student records in vocational agriculture. Others may be added to this list.

If this work is presented to the parents of the boy, better co-operation is obtained and possibly better data will be obtained.

Varied Subjects for Evening School Classes

ELGIN HALL, Teacher,
Worland, Wyoming

AS THERE has been a county agent in our county for eight years and several evening schools had been held by the former teacher, I was afraid that there was not a great need for evening school work in our particular community.

I soon changed my mind on this one point, however, even tho I was not satisfied with the attendance.

Some three weeks before the date anticipated for the first meeting, stamped post-card questionnaires were sent to 200 farmers. The questions on the cards pertained to matters such as place for meetings, number of meetings a week, and subjects or problems they would like to study. Of the 200 cards sent out, only 21 came back, and all that was necessary for them to do was write half a dozen words or so and put it in their mailbox or post office. Naturally, I was quite discouraged from the start at such a showing, but it was decided to call the first meeting, which was done with a good newspaper article on the front pages of our two weekly papers.

The first meeting proved quite interesting in spite of the fact that only eight farmers turned out. These eight farmers were really interested in bettering themselves thru better methods of farming, tho they had different problems to work on in order to accomplish this. The average attendance for the remainder of the meetings was 13.

This group of farmers were most interested in the one problem of keeping their land built up to a point where sugar beets could be raised profitably. A few of them had this problem to face without feeding sheep or cattle, so rotation of crops, green manure crops, and a fertilization program were some of the points discussed.

Some of the practices decided on were planting sweet clover with every grain crop and plowing under a year from the first fall, or better still planting hubam clover and plowing under the first fall.

Five meetings were devoted to the improvement of soil thru rotation of crops, green manure crops, and the use of barnyard manure and commercial fertilizers. By this time we were ready to go on to other subjects for study. The next meeting was a discussion of the control of angleworms on irrigated land. The following five meetings were devoted to feeding.

It might seem odd to some that it is necessary to control angleworms in order to raise a good crop. Angleworms become so numerous that they puddle the soil after every irrigation, and thus it dries, becoming very hard and breaking was two ounces of mercuric chloride dissolved in 50 gallons of water and sprayed on 1,000 square feet of ground. This would amount to about 5 pounds per acre. This can be applied with an ordinary spray used for web worms and should be done just before irrigating so that it will soak well into the soil. This proves effective but also expensive.

Our sessions on feeding consisted mostly of round-table discussions with visits to a few outstanding feed lots.

The six meetings on landscape gardening created quite an interest in landscaping. Most of the work was round-table discussions along with questions which were presented as a basis for discussion.

I have found it true in the two evening schools which I have conducted (one in Montana and this one) that you cannot say, "We are going to study this subject for a certain number of meetings, and then we shall take up so-and-so." The farmers were allowed to select their own subjects in all the work done in the 41 meetings held this past winter. I believe that if a group is allowed to do this but keeps in mind that one subject must be completed before another is taken up that more success can be had in evening school work.

Part-Time Schools in Agriculture

H. M. NELSON, Instructor in Agriculture,
Wisconsin Rapids, Wis.

A SURVEY of Wood County by a local group of people interested in rural education was made with the co-operation of Dr. E. L. Kirkpatrick of the University of Wisconsin. This survey revealed the same condition as similar surveys in other sections, namely, a real need for educational and social development for our out-of-school group of farm boys and girls.

As a result of the existing condition, and to make a start toward remedying the situation found, a full-time man was engaged to organize and teach classes in agriculture to the out-of-school farm boys.

Using the survey as a guide, as many boys as possible in each of the promising areas were contacted. Personal calls were made at the farm homes of these boys during the fall months. The various units of study were explained to each boy and every encouragement to attend one of these part-time classes was given. Each boy was notified by postal card or letter when the classes in his area were to start.

At the first meeting the boys chose their unit for study, and it so happened that each of the first three groups organized selected dairying. Because of the splendid co-operation of the Office of Farm and Dairy Records, University of Wisconsin, we were able to organize dairy herd improvement and have exactly forty herds belonging to regularly enrolled part-time boys in this work. The plan is to develop a program of breeding, as well as culling, based on testing and keeping of accurate herd records over a long period of time. It is our hope that the other boys not in dairy herd improvement work will select projects and improved practices related to dairying.

The three schools where regular class-

Wisconsin Rapids. Town halls and rural school buildings are being used for meeting places. Because of lack of facilities for carrying on recreational activities during the winter months, our enrollment has been made up of boys really interested in the part-time agricultural program. In other words, we have not used "sugar coated" schemes and methods to induce boys into these classes. Each class is from two to three hours in length.

On the first of March three part-time schools for farm boys are nearing completion. Taking the severe weather conditions during most of January and February into consideration, these three schools have been very well attended. Other schools will start in at least three other centers in the county early in March.

The Out-of-School Youth Problem

T. E. KIRKLIN, Teacher, Quitman, Louisiana

THERE is a great opportunity for teachers of vocational agriculture thru their program instruction and guidance to help part-time students get established in some kind of work in which they are interested.

One of the greatest problems that the teacher faces in organizing these part-time classes in vocational agriculture is getting the class started. My experience is that students enrolled in all-day classes in vocational agriculture are a great help in making part-time surveys. Following the survey the teacher should make a personal visit to each boy's home and explain the proposed course to him. Plans should also be explained to the boy of providing some form of athletics in which he is interested.

I held my first meeting in the latter part of January, and fifteen boys attended. The boys organized a basketball team, and a number of boys attended who were engaged in other work but were interested in agricultural practices. A list of suggestive topics for study was presented, from which they selected the subjects in which they were interested and also the date for the class meeting. The group this year decided upon Tuesday and Thursday afternoons of each week at 5:30 p.m.

A series of approximately 15 meetings has been held, and much interest is being taken in this work, after I succeeded in getting the boys started. Several improved practices have been taught; after each was discussed at a meeting two or three demonstrations were given on the practice.

In the accompanying picture you see the boys demonstrating how to run a terrace line. In this job they were divided into groups so each would have a better opportunity to become more efficient in this practice.

Future Farmers of America

F. F. A. Banquet Panel Discussion

T. R. HASH, Adviser,
Moundsville, West Virginia

THE Mound Builders Chapter of Future Farmers of America featured a panel discussion as the main part of their father and son banquet program.

The Vo-Ag department and F.F.A. chapter were new to the high school curriculum. The problem of the chapter members was to explain these two coordinated programs to their fathers. With 92 percent of their fathers present at the banquet, they discussed the question, "What Are the Future Farmers of America and Vocational Agriculture?" More than 75 percent of the chapter members appeared on the program. The discussion included several short answers to questions raised by members of the panel. The rest of the program was very short and featured musical selections along with comments by school officials and other guests.

The members feel that some of the advantages of the panel discussion are as follows:

1. More members may participate in the program and thus give public speaking experience to a greater number of boys.
2. Short talks are more interesting than long ones.
3. It accomplished its purpose of selling the Vo-Ag program to the fathers and school officials.
4. It does away with a certain amount of formality and thus makes the fathers feel more at ease.
5. The large number of boys appearing on the program causes each father to feel that his son is receiving equal training with that of other members and that it is not an organization for the few more fortunate individuals.
6. The music added interest to the program.
7. People like short programs that are interesting and instructive.

F. F. A. Skating Rink

THE Westmoreland, New York, Future Farmers' Chapter 104 planned and developed a fine sheet of ice 150 feet by 180 feet for the use of the Westmoreland community last winter under the direction of their adviser, Geo. H. Ilse. Previous attempts to form a rink by the use of a fire hose and wholesale flooding were discarded, and the garden hose spray method was used. This is a sure but slow method, applying the water only after the temperature drops below 20 degrees above zero. President Lyle Walker of the local F.F.A. says, "We did it, and they said it couldn't be done." Large crowds enjoyed the rink, and a huge floodlight added to the usefulness

Chapter Practices Conservation

DUKE WELLINGTON, Adviser,
Stanford, Montana

SAVING the lives of thousands of game birds and exterminating the destructive porcupine in the area around Stanford, Montana, are two of the unique accomplishments of the Judith Basin Chapter of Future Farmers. In one case it was preservation of useful and desirable birds, in the other a matter of destroying an animal which has done more damage to timber in Montana in the last 15 years than all the damage done by fire.

With the mercury nearly to the bulb at 35 degrees below zero in early February, Future Farmers of the Stanford Chapter went afield to feed game birds which were dying from exposure and lack of food. The boys were taken to the nearest creek bottom by Sheriff Black, whose car was the only one in town in use during the sub-zero weather. Here the members divided and went up and down the creek placing the grain in appropriate feeding places. Two of the party took skis and covered the upper stretches unaccessible to the boys on foot.

The boys appropriated from chapter supplies several hundred pounds of threshed grains, including wheat, oats, barley, and rye, and several dozen ears of corn. This feed, together with 30 sheafs of grain, proved to be a life saver to the Chinese pheasants and other useful birds, left to the perils of the hard winter.

At nearly every stop the birds would be on the feeding grounds before the boys were out of sight. First would come the prairie chickens, then the Chinese pheasants, and last but not least in numbers would be the Hungarian pheasants. Many small songbirds that are the farmers' friends swarmed in abundance at the feeding grounds.

The boys of the Judith Basin Chapter were the first organized group in their community to see the necessity of feeding the wild game birds during the extreme cold ways which hit Mont

conservation should be begun on the farm by the farmers, since it is so important to the farm. The chapter is co-operating in this work with the Stanford Rod and Gun Club, The American Wildlife Institute, at Washington, D. C., and every member of the chapter is identified with the Square Circle Club, which has a ten-point pledge of good sportsmanship and wild-life conservation. Not only is this chapter outstanding in preservation of desirable bird life but it is doing away with the farmers' enemies.

"Porcupines or timber is our choice," said District Ranger Eckert to the Judith Chapter of F.F.A. He added, "Porcupines must face the charge of killing large numbers of colts, calves, and sheep in addition to the indictment of being destroyers of trees." The porcupines or "Timber Enemy No. 2" sins against young timber as the result of his appetite for juicy bark. With a knowledge of the disastrous effects of this animal, Paul Holzer and Albert Aamold, Judith Basin Chapter members, spent several days receiving training under the supervision of L. M. Cheney of the Biological Survey and the District Forest Ranger, Eckert. These two boys went forth to hunt porcupine dens, inserting poison bait in small wooden blocks in secluded spots out of reach of the livestock. A certain plot or area has been set aside for the Future Farmers of this chapter to cover. The work of extermination will continue during the year in co-operation with the Forest Service.

To protect the life of desirable trees, to destroy the undesirable porcupine, and to aid in reseeding the over-grazed range—these are the objectives of conservation and the work of the Judith Basin Chapter.

EDITOR'S NOTE: The Judith Basin Chapter have many activities underway. They have conducted a state highway patrol safety program in co-operation with the state police. Another unique activity, originated by the chapter, is their "get-acquainted and good-will tour." Two chapters in each state, Hawaii, and Porto Rico are corresponded with by a letter and a copy of their chapter news-letter, requesting each chapter to reply. This exchange has proved helpful to all who have participated.

Future Farmers Support Annual Event

The Maryland State Association of Future Farmers is unique in the extent to which its major events receive support by F.F.A. members in the state as a whole. These events are the dairy cattle, potato, and corn judging contests, and the annual banquet held in connection with the Frederick Fair in October; the state project contest in co-operation with the Farm Bureau; and the public speaking, poultry judging, and milk judging contests, and the annual luncheon held at the University of Maryland. The Maryland Association is outstanding in the steadfastness of its support of

Suggested Outline for F.F.A. Training Conferences

G E. FREEMAN, State Supervisor,
Knoxville, Tennessee

THIS outline is to be used first in district chapter meetings and later as a guide for the training of leaders within local chapters. It contains many imperfections and may not fit all conditions just as outlined, but I sincerely hope that you will be able to get some suggestions which will be very helpful in meeting the need for better trained F.F.A. leaders and members.

The outline and suggestions are given under the following eight headings:

I. A discussion of the purposes or objectives of the national F.F.A. organization

1. Have some boy present discuss what is meant by purpose No. 1 "To develop competent, aggressive, rural and agricultural leadership."
2. Round-table discussion: "How is the F.F.A. meeting this purpose?"
3. As an officer or as a member what is my obligation with reference to the training of leaders?
4. Purpose No. 5 is: "To improve the rural home and its surroundings."
   a. To what extent is it a responsibility of the F.F.A. to do this?
   b. What other purpose might this have a very definite bearing on if well done?
   c. How do we propose to improve rural homes and their surroundings in Tennessee this spring?

II. A list of questions for study on the state and national constitutions

1. How many classes of membership are provided for in the national constitution?
2. Are the same classes of membership permitted in the Tennessee Association, F.F.A.?
3. How many grades of membership are provided for in local chapters, state associations, and in the national organization?
4. What are the requirements for each grade of membership?
5. What is the meaning to F.F.A. members of each of the four symbols in the national insignia?

III. Setting up suitable chapter by-laws

1. What procedure is prescribed by the national constitution for dealing with members who refuse to pay dues? What does the state constitution say about it?
2. If a member refuses to appear on the chapter meeting programs, what does the constitution of the Tennessee Association, F.F.A., say must be done about it?
3. How do you determine when members are admitted to the chapter?
4. How many members must be present at a chapter meeting to make a quorum?

A study of the above questions will reveal the fact that a great many situations may arise in the operation of your local chapter which are not covered by any specific guides as to procedure either in the state or national constitution. To meet just such situations it is usual and advisable for each chapter to formulate and adopt a set of by-laws which may be used in ruling on matters such as the above which arise from time to time in the operation of the chapter. These by-laws should be so well understood that members may know exactly what to expect, and officers will not be in doubt as to rulings which are purely within the jurisdiction of the local chapter.

5. In a regular conference procedure draw up a set of by-laws which you believe would be a good example to take back to your respective chapter as a guide in setting up your own.

IV. Developing the essentials of a good chapter

In order that this may be developed, understood, and taken back home by all present, it is suggested that the presiding officer use a procedure somewhat as follows:

President: "I believe that every delegate in attendance at this meeting is sincerely interested in doing his part to develop a good chapter back home. I realize, too, that we use that word 'good' rather loosely or that it does not mean the same to all of us. When we say that a chapter is good we doubtless have certain things in mind, and I should like those things to be brought out in this discussion so that we may use them as a kind of yardstick to measure our chapters and to determine just how good they are and at the same time to learn if we can just what things make the

list on the blackboard those things which you think make your chapter a good one and that might apply to any other chapter. . . . While he is at the blackboard, I want you to be thinking about this and be prepared to add other things which you believe to be essential for a good working organization and for getting results."

(Others should then be called on and the list added to as the discussion continues. In conclusion, draw out of the list those things considered most essential by the majority of the group present. After this has been done it would be advisable to discuss briefly the meaning of each and certainly to discuss somewhat more fully how these essentials may be attained.)

V. Developing the essential qualities, or desirable traits, for chapter leaders

1. President
2. Secretary
3. Treasurer
4. Reporter

(It is suggested that somewhat the same procedure as that suggested for No. IV above be followed for this part of the training conference.)

VI. How to develop and carry out a good chapter program

1. Annual program or objectives
   (These usually take the form of goals to be attained by the end of the year.)
   a. *State objectives*—These should be considered by the chapter as the first step in setting up its objectives for the year, but probably in no case should they be adopted as such for the goals of the chapter.

Why not adopt the state objectives as chapter objectives and be done with it?

   b. *Local objectives*—These concern the local chapter and the community in which it is located, but of course may and should set up the chapter's share of the state goals.

In this discussion it is suggested that proposed objectives be offered by members at large as well as by committees which have previously been appointed to study the questions of objectives for the year. As objectives are presented each should be measured against the following:

   1. Is it stated in terms that we all understand?
   2. Is there a definite need for it in this community?
   3. Is it one that we can accomplish, or are we prepared as individuals and as a group to put forth the effort necessary to achieve it?
   4. Is it considered important by the whole chapter and is it one in which the community will be interested?
   5. Are the steps necessary in achieving it activities which the members will really enjoy doing?
   6. Does its execution depend upon the co-operation of persons or organizations outside the local chapter, and if so, do we have reasonable assurance that we can get that co-operation?
   7. Is it something that is really worthwhile and will the results be satisfying?

2. Chapter meeting programs.
   a. For what purposes are F.F.A. chapter meetings held?
      1. Making plans for reaching objectives
      2. Checking up on progress to date
      3. Recreation
      4. Education
      5. Practice in parliamentary procedure
      6. Routine business, etc.
   b. Should each meeting definitely fulfil or progress toward one or more of these purposes?

Someone has said that each meeting should make us think, make us laugh, inspire or "pep" us up, and that occasionally at least it is wise to have something to eat. What do you think of that?

If the above is true would it not be wise to do a lot of thinking about how we are to carry out our program for the year and then get enough "pep" to go out and do it?

VII. Training reporters

Secure a local newspaper man to meet with the reporters present, not to make a talk but to answer their questions as to what to write, when to write it, and how.

The president of the chapter should see that each chapter official performs well the duties assigned to him. The responsibility of the reporter is far-reaching.

What major purpose of the F.F.A. can be fulfilled better thru the activities of a good reporter than in almost any other way?

VIII. Practice in parliamentary procedure

Some questions are listed here, but this should not be purely a question and answer procedure but actual practice in making motions, amendments, and directing discussions in accordance with proper rules of order.

1. Do you know what to do when a motion is before the house and another motion is made to table it?
2. Do you know how to bring to a vote a question under discussion?

Co-operative Feeding and Fitting Project

WATSON E. FOWLE, Instructor,
Traverse City, Michigan

LAST December the chapter members purchased a purebred, three-months-old bull calf from an outstanding breeder of Shorthorns in northern Michigan. In the pedigree of this animal the names of Goldspar and Brown Dale appear. His line of breeding has been carried up thru national livestock winners and many state and county fair champions.

Chapter members have named this individual Goldspar Hope. Fourteen students are co-operating in financing and supplying feed for Goldspar. With his high breeding and under the hand of Robert Robertson, he is developing into a bull of outstanding type. Principles of feeding balanced rations and lessons on selecting, fitting, and showing cattle, developed in the classroom, are put into practical application thru this co-operative project. With the sale of the animal the chapter members hope to earn money to carry on activities of the chapter during the coming year.

Alabama Crippled Children Aided

G. T. SARGENT, Assistant Supervisor,
Auburn, Alabama

THE Future Farmers of America and the Future Homemakers joined in the presentation of a check for $7,366.41 for use in providing convalescent equipment for crippled children in Mobile, Selma, and Birmingham.

Mr. A. C. Allen, State F.F.A. president, said the two organizations of vocational pupils in agriculture and home economics in the state this year had carried out a citizenship project looking to the raising of a fund for promoting crippled children's work. The speaker stressed the joy and satisfaction the farm boys and future homemakers, in their respective organizations, had derived from their efforts in connection with the project,and Dr. J. A. Keller was assured the fund was not raised thru begging or the soliciting of subscriptions but was the result of the individual efforts of the pupils, who earned the money donated.

The conditions of the gift provided that the equipment should be purchased from lists provided by the surgeons at the three orthopedic centers, and that it would be placed where children from every county will benefit.

Superintendent Keller expressed his hearty approval of the type of citizenship project which the gift represented and commended every boy and girl who had had a part in making possible in such a fine way opportunities for recovery for

A State-Wide Test

(Continued from page 100)

the many important phases that should be developed under each enterprise.

2. They are a challenge to the boys.

3. In reviewing the examinations with the boys after correction they form the pattern for a most thoro and excellent review of all phases of that enterprise.

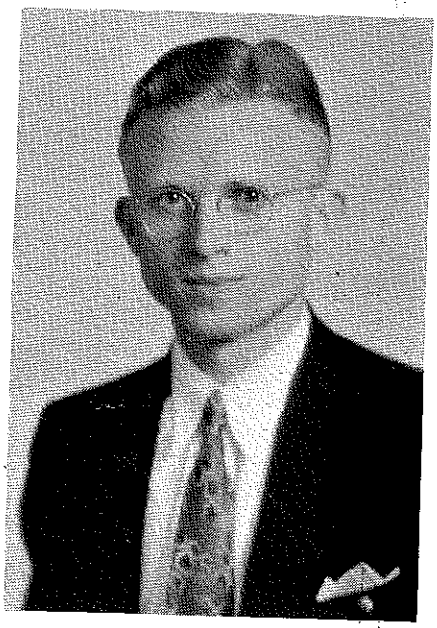
4. They are the means by which a teacher may check on the efficiency of his teaching with successive classes. They are the means by which the individual teacher may compare his work in a very general and admittedly inaccurate way with that being done in other parts of the state.

STATE STANDINGS IN MASTERY EXAMINATIONS

	Perfect Score	Range	Median	Q.1	Q.3
Feeds	140	13–137	86	75	101
Dairy Cattle	160	18–158	99	84	118
Swine	140	21–139	87	70	104
Horses	125	8–125	85	70	97
Sheep	125	32–125	94	81	105
Poultry	175	38–172	116	98	134

Utah State Farmer Wins High Honor

Fred Somers, a State Farmer of Bear River chapter, Utah, has received a $2,000 Rhodes Scholarship at Oxford University in England, beginning with the school year of 1936-37. So far as is known he is the first State Farmer in America to receive this honor. Somers expects to continue his study of botany and plant physiology in their application to the control of plant diseases.



Fred Somers

Somers had poultry and grain enterprises in his vocational agricultural program. He served as chapter reporter and had an outstanding record in chapter, high school, and college activities. While in high school Somers received a Union Pacific Railroad Scholarship of $100 to attend the Utah State Agricultural College, where his average scholarship was 93.4 out of a possible 95. He was elected to Phi Kappa Phi and Alpha Zeta. President Carl Gray of the Union Pacific System plans to meet this outstanding young man at Ogden at the time of his departure for Oxford.

Mr. Somers expects to make his life work the control of plant diseases as a

Activities of the Spearsville Chapter

W. O. FERGUSON, Teacher,
Lillie, Louisiana

IN THESE modern days of high-powered automobiles, fame in baseball (for which a player often receives a salary even higher than that received by the president of the United States), and stardom in the movies, one needs to remind oneself that to give the farm boy the things on the farm that he would find in the city is the secret of keeping our farm youth contented with the life of the farm people. This can be done by putting activities and conveniences within the reach of the youth on the farm. It is the first of these that we wish to discuss in relation to the work of the Spearsville Chapter. We shall mention only a few of the most important functions here because of limited space.

"Rural leadership is the outstanding need of the hour." A good leader needs to be a good speaker. We have always had this objective in our program of work.

Another purpose of the organization is to furnish recreation for future farmers. This has been done in several ways, but mainly by athletics in the form of a basketball tournament and all kinds of athletics at the state encampment. On February 10, at Mangham, our chapter basketball team won the championship of District II. Then, in August, 11 members of our chapter motored to the summer encampment at Fishville and came out at the top of District II, and thereby received the camp trophy. For forms of recreation other than athletics we have had the annual Father-and-Son banquet, social outings, and outdoor meetings. We hope that thru such events the foundation will be laid for co-operation with other organizations.

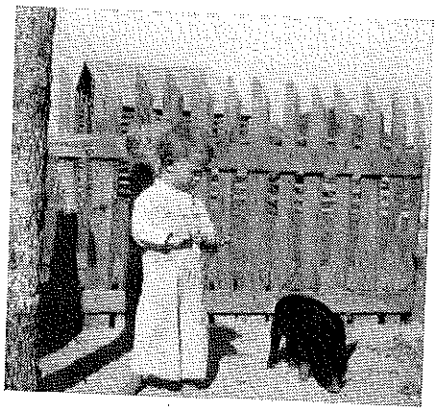
Last year we were very busy raising funds to pay our camp quota, which was only $123 at the beginning. The methods we used last year to raise $55 of this amount were: having exhibits at parish fair, selling plants from a hotbed, selling peanuts at plays, sponsoring box suppers, presenting the Future Farmer boxing team, and co-operating in a pig project. We have, at the time of this writing, raised from exhibits at the parish fair $36 of the remaining $68, and we hope to complete it this year.

Our chapter has done some publicity work. Four newsletters were put out by the chapter, four articles were published in the Monroe Morning World and ten in the parish paper, and a Future-Farmer booth was put up at the community fair. We also gave two radio broadcasts and helped in one district broadcast.

Another method of learning to cooperate was by a joint initiation, which was held with the Junction City, Arkansas, Future Farmer Chapter. Those who attended this meeting were from two different states, a county, and a parish.

Facts to show that we have done many things other than those mentioned above are found in the results on the Future Farmer score card for the session of 1933–1934. In 1933 our chapter scored 1,367 points to tie with Linville of this parish, and in 1934 made a total of 1,500, to be the highest in the parish. These

These boys are of the Cayuga, Texas, Future Farmer Chapter: from left to right, Adviser R. Lano Barron, Lawrence Wren, Calvin Hopkins, Lester Grant, and Aubrey Walters. Sam McMahon has his back to the camera, and to the right are two farmers observing the work. These boys, together with their classmates, have vaccinated 382 hogs for farmers of the community this past year.



From the above picture, evidently young Future Farmer McMahon has decided to do his own vaccinating, without any assistance from the upper classmen.

South Dakota Chapter Entertains New Members

THE Future Farmers of the Hartford chapter as in past years entertained the eighth grade graduates of the local school district by giving them a "look-in" on the proceedings of a regular F.F.A. meeting. These incoming freshmen were taken on an inspection trip to see the buildings, grounds, and equipment of the agricultural department. They visited the projects of Future Farmers. Returning at noon to the park the F.F.A. served dinner. After dinner a ball game was scheduled with the incoming F.F.A. members and the out-going members pitted against the remainder of the chapter. The day's events closed with swimming. According to John J. Pettis, the instructor, "This annual event does two things. It starts the new boys thinking about the work of the local high school and the Future Farmer program. It gives the prospective Future Farmer a chance to get a glimpse of the whole program. He comes into the agricultural department with the expectation and desire of having a worthwhile supervised program, makes a better member of the