Issue Theme
Objectives and Programs

"C. A. McCue Club", Bridgeville, Del.
(See Story on Page 8)

"Fortunate is the State which has its philosophy clearly defined so that it may be used as a guide in setting up a State program."
—RAY FIFE.
Agricultural Education

A monthly magazine, managed by an executive board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company, Des Moines, Iowa.

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Subscription price $1.00 per year, payable at the office of Meredith Publishing Company, Des Moines, Iowa; or by check, to Z. M. Smith, Secretary-Treasurer, at 322 8th St., W. Lafayette, Indiana. Change of Address: Send old address, January 2, or July 1, to aid in the collection of subscriptions, it is urged that, where possible, subscriptions be sent in by states, rather than by individuals. Individual matter is received by Z. M. Hamlin, 277 Russell Ave., Ames, Iowa. No advertising is accepted.

Entered as second class matter, under act of Congress, March 3, 1976, at the post office, Des Moines, Iowa.

Vol. 1, JULY, 1929 No. 7

Objectives and Programs

This is the season when we are laying our plans for the coming school year. State gatherings all over the country are discussing proposed programs of work.

Undoubtedly one of our greatest gains in the past has been a more definite and practical statement of our goals and of our plans for attaining them. Probably there is no other educational field in which the ends to be sought may be so clear and tangible as in ours. Yet not all of us, by any means, are setting up definite and measurable objectives and feasible programs for achieving them.

We are presenting this month articles dealing with both the theoretical and the practical aspects of course making and program building. If the ideas presented in these articles could be woven into the planning of the coming year and actually carried out in our practice, we should move a decade ahead in agricultural education at one step.

Building a State Program

Certain fundamental principles must guide any state in setting up a program of vocational agriculture work if such program is to be at all effective.

First and perhaps most important is the principle that the state program will be an expression in concrete working form of the educational philosophy, the professional ideals and the practical ideas of those who design it. Whether we will it or not, our philosophy of education will be reflected in our program of work. Fortunate is the state which has its philosophy clearly defined so that it may be used as a guide in setting up the state program the coming year.

It is fundamental, also, in these days of democracy in education and education thru participation that our state program of work is a peerless-developed by teachers for teachers.

As such it does not differ in construction from modern curricula and courses of study. A program of work as constructed has two marked advantages. It embodies the thought of the entire group of directors, supervisors, teacher trainers and teachers. Second, teachers are already familiar with it and are far more likely to use it since it is a product of their own collective mind.

A state program of work should be an objective program. A program is of very little value which is not expressed in measurable terms. A program of work might include as a major aim "Better Project Work." What is "better project work?"

A program of work should set up definite, practical, attainable standards by which teachers can measure their progress. Returning to standards in project work mentioned previously, one might ask if continuation projects are desirable why not have 100 percent of the students conduct them instead of the 42 percent set up as a standard for the present year? For the present year, the writer says yes, but the record of the teachers is essentially correct when a goal is set up which is within hailing distance of at least the upper 50 percent of the local departments.

A state program of work should be discussed in each local agricultural department and forms the basis for a local program. Many items in a state program should offer opportunity for student participation.

A state program should be used as an instrument of supervision by state vocational supervisors and local school supervising officers. It is of course evident that a state program cannot offer more than a general standard. The local program of the department is the real measuring stick by which the progress of the real program can be measured from year to year.—Ray Pife.

One Use of the Magazine

In my teacher training classes Agricultural Education has been of special help to me. I have tried several times to use a text book for part of my course, at least, but without very much success. The fresh material coming in from various states gets right down to "brass tacks" in the teaching problems with which we are working. I feel that it is not an exaggeration to say that the magazine has been the greatest single help I have found in the way of reference material for my students. The men like to use these articles for special references and I find them very stimulating to discussion.—Professor E. M. Tiffany, University of Wisconsin.

Entangling Alliances

A major problem in our field just now is to determine what to do with regard to the numerous offers of private agencies for the promotion of our program.

We need additional funds for our expanding program and we welcome the interest of individuals and corporations which prompts them to contribute. However, we should scrutinize very carefully every such offer. There are at least three tests that each should meet:

1. Will the funds be used to promote something we want promoted as a part of our regular program? or do they merely provide for some extraneous distraction?

2. What sort of an individual or corporation is making the offer? In what sort of company shall we be found if we accept it?

3. Shall we be obliged to advertise the donor in accepting the donation? It is well for us to remember, too, that the spending of funds allotted to us by the public is our main responsibility and not the solicitation and use of private gifts.

Uppermost, of course, is the consideration that the independence of the public school, thru which we work, is a priceless possession and must not be sold out.

Call for Humor

Some good friends of ours have told us that the greatest weakness of this publication is its somewhat tragic tone, its complete lack of humor.

Surely, they say, our profession is not actually so devoid of humorous moments as one would infer from reading our professional magazine. They point to the humorous section of the Journal of the American Medical Association, the incidents for which are drawn from the daily practice of physicians, as one of the places that often make us laugh and they ask why we cannot collect and publish similar incidents from our equally humorous profession.

We can and we will, if you will send them to us. We shall hold to two standards in determining which to use: decency and real humorous qualities. With these qualifications, the bars are down. What have you?

Coming Special Issues

The last three issues of the year will be devoted to extremely important subjects:

October—Part-Time Education
November—Evening Schools
December—Classroom Methods

We hope that we shall have liberal contributions to these issues representing the best thought and practice. October copy should reach us by August 25.
Tentative List of Objectives Adopted by North Central Conference

General
To prepare students for efficient production and disposal of agricultural products, and to broaden their horizons, offering opportunity for better living conditions on the farms and a service to the nation.

Production
To train prospective farmers for conservative production at minimum cost, and to market agricultural products for a profit in large and small quantities.

Manipulative Skills
To provide such training with respect to manipulative skills as can be justified on an economic and efficiency basis and cannot be given adequately and economically thru 'pick-up' methods.

Managerial Skill
To develop in farm boys the highest possible degree of skill in planning the management of any given farm business and to provide such experience in planning as can be given.

Marketing
To give to students an understanding of the 'machinery' of marketing, with an emphasis on the role of the individual in market prices, factors influencing market prices, and development of both in actual marketing and in forecasting probable market trends with respect to prices of agricultural products.

Financial Goal
To include in our program of supervised farm practice financial goals which shall be adapted to the abilities and opportunities of the respective students.

Interest and Morale
To develop in each student the pride of the skilled worker in his processes and products, and accord for his occupation as a calling, a consciousness of his service to society by means of his occupation, and appreciation of the importance of the activities and living conditions encountered in the pursuit of his vocation.

Co-operation
To develop in students the true spirit of co-operation to the end that they may work together more efficiently for the improvement of the condition of the individual and of the community.

Leadership
To create a feeling of service, the leadership necessary to bring about the realization of a satisfying rural life, to develop a desire to participate in that leadership and to provide training for it.

Living Standards
To establish higher ideals with respect to living standards on the farm and to teach students how to spend their money, effort and influence in order that these standards may be attained.

General Education Values
To make vocational agriculture contribute in fullest measure, but without impairment of its vocational value, to other objectives of secondary education recognized and sponsored by the National Educational Association.
Why should we not consult the masters of the farming occupation in selecting the content for courses in agriculture? The Master Farmer movement has now spread to twenty or more states embracing several hundred farms where farmers have achieved notable success. Because they are a highly select group, their opinions on agricultural education should be given some weight. I recently questioned 170 master farmers from ten midwestern states thru personal interview and questionnaire. These farmers showed their interest in agricultural education thru a 77.1 percent return on the questionnaires and interviews. Sixty-seven percent of them believed that formal training in agriculture is necessary for boys if they are to become master farmers, and 26 percent more said they believed it would help a great deal. The men included in the study were asked to state the abilities which they believe farm boys need training in to become successful at farming. Thirty-nine of them preferred to emphasize traits. These were mentioned as follows:

**Personal Traits Held by Master Farmers to Be Essential**

<table>
<thead>
<tr>
<th>Traits</th>
<th>No. Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love for farming</td>
<td>24</td>
</tr>
<tr>
<td>Industry</td>
<td>11</td>
</tr>
<tr>
<td>Judgment</td>
<td>10</td>
</tr>
<tr>
<td>Moral character</td>
<td>9</td>
</tr>
<tr>
<td>Vision</td>
<td>4</td>
</tr>
<tr>
<td>Spirit of service</td>
<td>4</td>
</tr>
<tr>
<td>Persistence</td>
<td>4</td>
</tr>
<tr>
<td>Thrift</td>
<td>4</td>
</tr>
<tr>
<td>Energy</td>
<td>3</td>
</tr>
<tr>
<td>Ambition</td>
<td>2</td>
</tr>
<tr>
<td>Thoroughness</td>
<td>2</td>
</tr>
<tr>
<td>Honesty</td>
<td>1</td>
</tr>
<tr>
<td>Punctuality</td>
<td>1</td>
</tr>
<tr>
<td>Vigor</td>
<td>1</td>
</tr>
<tr>
<td>Dependability</td>
<td>1</td>
</tr>
<tr>
<td>Self confidence</td>
<td>1</td>
</tr>
<tr>
<td>Interest in community affairs</td>
<td>1</td>
</tr>
</tbody>
</table>

Certainly there are some educational products here which many teachers of agriculture have not been turning out. The farming abilities which boys need training for, which the master farmers mentioned, are classified as follows:

**Farming Abilities for Which Master Farmers Would Give Training**

<table>
<thead>
<tr>
<th>Type of Abilities</th>
<th>No. Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abilities in farm management</td>
<td>73</td>
</tr>
<tr>
<td>Abilities pertaining to livestock</td>
<td>57</td>
</tr>
<tr>
<td>Abilities pertaining to soils</td>
<td>43</td>
</tr>
<tr>
<td>Abilities pertaining to farm crops</td>
<td>20</td>
</tr>
<tr>
<td>Abilities in the field of economics and rural sociology</td>
<td>20</td>
</tr>
<tr>
<td>Abilities in the field of agricultural engineering</td>
<td>12</td>
</tr>
<tr>
<td>Abilities of general nature</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>244</td>
</tr>
</tbody>
</table>

Here, again, we find at the top of the list a phase of agricultural training which has been given comparatively little attention. The typical agriculture course includes a year of farm shop, a year of crops study, and a year of animal husbandry. The larger problems of farm management, the ones master farmers say success or failure in farming turn on, have been cut out. I also submitted to these men a list of activities performed by master farmers, and asked them to state whether, in their judgment, boys need training in order to perform each duty. The percentage of the men who favor the teaching of each activity is given in the table below:

**JUDGMENTS OF MASTER FARMERS AS TO ADEQUACY OF TRAINING FOR CERTAIN SPECIFIC ACTIVITIES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Favoring Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select livestock for breeding and feeding</td>
<td>94.4</td>
</tr>
<tr>
<td>2. Prevent animal diseases</td>
<td>92.6</td>
</tr>
<tr>
<td>3. Maintain soil fertility</td>
<td>92.1</td>
</tr>
<tr>
<td>4. Keep and interpret farm accounts</td>
<td>91.7</td>
</tr>
<tr>
<td>5. Prevent animal diseases, insects and pests</td>
<td>91.2</td>
</tr>
<tr>
<td>6. Feed economically, maximize production</td>
<td>90.5</td>
</tr>
<tr>
<td>7. Select crop seeds</td>
<td>89.7</td>
</tr>
<tr>
<td>8. Control animal insects and parasites</td>
<td>88.6</td>
</tr>
<tr>
<td>9. Keep up to date on developments in scientific agriculture</td>
<td>86.4</td>
</tr>
<tr>
<td>10. Comply with farm practice</td>
<td>79.7</td>
</tr>
<tr>
<td>11. Make the farm a worthwhile place on which to live</td>
<td>77.2</td>
</tr>
<tr>
<td>12. Take positions of leadership in the community and perform the duties involved</td>
<td>76.5</td>
</tr>
<tr>
<td>13. Manage crop production to secure good yields economically</td>
<td>76.2</td>
</tr>
<tr>
<td>14. Plan out a proper rotation of crops</td>
<td>76.2</td>
</tr>
<tr>
<td>15. Operate and care for modern machinery</td>
<td>76.2</td>
</tr>
<tr>
<td>16. Utilize farm income to best advantage</td>
<td>75.6</td>
</tr>
<tr>
<td>17. Market farm products to good advantage</td>
<td>67.9</td>
</tr>
<tr>
<td>18. Work with other farmers of the community, county, state, and nation in furthering communication</td>
<td>67.9</td>
</tr>
<tr>
<td>19. Keep buildings and grounds in good condition</td>
<td>58.6</td>
</tr>
<tr>
<td>20. Purchase feeds</td>
<td>57.1</td>
</tr>
<tr>
<td>21. Handle farm equipment cleanly and economically</td>
<td>54.7</td>
</tr>
<tr>
<td>22. Select and purchase farm machinery and equipment</td>
<td>54.3</td>
</tr>
<tr>
<td>23. Determine extent to go into each enterprise each year</td>
<td>53.4</td>
</tr>
</tbody>
</table>

Using Our Master Farmers

Just what can be the contribution of master farmers to the work of agricultural education?

1. Master farmers can be consulted in connection with curriculum building programs after teachers have gone as far as they can.
2. New course content may be suggested by these men.
3. Agriculture instructors should confer with master farmers in or near their communities. These men are a source of inspiration to any "lag" man.
4. Methods used by master farmers can be studied and introduced into our work.

5. Their experiences are valuable and can be used by bringing the men into the agriculture class or by taking the class out to visit the master farmer.

South Carolina Thrift Contest

The state supervisors of agriculture in co-operation with the Pioneer Life Insurance Company of Greenville, South Carolina, have worked out a thrift contest among the vocational pupils in South Carolina for the year 1929. The prizes in this thrift contest are to be provided by the Pioneer Life Insurance Company and will be awarded on the following points: 1. Sixty points will be allowed on the percent of labor income saved by the boy and invested in his own name. 2. Twenty points will be allowed for the boy making the largest percent of profit on his supervised practice program. 3. Twenty points for the boy whose supervised program suits best the conditions on his home farm, his age, previous training, and physical ability.

In counties where four or more teachers are employed $25 in cash prizes will be provided; counties with three teachers, $20; two teachers, $15, and one teacher, $12.50.

Each pupil entering the thrift contest must carry at least two enterprises in his supervised practice program.

The prize will be delivered only to any boy whose parents do not permit him to use his own name in a savings account, or otherwise productively invest, the money received.

In order for any county to receive this prize money, the teachers in this county must arrange enterprise contests in cotton, corn, poultry, and the other enterprises suited to that particular county, and provide for an exhibit by the pupils to exhibit products of their work at some school or other fair. State prizes in cotton growing are being provided by the Chilean Nitrate of Soda Educational Bureau and the Cotton Co-operative Association. State prizes are being offered for sweet potato growing by the South Carolina Sweet Potato Growers' Association. The South Carolina Poultry Association is planning to provide prizes in poultry growing, and other state contests will likely be developed on different enterprises.

The Pioneer Life Insurance Company printed thrift books to be used by the Future Palmetto Farmer organization of the state. A great many of the vocational pupils have savings accounts and are keeping record of them in these thrift books.

A joint committee of Maryland teachers of agriculture and of home economics has recently submitted a set of recommendations for the co-ordination of the activities of these two types of teachers. Suggestions are made as to the types of work the agricultural teacher may do with members of home economics classes, the types of work home economics teachers may give members of agricultural classes, and activities in which they may jointly engage, such as community fairs, banquets, and home improvements.
Yearly Goals of a Ten-Year Program

W. L. WALSH, McKenzie, Alabama

McKENZIE Community believes in her long-time agricultural program. Some sixty farmers met with the teacher of vocational agriculture and the county agent last August for the annual program planning meeting and made plans for this year’s work. This was in keeping with a ten-year agricultural program started four years ago when five men were appointed to serve on an agricultural council with the vocational teacher whose duty it was to make a survey of the community, study the community needs and work out plans for improvement. The program as worked out by this council covers a period of ten years. Goals are set up each year toward which to work.

One of the greatest needs brought out in this year’s meeting was that of a greater production per acre. Mr. J. D. Sanford, county agent, discussed winter legumes as a means of soil improvement and a number of farmers signed up to plant hairy vetch and winter peas. Results from the agricultural projects were announced. It was shown that an average production of 370 pounds of lint cotton was secured per acre at a cost of 11 cents per pound; this yield was about three times as much as the average farmer was getting.

It was agreed that the farmer should have more than one source of cash income and should not depend on cotton alone. Five sources of cash income were added to cotton as a part of the program for 1929.

Strawberries was the first additional crop discussed. Several farmers present told of their success with strawberries. Mr. J. C. McClure told how two of his boys, who had strawberries for their agricultural project, had sold more than $800 worth of berries from their two-acre project with a net profit of $529.81.

From one to three acres of strawberries were recommended to be included in this year’s program. This crop brings in some ready cash in the spring when the farmer needs money for buying fertilizer and other farm supplies. It is hoped that by another year a strawberry association will be formed and that co-operative shipments will be made in car lots as is being done in an adjoining community this year.

Poultry was the next source of cash income discussed. Illustrations were given to show how the average egg production in the community had been increased during the past four years. From a survey made in 1924, it was found that the average hen in the community was producing around 35 eggs per year. Results from the first annual McKenzie egg laying contest conducted in 1928 gave an average of 182 eggs for the 65 hens in the contest.

It had been proved in the community that with better stock, better housing conditions, proper feed and with right care and attention a net income from $100 to $300 can be realized from 100 hens. At the end of the year when Mr. Z. K. Patrick balanced his records he found that he raised 200 hens and he found that a net profit of $546 had been made. From 100 hens Mr. J. L. Nall cleared some $225.

With the continuation of the egg laying contest, the conducting of evening schools for adults on poultry production, the organization of the McKenzie Poultry Association, the installing of an 11,520
Agricultural Education

July, 1929

Some standards for other teachers of vocational agriculture have been set by G. C. Edens of Oconee County, South Carolina, who has recently been selected as the Master Teacher of that state for the year 1928. Investigation of Mr. Edens’ record brought out the following points:

1. The program carried out by Mr. Edens consisted of two all-day classes, two evening classes, and two part-time classes. The total enrollment in all types of classes was 250 pupils. The total returns by the pupils of all types of classes was $23,906.12. Eighty-seven percent of the boys enrolled in the various classes made a minimum profit of $140. Ninety-five percent of these boys completed their entire supervised practice program.

2. Mr. Edens operated on a well-organized annual and long-time program. He has copies of this program on file, together with his reports of progress and activities and reports to the state office. He is a member of the State Teachers’ Association and American Vocational Association. The second year of the work Mr. Edens taught had representatives at the district judging contest and at the state fair school.

3. Each school has a active chapter of Future Farmers of America, Jr., and thirty-one boys participated in the thrill program and saved or invested a total of $1,966.90.

Progress in Rural Life

The farmer of today is an excellent illustration of what is going on. Only a few decades ago he led a lonely existence, filled mainly with arduous, routine work. For the boy with a taste for intellectual things all roads led away from the farm. Now, however, farm life is becoming a fairly adequate medium for the expression of a wide variety of interests and capacities. The automobile, the telephone, the radio, and the daily newspaper bring the outside world to every door and labor-saving devices have added a margin of energy and leisure. The farmer is beginning to give up his traditional individualism and to engage in various co-operative enterprises. Up-to-date agriculture requires an extensive background of science combined with skill in the handling of fairly complex machinery. Rural homes are becoming more convenient and attractive. In brief, all sorts of intellectual, social and aesthetic opportunities are now becoming available, which is to say that the farmer’s aspirations for the true, the good, and the beautiful now permit of extensive translation into terms of his everyday activities.” — Dr. Boyd H. Bode, Professor of Education, Ohio State University.

New York is continuing its plan of itinerant instruction in certain communities in which the high school enrollment is too small and the property valuation is low to warrant the employment of a full-time teacher of agriculture. This year 22 such schools have enrolled 250 pupils. These are in the vicinity of three state schools of agriculture and are conducted in co-operation with these schools.

Good Opportunity for Home Orchards

The home orchard was added as the fifth service of cash income. Z. K. Patrick told that he had sold $150 worth of

peaches from his few trees this past season and that he could nothing like supply the demand for his peaches. Mr. Patrick prunes, sprays, and takes care of his orchard and as a result has some first grade peaches. He said that he would not attempt to keep any fruit trees unless he could give them the right care and attention. Co-operative orders for fruit trees have been placed during the last three years and the number of home orchards is being increased from year to year.

Community Fair

Announcements were made in regard to the sixth annual McKenzie fair which was held in October. This is the annual community get-together day. A successful fair has been held each year for the past six years. Annual and farm products are put on display; speakers are engaged; athletic contests are held, and all join together with an old-fashioned picnic dinner. Usually from two to four thousand people attend our fair each year.

The meeting adjourned but all present remained for a watermelon cutting which was advertised in connection with the meeting.

In addition to the five sources of cash income on each farm this long-time program stresses soil improvement by use of winter legumes, the use of improved farm machinery for reducing labor cost, co-operative marketing of products, improvements for the women in the homes, record keeping, and the beautification of the farmed.

By setting up objectives each year for ten years and carrying them out a more prosperous community should result.

J. H. Kraft, formerly associate professor of agricultural education at the Texas A. and M. College is now senior member of the firm of J. H. Kraft and Son, garage proprietors at Bryan, Texas.

The Year’s Work of a Master Teacher

G. C. Edens

South Carolina’s Master Teacher for 1928
A Year With the Future Farmers of Tennessee

G. E. FREEMAN, Assistant Supervisor, Tennessee

THE following objectives were set up for the Future Farmers of Tennessee in April, 1928:

1. A chapter shall be started in every vocational agricultural department in the state by the close of 1928.
2. Every F. F. T. in the state pay $1 by January 1, 1929, to be applied toward building a permanent F. F. T. camp.
3. A thrift bank in every chapter of the state with 100 percent of the membership depositing a minimum savings account of $10.
4. An annual father-son banquet in every chapter.
5. Two hundred thousand dollars invested in farming by July 1, 1929.
6. That every chapter in the state do all in its power to promote vocational agriculture throughout the state of Tennessee.

Organization

The first objective of 100 percent organization has been reached with one possible exception and there are now 117 active chapters of the Future Farmers of Tennessee in the state, 116 of which have been chartered under the laws of the state. The objectives set up by each chapter are on file in the state supervisor's office. The total membership of the 116 chartered chapters is 3,261.

Our constitution provides for the election of chapter officials in December of each year and we are urging that December 1 be a meeting day so that the matters immediately preceding it be given to a check-up of the accomplishments of the year and the formulation of objectives for the coming year. We ask also that the names of the new officials, a report of the year's accomplishments, and a copy of the new objectives be submitted to the state adviser at this time. This means that the last act of the outgoing officials is to give an account of the accomplishments of the chapter during their term of office. It also commends the incoming officials to the new program and forewarns them that they will be expected to give an account of themselves as they retire from office; at the same time it furnishes us information as to accomplishments and keeps us in contact with what is proposed. It gives the adviser an opportunity to make suggestions concerning objectives, and incidentally gives rather reliable information as to good timber for state officials.

From reports of this type, most of the information in this paper was obtained.

The Camp

The second objective of $1 per member from the camp grant is a slogan of $50 per chapter for the camp. With few exceptions this amount exceeds the original goal of $1 per member. It is rather interesting to note the method utilized by chapters to raise enough money to pay their camp pledges. In several cases each chapter member brought to a common treasury one egg for each $1 paid in membership accounts. Eighty chapters report one or more members with savings accounts or a total of 796 members with savings accounts or time deposits aggregating $54,477.68. We have not reached our goal of $10 per chapter but with the method mentioned it happened to be the first in the state to pay its camp pledge in full.

The camp is no longer a dream in Tennessee, but almost a reality. To date $8,890 has been pledged for the erection of the camp and $2,507.01 of this amount has been paid and is on deposit in banks for the erection of the building. Twenty-five years of this bill has been donated, deeded and recorded to the Future Farmers of Tennessee for the camp site. This camp site is on the Cayce Fork river near the center of the state in Van Buren County. The road leading off Highway No. 1, a distance of 2½ miles to the camp site, extends one mile in White County and 1½ miles in Van Buren. These two counties graded a road 26 feet wide to the camp and in response to the request of about 3,000 farm boys, the state highway department has put in a road for a resting surface. A rock road now extends to our property line.

The main camp building is to be two stories high, 60 feet wide and 100 feet long. The first floor of the building is to be divided into two rooms, one 60x80 feet which will be the combined living room and conference, in the center of the room, 00x20 feet for the kitchen. A large stone chimney is to be located in the center of the wall separating the living room from the kitchen and a rustic balcony runs across the entire length of the room above the fireplace. Staircases lead from the main floor of the living room to either end of the balcony and from the balcony to the second floor, all of which will be used for sleeping quarters. Blueprints of the building have been prepared and anyone eating to do may examine them.

Electricity will be used for light and power.

A well-known farm magazine offered up a 5-tube super-heterodyne all-electric radio with a 50-cent load speaker for $275 worth of subscriptions and the boys are now going after them.

In this connection I wish to mention one other thing that will be interesting to you. A bill was introduced in the legislature authorizing the use of a maximum of $5,000 of the amount appropriated for vocational education in promoting vocational agriculture in the state, specifically for the payment of the expenses of judging teams to the national conventions, the payment of the expenses of delegates to the national convention of the F. F. A., for maintenance and improvement of the state camp, and for the payment of the salary of the master vocational teacher to the Southern Regional Conference.

Thrift

Reports from chapters indicate that 33 have regularly organized thrift banks, five of these have 100 percent of their membership accounts. Eighty chapters report one or more members with savings accounts or a

*Note:—Bill passed House 75 to 0; passed Senate 34 to 0.

Investment in Farming

At the 1928 convention $200,000 was set up as the goal for farm investments by the close of the year and when the committee on objectives made its report most of us perhaps felt that this was too high but such was not the case as this objective has been exceeded by $29,640.78. The Future Farmers of Tennessee own livestock, farm equipment and real estate valued at $236,640.78.

To my mind this accomplishment is by far the most outstanding accomplishment of the Future Farmers of the state and exceeds ourbrightest hopes a year ago.

If farm boys in high school can operate a $240,000 farm business efficiently enough to back it up with more than $50,000 in savings, in a very short time, then local district officials are right in the fact that we have made some progress.

High individual investments vary from $40 to as high as $6,000.

Chapter investments vary from $300 in the case of the lowest chapter report-
July, 1929

AGRICULTURAL EDUCATION

C. A. McCue Club, Bridgeville, Delaware

GRANVILLE WILKINS, Secretary

N. Willis, superintendent of schools, is on the right.

The Walsh County School of Agriculture at Park River, North Dakota, employs five teachers of vocational agriculture. A part of the teachers' salary is received during the calendar year. Others are employed only for the winter term of four and a half months. E. J. Taintor, superintendent of the school, has been connected with it since 1919. A building seating 3,000 persons and used jointly as an athletic fieldhouse and a pavilion for sales and fairs was erected last year at the school.

At Melvin, Illinois, two tons of limestone were given to each person attending five of the first six meetings of the evening school and 500 pounds were given to each person per meeting for the last six meetings. The only charge was for freight. Lanark, Illinois, re- stricted grain judging, weanling judging, grain grading, egg grading, blacksmithing and carpentry, and Babcock testing. An egg show was held in connection with the contests.

Nebraska held judging contests at Lincoln and at North Platte this year in order to accommodate teams from all parts of the state. Forty-two schools were represented at one or the other of the contests. Contests were held in livestock judging, dairy cattle judging, dairy products judging, poultry production judging, grain judging, grain grading, egg grading, blacksmithing and carpentry, and Babcock testing. An egg show was held in connection with the contests.

I was during the month of September, 1927, just after a new department of vocational agriculture had been started at the Bridgeville High School, that the C. A. McCue Club was organized.

We were anxious to name our club for some man who we believed had helped greatly to advance agriculture. A number of names were suggested but the name of Dean Charles A. McCue of the University of Delaware in recognition of the work he had done in advancing agriculture interests in the state of Delaware.

Temporary officers were elected and committees appointed to draw up a suitable constitution and by-laws. These were placed before the club and accepted.

The club meets twice each month and after a snappy business meeting a program pertaining to agriculture is put on by various members of the club. The subjects are usually of current importance. After these games are played and some refreshments are enjoyed, the aim of the club is to promote socially the interests of the farm so that the boys will want to stay there for the rest of their lives.

Our club has a membership, after three years, of 47 boys, 42 of whom live on the farm.

In the spring of 1927 we held our first Fathers and Sons Banquet and it was a huge success. Silver cups were presented to our vocational agriculture team for winning second place in the county. A silver cup donated by the State Bankers Association, and also the individual cup for highest score. This was the first year and only time any school won both cups the same year. Speakers were here from the University of Delaware and several state organizations.

In the fall of 1927 we published our first issue of the "C. A. McCue News," a paper which we published monthly for the remainder of the school year, the work of editing, reporting, and publishing being done entirely by the members of the club. We are proud to say that this paper was received favorably by a large number of prominent state officials.

The first year a camping trip was taken in cooperation with the other agricultural clubs of lower Delaware but last year a tour was taken whereby points of interest in Pennsylvania, Maryland, New Jersey and Virginia were visited. It is hoped that such a trip will be taken again this year with other points of interest visited.

This winter the club has adopted another project, that of each boy corresponding with some other club boy in another state thus giving us a chance to exchange ideas and pictures and better acquaint us with other sections of the United States.

Our group is very much in favor of the Future Farmer movement and as soon as it is adopted by the state we will be only too glad to "climb on the bandwagon" for we believe it stands as nothing else can, for the advancement of our agriculture and country life.

When this picture (on front cover) was taken only boys at present in school were included. In some boys, none are either in college or working who were not present for the picture.

W. Lyle Mowidis is the agriculture instructor standing on the left and W. A. McCue, club president, is on the right.

Boys' Attitude Changed

The attitude of the boys toward any of us visiting schools has noticeably changed.

I believe it has had an exceptionally stimulating influence on the character of the supervised practice work of its members.

It has given vocational agriculture more publicity and won more friends for us than any other activity we ever promoted.

In conclusion I wish to make this statement of the truth of which has been forcibly impressed upon me: The above accomplishments seemingly easily accomplished by the Future Farmers of Tennessee could never have been accomplished by the students of vocational agriculture.

The second annual convention was held in Nashville April 26 and 27, 1929.

ing any investments to $13,550 in the case of the chapter with the greatest total investments. These figures do not include other investments such as life insurance, bonds, etc.

Publications, Initiation

Ceremonies, etc.

Since the first of 1928 we have been issuing a special F. F. T. News Letter which has been alternated with the regular News Letter to teachers. This has done much to stimulate interest and keep chapters active.

Recently an initiation ceremony for initiating greenhorns was worked out that called attention to some of the purposes of the organization, seeks to impress the value of vocational agricultural instruction on the candidate and at the same time furnishes the other members of the organization considerable amusement. The initiation ceremony we are using is far from perfect but does fill a distinct need until a better one can be worked out. Our experience has taught us that such ceremonies are absolutely essential and that any ceremony lacking elements necessary for providing a certain amount of fun at the expense of the initiate is a distinct disappointment to the boys.

The results mentioned above are practically all tangible and measurable, but are by no means the only results obtained through our organization.

More work is being done in the beautification of school grounds than ever before and better exhibits are being put on at fairs. School principals all over the state tell me that disciplinary problems among F. F. T.'s either do not exist or are handled better by boys themselves in such a way as not to require the principal's attention, numerous instances of which they related to me.

High Class Students

I think there is little doubt but that the Future Farmer organization has resulted in a decrease of undesirable and a corresponding increase of desirable boys in agricultural classes.

In many cases the F. F. T. chapter has assumed the responsibility of seeing that the farmers of the community attended the evening class conducted by the local teacher of agriculture.

In at least one instance the activities and accomplishments of the local F. F. T. chapter are directly responsible for the organization of a community certified seed corn growers' association and an evening class designed to give the members of the association the necessary information.

Another chapter appeared before the county court and asked for an appropriation for a county fair. They secured the appropriation on the condition that they conduct the fair and the state commissioner of agriculture is my authority for saying that it was one of the best conducted county fairs in the state.

Later this same group of boys asked the county to appropriate funds for a county agent. Alto there had not been an agent in the county for many years, the appropriation was made. This chapter is located at the only four-year high school in Jackson County.
How Our Local F.F.A. Organization Is Functioning

Our local F. F. A. succeeded our previous organization, the Future Farmers of New Jersey, and is carrying on the same type of work with renewed energy and enthusiasm.

After reorganization last fall the first major enterprise of the chapter consisted in the staging of the annual apple show. In both year we had fine co-operation and interest of all the members. Over 200 plates of fruit were collected and shown.

During the preparation for the fruit show and following this each member was active in assisting in securing fruit for the training of our apple judging and classification. Our school won first place in the state contest largely because of the fine co-operation of the boys in securing an abundance of material for use in training the team.

The activities of the chapter are enthusiastic in enlisting the interest of desirable prospective students for the agricultural course. A selected committee visits the local schools from which we draw students. By demonstration, discussion, and entertainment the prospective students are made acquainted with the agricultural course.

One of the local school chapters excelled in attendance at the high school assembly by the use of motion pictures. This activity keeps the agricultural work before the student body and assists in interesting desirable students in the course.

The boys have taken an active interest in school civic pride. The shrubbery on the school grounds is pruned annually by the group. Other miscellaneous care of the school grounds and lawn is provided as needed and as opportunity arises.

By way of maintaining and stimulating interest of all members in the group, various activities are sponsored. Among these are the following:

1. Arrange educational trips.
2. Stage various types of athletic contests.
3. Conduct summer recreational activities.
4. Conduct regularly educational and entertaining programs.

The problem of adequately financing the group has not been entirely satisfactorily solved. We feel that the group should bear the expense incurred in its activities rather than individual members thru dues. Our plan of work involves considerable expense for its proper execution.

Our financing this year has been done by the following rather common-place methods:
1. Dues—50 cents per member per year.
2. Share of profits from certain athletic contests.
3. Commission from newspaper subscription campaign.
4. Minor miscellaneous receipts.

During the year we plan to raise the bulk of our budget by some one rather large enterprise which the group can sponsor.

The chapter has assisted the Farm Bureau and local Grange in various enterprises these organizations have sponsored. Our members are willing and anxious to assist in these activities. We feel the value of this work is two-fold, first the assistance we can render, and of greater value, the experience our boys gain in working into these farm organizations in a very natural, easy way.

Our growth and development leads us to believe the Future Farmers of America has and is performing a valuable function in the growth and development of our work in vocational agriculture.

Our boys are learning to work and solve problems in a collective way. If this endeavor cannot fail to carry over into adult activities. Our Future Farmers of America know the essentials of co-operation and scientific agriculture. These things they have learned and experienced (practiced) in the agricultural course. We believe these are major objectives of vocational agriculture.—Lester S. Hess, Moorstown, N. J.

Meredith Company Aids Future Farmers

A GAIN the Meredith Publishing Company of Des Moines, Iowa, has shown its interest in the vocational agriculture program. The company has just announced a budget of $80 to each of the 15 north central states to be used by the state directors and supervisors of Future Farmer chapters or outstanding Future Farmers. The total appropriation amounts to $630. At the end of the year in Agriculture will announce how the funds have been used.

Hon. Edwin Trynor, speaker of the North Dakota house of representatives, after whom the Starkweather high school chapter of Future Farmers has been named, has promised a free trip to the International Livestock Show to the chapter who makes the best record in his school and project work.

L. V. Buckton, formerly teacher of vocational agriculture at Northfield, Minnesota, and instructor in the department of vocational education at Iowa State College, received the Ph.D. Agricultural Education by the University of Minnesota, by Dr. Buckton is employed as an instructor in the history of education at Hunter College, New York City.

Future Farmers Erect Community Building

SAVING to the community of $10,000 in four months is the record of 48 vocational students at Houston, Arkansas, and with it a lesson given to other Smith-Hughes communities and Future Farmer organizations in co-operative civic improvement projects.

These young men at Houston, under the leadership of H. A. Tatum, superintendent of schools, and Marvin D. Johnson, teacher of vocational agriculture, decided to give to their community a building that would answer the purpose of a community center, including indoor athletics, amateur theatricals, motion pictures, local fairs, and quarters for the vocational department.

Beginning with no resources other than their own interest and enthusiasm, they secured a limited amount of donations, went five miles from home, purchased an old loading shed from an abandoned sawmill, wrecked this building, transported it to their school campus and with the lumber thus secured as a nucleus erected a building $6 feet on the square with a saving as indicated above.

The boys began this construction in August and are ready for dedication by early December. To get some idea of the stupendous task undertaken by these young men and carried to a successful completion, it should be known that 7,500 feet of drop siding, 6,000 feet of shiplap, 8,000 feet of flooring, 91 squares of roofing, and 2,100 pounds of nails were used in the construction, all this along with a corresponding amount of framing, concrete for foundation, and trim.

The 48 young men donated their labor and hired but 56 days' work on the entire building. Some of the boys worked as much as 45 days each during the construction period. The entire cost outlay for this building was $2,650. An approximate estimate of the value of the completed building is from $12,000 to $15,000.

A dedicated service held on the completion of the structure a vote was taken on a fitting name for this building, and it was unanimously agreed that Tucker Johnson Hall, in honor of two leaders in the movement, would be eminently appropriate. This achievement, in addition to securing a much needed community hall, is a splendid lesson in the possibilities of co-operative effort, and already is painting the way to other enterprises in community building not only by the young men in the vocational classes, but by the adult farmers as well.

—B. B. Matthews, State Supervisor, Arkansas.

A camp for 120 selected students in vocational agriculture in the Central Iowa district will be held in August at the state fair grounds. Camp Matigwa, near Boone. This was the forerunner of a state-wide program for summer camps.

Community Building Erected at Houston, Arkansas, by Future Farmers
AGRICULTURAL EDUCATION

Future Farmer News

July, 1929

OLIE DURY, American Farmer

O LIE DURY is the son of E. A. Dury, a farmer living just northwest of Pocera City, Oklahoma. He graduated from the Pocera City high school last June, being an honor vocational agriculture student.

He got his start in Shorthorn cattle while in the eighth grade of the rural school he attended, when he trapped sheep in the bottoms of the Big Arc Creek, which runs thru the Dury farm, and sold them for $5, which his father invested in him for a Shorthorn calf. During his high school period, including four years of vocational agriculture, Dury carried as animal projects, one Shorthorn breeding project, one fattening calf project, and two wheat projects. Besides these projects, he had as supervised practice, the breeding of Shorthorn cattle and at the end of his school years, he had eight head of such cattle and 70 acres registered. He also exceeded the yield of wheat for the community in each of his wheat projects.

His Shorthorn cattle business made him a total gain after payment of all expenses in the eight years that he has been interested in them of $810 at the time school was out last spring. His two wheat projects consisting of 10 acres and 70 acres, have made him a profit of $453.35.

Since his graduation last June, he has added several more animals to his herd, which he values at $1,350. He has shown successfully at various fairs and makes the sales closely.

In school, Dury was a leader in the vocational agriculture group. He was active in the agriculture club which was in existence in his school before the Future Farmers of America was organized. He is a charter member of the local F. F. O. and was its president the first two years of its existence. He was awarded first place in the City Fair, winning the Holstein bull calf which made the trip from Tulsa in an airplane. He was the outstanding winner of the M. K. T. educational trip to St. Louis this summer.

In his home community, Ollie has always been active in the Epworth League and the rural Sunday school. Since his graduation from high school, he has taken an active interest in the rural P. T. A. and is a member of the short unit course in dairy and poultry production which he is putting on by the high school vocational agriculture department in his community. He is still president of the Future Farmers of Oklahoma, of Pocera City, and very active in all of its affairs.

North Dakota Organization Meeting

Delegates from 30 of the 42 departments of vocational agriculture in North Dakota were at the agricultural college at the time of the M. P. Festival and organized the "Future Farmers of North Dakota." Norin Johnson of Hilliboro is first president. Professor E. H. Jones, state supervisor and teacher trainer, is the first adviser and Professor L. L. Scranton is reporter.

Iowa Organizes

THE Iowa Association of Future Farmers was organized at Iowa State College on May 17. The meeting was held as a part of the annual high school agricultural contests.

Bryce Tucker of Denison was elected the first president. Professor H. M. Hamlin of Iowa State College was chosen executive secretary. State Supervisor G. F. Ekstrom was initiated as an honorary "Iowa Farmer." An advisory council replaces the adviser under the plan of organization adopted and consists of the state supervisor, the head of the teacher training department at the state university, and the president of the vocational agriculture teachers club.

Parents’ Night

GET acquainted with what your boy is doing in his school are the closing words of an invitation sent by the boys of the Salem, New Jersey, Future Farmer chapter to their parents asking them to spend an evening with them at a special parents night meeting. The program listed included a business meeting of the chapter, short talks by the boy president, the superintendent of schools, the agriculture teacher, and the state supervisor of agricultural education, music, refreshments and a playlet entitled, "Eyes Is Eggs." This playlet brings out the idea of producing quality eggs and marketing them to the best advantage.

Surely there is much good in such meetings. They help the boys, the agricultural department, the school, and the parents. And what a fine opportunity they present for group activity among the members of the F. F. A.

Our experience in New Jersey is that the local chapters of the F. F. A. are doing better work and progressing more rapidly since becoming affiliated with the national group than they did under our previous State Young Farmers Association.—H. O. Sampson, State Supervisor of Agricultural Education.

Future Farmer Scholarship

The Sale City chapter of the Future Farmers of America has raised the money to provide a scholarship at the Georgia State College of Agriculture for one of the boys of its chapter.

Dignitaries of the Oregon state government gave official recognition to ten of the most outstanding young farmers of the state when Hal E. Hess, secretary of state, and Charles A. Howard, superintendent of public instruction, awarded certificates to the best vocational agriculture students at Corvallis in connection with the annual "Smith-Hughes Week-end." At the same time, the Oregon branch of the Future Farmers of America was formed.

Program of State Meeting of Young Tar Heel Farmers

(North Carolina Future Farmers Organization.)

Wednesday, June 20

2:00-4:00—Registration, Y. M. C. A.
7:30 P. M.—General meeting, Pullen Hall.
Greetings by T. E. Browne, director, State College Summer School.
Music by Apex band.
Roll call of delegates and appointment of committees.
The History and Significance of the Young Tar Heel Farmer Organization, by staff in Agricultural Education.
Music by Garner Young Tar Heel Farmer band.
Address by Dr. Clarence Poe, editor, Progressive Farmer.
Announcements.

Thursday, June 21

9:00 A. M.—Dairy judging contest and visit to State College poultry plant.
11:00 A. M.—Meeting of executive committee, M. C. A.
12:00 Noon—Meeting on west side of athletic field for picture.
1:00 P. M.—Meeting of committees and delegation.
1:30 P. M.—Meeting at gymnasium to select teams for athletic events.
3:00 P. M.—Meeting of Glee Club at Y. M. C. A.
2:00 P. M.—Athletic contests: swimming, baseball, basketball, volleyball.
7:30 P. M.—Meeting for selecting Carolina Farmers Meeting on lawn in front of Holladay Hall.
Music by Garner Young Tar Heel Farmer band.
Ceremony for selecting Carolina Farmers.
Presentation of Carolina Farmer keys to Dr. T. A. Allen, state superintendent of public instruction.
Selections by Young Tar Heel Farmer Glee Club.
Music by Apex band.
Moving pictures.

Friday, June 22

7:30 A. M.—General business meeting, Pullen Hall.
Setting up an annual program of work by staff in agricultural education.
The White Lake Camp by staff in agricultural education.
Election of state officers.
Report of committees.
10:30 A. M.—Tour of the college campus. Tour in charge of the faculty committee.
1:30 P. M.—Tour of Raleigh. Meet at college dining hall. Tour in charge of Colonel Fred A. Olds.
7:50 P. M.—Banquet.
Music.
Summary of the year’s work of Young Tar Heel Farmers’ Chapter.
Presentation of charters to chapters.
Address by Dr. E. C. Brooks, president, N. C. State College.
Announcement of winners in the judging contest and athletic events.

Maine requires its teachers to report monthly what they plan to do the following month in the way of community work and special features.
Agricultural Education

Our Leadership in Agricultural Education

Professor Walter H. French of Michigan

Jan. 28, 1868 – Jan. 1, 1924

The passing of Professor Walter H. French of Michigan was a deep and abiding loss to the educational world. He was a tireless and fruitful worker in the field of agricultural education. His editors desired to record here something of their warm appreciation of his worth and of his great service to the cause of better education.

His family moved to Michigan when he was a child of four years. In that state he carved out his career. Graduated from Michigan State Normal College in 1888, and holder of the Master of Science degree from the University of Michigan, he served five years as principal of schools at Litchfield. He then held for eight years the position of commissioner of schools of Hillsdale County. Here he showed the beginnings of his genius for organization by forming an association of school officers of Hillsdale county, said to have been the first of its kind in the state. Later he was to serve as president of the Michigan State Teachers' Association for a year.

In 1900 he became deputy superintendent of public instruction. This office he held seven years under three superintendents at a time when they gave only part time to their educational duties. As deputy Professor French was "the directing force of the department." The county normal schools are described as being a "monument to him."

In 1905 when the department of agricultural education was established at Michigan Agricultural College, he was chosen to head it; and in his zeal for the furtherance of agricultural education, in elementary and high school courses and in reading courses for adults, he continued to make his influence felt throughout the state until his death.

Beginning with one high school teaching agriculture in 1868, Michigan the year of his death had 139 high schools teaching four years of agriculture. In his teacher-training his first class in education, "taught some three or four students," while the day he died 116 of his former students were teaching agriculture and his department employed six instructors. It is doubtful if the courses of any other state had been richer in suggestions correlated with various sciences taught in high schools with agricultural life and labor than those published by Professor French for use in Michigan. Throuch he and his associates have indeed been, as he at the outset said he hoped they would be, "earnest and honest" and able to "grow."

He was never insular. He was one of those who were members of the Association of the Advancement of Agricultural Teaching which had such an important place in the formulation and extension of sound practical methods in the field of vocational agricultural instruction. He was its wheel horse for several years as its secretary, and had the honor of being its president. He was also influential in the agricultural section of the National Society for Vocational Education, one of the gracious acts of which gladdened his later hours when the members united at the annual convention in sending him a telegram of kind memorances and best wishes.

He had the highest hopes for the American high school. For years it appears to have had a foremost place in his mind and imagination. Over and over he repeated his conviction that schools, widely distributed, adapted to the needs of their diversified constituencies, providing both vocational and general education, are the noblest type of public education. "The sanctity of the vocational movement in our commonwealth and the vast spirit of the work of vocational workers is one of the monuments he has erected to his memory."

Utmost service to his community and wholesome influence in it were ideals French did not have a single enemy his precepts he practiced. He belonged to the Rotary Club, Lansing Commandery, No. 25, Knights Templar, of which he had been eminent commander, occupied, in full uniform, the center seat of the auditorium of the Central Methodist Temple, at his funeral. For more than a decade he had been superintendent of the largest Sunday school in Lansing, and had conducted a teacher training class weekly in order that the Sunday school teaching for which he was responsible should be efficient. When not superintendent it is said that "he always taught a large and enthusiastic class of men in the Sunday school."

Since his untimely death, the "old guard" in vocational agricultural education, of whom Professor French was proud to be counted one, and some of the younger men who have known him, have been saying such thing as these about him:

Dr. C. H. Lane and Mr. A. J. Lane: "Professor French was conspicuously sincere in all his work. He had unusually high ideals and was a tireless worker in the achievement of those ideals. He was enthusiastic and carried the enthusiasm of youth into his old age. This was one of the things that led him to overwork and was partially the cause of his break in health. He was one of the few great teachers in this country."

Mr. H. M. Skidmore: "I was struck by the unusual earnestness of the man in his desire to help young men passing thru his department to higher and better things."

Mr. Robert D. Maltby: "We can honestly say that Professor French was a personal friend of every man with whom he came in contact in his department. It was largely due to his strong personality and his unbiased interest in rural people that he was able to introduce agricultural education to the schools of Michigan, as well as a department of agricultural education in the college."

Mr. Z. M. Smith: "Absolutely sincere in all his relations. Had sincerely sympathetic understanding of rural school problems. Exponent of doing thoroly whatever is undertaken. A pioneer in rural vocational education."

Mr. Carl Colvin: Quoting with approval a Michigan man, "Professor French did not have a single enemy."

Professor A. W. Nolan: "One never
Boys Make Smut Estimates

ABOUT 80,000 heads of oats, barley, and corn were harvested in 94 fields by students of vocational agriculture at Elkon and Adams, Minnesota, during the summer of 1928. Unrelated samples of treated and untreated soils were taken.

At Elkon, untreated grain showed a loss of 16 percent for oats and 10 percent for barley and sorghum. In the treated fields, the loss in oats was 12 percent and in barley and sorghum but one-half of one percent. In most cases, where more than a trace of smut could be found in treated fields, its presence was more likely found and traced to careless methods of treating.

At Adams, the average loss due to smut in untreated fields was found to be 16 percent for oats and 5 percent for barley and sorghum. Losses in treated fields were found to be exactly the same as at Elkon.

Fields of oats and of barley were examined to determine the extent in which part of each field was treated for smut and a part was left untreated. The divisions across these fields showed as straight as the drill rows could make them. The results were as follows: untreated showed a loss of 38 percent; on the treated side, not one damaged head could be found in several minutes of our search. The untreated barley showed a loss of 24 percent with but a trace of smut on the treated side. In neither case were the owners aware of this sharp difference until their attention was called to it and they were then amazed.

Mr. Kinkel and Mr. Traxler, instructors at Adams and Elkon, were responsible for the survey.

Georgia Enrolls 6,817 in Vocational Agriculture

A SUMMARY of the reports for the past school year shows that in Georgia there were 6,817 boys and men enrolled in vocational agriculture classes. This was a gain of 503 over the previous year. Of this number 1,001 were enrolled in the high schools, 902 in the district A. and M. schools, and 1,737 in the Negro schools.

The total enrollment includes 4,427 boys regularly enrolled in school, 619 young men who had dropped out of school but who came back to enroll for a short time in part-time classes, and 2,390 farmers in evening classes.

Dr. Lyman E. Jackson, who recently received the doctor's degree at the University of Minnesota, has joined the faculty of the Department of Agriculture Education of Ohio State University. Dr. Jackson was formerly a member of the teaching staff of the North Dakota Agricultural College. His earlier degrees were from the University of Wisconsin.

Z. M. Smith, Indiana state director of vocational agriculture, received the degree of Doctor of Philosophy, from the University of Indiana at this year's commencement. Dr. Smith's dissertation was "The Work of the Teacher of Vocational Agriculture.

The first county federation of Future Farmers has been reported in Grant county, Oklahoma. Six schools in the county effected such an organization in March.

Agricultural Education

July, 1929

Recruiting New Students

BIG Brother and Sister Day is an annual event in our school and the biggest event of the year. The purpose of the day is to get eighth grade graduates interested in coming to high school. It is an all-school project but the agriculture department will have more to do with it than any other department.

The names of all available eighth grade pupils are obtained thru the rural teachers who, a few weeks before Big Brother and Sister Day, send a reminder letter about the previous year, to find where they get better acquainted with the high school teachers and learn the advantages of our high school.

All of the students for miles around Stockton are invited to visit our high school on Big Brother and Sister Day. High School boys are assigned little brothers and the girls are assigned little sisters. The big brothers and sisters write personal invitations to their little brothers and sisters. Classes on Big Brother and Sister Day are made interesting and made as active as possible. Special programs are planned in the assembly; a program is printed and given to our visitors. A hot lunch is served free to the little brothers and sisters. Prizes such as loaves of bread, pencils, statues of athletes, orchestra, glee club, etc., are demonstrated; a short play is given at the close of the day and we take a group picture which is placed in the "Black Hawk," our school paper.

Since most of the eighth graders who visit our school come from the country it is the duty of the agricultural department to make this an interesting, practical and instructive day. Each big brother and sister takes his or her little brother or sister to each of the classes which they regularly attend. In the evening we have an entertainment where we have an enrollment of 38 we will have as many little visitors. We make this a big day in our agriculture department. Mimeographed booklets are passed out containing information on the value of agricultural training in the high school, an outline of our courses, and many interesting things about projects and judging work. The class work for the day includes class discussion, some laboratory, and some illustrative work such as slides or movies. This entertainment is used throughout the discussion, laboratory and illustrative periods so the visitors get a connected idea. We try to have the visitors participate in the class work.

Big Brother and Sisiter Day we are certain always increases our enrollment. This is followed up by personal visits by the agriculture teacher during the summer months.—S. P. Finkrook, Stockton, Illinois.

Three honorary "Planters" were chosen at the 1928 convention of the Future Farmers of Tennessee State Bull, district supervisor and master teacher for the state in 1927; T. L. Mayes, Tennessee master teacher for 1928; and Professor N. E. Fitzgerald, head of the department of agricultural education at the University of Tennessee.

Mr. H. L. Comer, formerly a teacher of vocational agriculture in Colorado and Iowa, is now serving as specialist in agricultural and rural education for the Bureau of Education of the Philippine Islands, with headquarters at Manila.
Cotton Contest Winner Announced

JOHN AMOS ARANT, a member of the vocational agricultural class of the Farming Department in North Carolina, High School in Chesterfield County, is not only winner in the state cotton contest, but has been declared winner for the Southern States. Young Arant produced 3,746 pounds of lint cotton on his three-acre plot. His labor income amounted to $251.47 per acre.

The Regional prize won by this Future Farmer will be extended an educational training trip to Louisiana, Texas, and Mexico. On this trip the boys will be entertained by state officials, chambers of commerce, and other organizations in the states mentioned above.

The state prize, which also goes to Arant, will consist of an educational trip to the experiment station of North Carolina and Virginia, and to Washington. This trip will last one week.

The contest, both state and regional, is being fostered by the Chilean Nitrate of Soda Educational Bureau.

This three acres of cotton was fertilized with 1,700 pounds of Chilean nitrate of soda, 3,600 pounds of 10-2-5, and 400 pounds of acid phosphate. The total cost of fertilizer was $90.45.

The cotton was left 8 inches in drill and in 34-inch rows. The variety used was Clarksville No. 81.

J. L. Southard is teacher of agriculture at Pageland and had full supervision of this prize winning project.

Accompany Stock to Market

THE following is a quotation from the Stockmen's Market Journal, published in South San Francisco:

"Seven Future Farmers of America arrived at the South San Francisco Union Stock Yards last Saturday with a load of 34 hogs, raised by themselves in connection with the work at the Analy Union High School at Sebastopol. The boys were accompanied by E. M. Jones, their instructor, who pointed out the fact that his charges had made great progress since they exhibited stock at the first Union of California Livestock and Baby Beef show here last fall.

"As shoppers to the market, the boys were given a complete description of the stock they had. The grading and selling of their hogs were carefully explained. Seventeen bought the top price of $12.60, with 13 at $12.10, and four lights at $11.75.

"According to Jones, Albert Fitchers of the Analy Union High School has already entered the ton litter contest for the California Livestock Show. His sow has already farrowed 13 pigs out of Sensation Giant II. Four other boys plan to enter the contest for the ton litter awards."

A New Type of Contest

A FARMER Legume Futurity for Iowa High Schools is the full title of a new contest being sponsored by Wallace's Farmer of Des Moines. The contest has grown out of the successful use of community surveys by Iowa State College in the measurement of the results of school instruction in legume growing.

Prizes of $100 and $50 are to go to schools which bring about the greatest increase in acres of legumes relative to crop land between June 1, 1929, and June 1, 1931.

Each school which enters nominated test plots of legumes and furnishes the facts with respect to the current legume acreages.

It is expected that chapters of the Future Farmers of Iowa will be the leading contestants.

A Texas Hog Project

Lacy Baker, Dilley, Texas

MY PROJECT, beginning August 31 and ending January 2, consisted of 90 hogs. On October 1, 90 days old, I weighted 81 hogs. The balance of the hogs were fed by my mother. She used a ration of corn, soy bean meal, rice bran, tankage and corn.

On October 11 I sold 13 of my smaller pigs for $51, leaving 77 head, then on November 15 I sold 7 hogs, weighing 1,400 pounds at 85 cents per pound. Then on October 22 I sold two hogs for $54. The balance of the hogs were fed until January 2. On January 2 I sold 10 hogs for $55 per cwt., weighing 12,115 pounds, and 9 head, weighing 1,170 pounds, at 75 cents per pound. The shipping and selling expenses amounted to $4.60.

During the feeding period these hogs consumed 700 pounds of cottonseed meal, 10,700 pound of rice bran, 41,250 pounds of corn, and 2,775 pounds of tankage.

The total cost of the hogs, including feed and first cost of hogs, was $1,230.84.

Total sales of the hogs amounted to $2,348.81, leaving a profit of $1,118.47. Total hours being 263.

A WISCONSIN TON LITTER

More than half of the ton litters in the state contest were grown last year by students in vocational agriculture

Georgia Community Improvement Contest Closes

COMMERCE High School won the Community Improvement contest in Georgia. The boys in that department of vocational agriculture, under the leadership of their instructor, C. L. Veatch, scored a total of 118,125 points.

These points represent the work of all the boys in the department. Credit was given for 41 activities which included the following: the school work of the boys; the improvements made on the farms where they lived, and work they did in making their homes more convenient and attractive.

A summary of all the reports made by the schools sending in records for the contest, for example, that the boys in the contest built 87 poultry houses and 144 hog houses. These vocational boys set out 3,982 shrubs and 4,744 fruit and nut trees. They built and repaired 3,808 terraces; built 1,946 rods of fence; sowed 2,102 acres to legumes; turned under 845 acres of crop crops. Two hundred ninety-three of the boys treated their planting seed for disease and 918 inoculated legume seed. In 49 homes running water was installed in the kitchen; 29 homes were screened, and 25 sanitary toilets were built.

In most of the schools the boys were divided into two teams. The team with the smaller number of points won the contest. The aim is to make a game of doing something worthwhile.

More Legumes in Vocational Territory

THE entries to the legume futurity, which have come in so far from Iowa agricultural teachers, indicate that the teachers have already had some effect in increasing the legume acreage around their schools. For the state as a whole, only about three percent of the farm land is put into pure stands of legumes. But in the sections where there have been agricultural teachers, it seems as though about eight percent of the land is in legumes. By June of 1931, when the contest entries are due, the teachers will have been able to cooperate closely enough with the farmers and farm boys to bring the percentage to twenty. From the standpoint of more productive efficiency, this is the greatest single need of Iowa agriculture. —Wallaces' Farmer, Des Moines, Iowa.

A number of Oklahoma chapters are forming a bee and many are working on a team for the 1931 Excelsior chapter contest. The program of the contest is $20 for a Jersey bull. The Wannette chapter bought a bull costing $150. Cow testing associations constitute another favorite project of Oklahoma schools.
Farm Mechanics Dept.

A Proposed Co-operative Plan for Teaching Farm Machinery
By M. A. SHONK, Town State College

THOSE of us who have been connected with vocational agriculture work are aware that since the beginning of 1917 have seen this movement grow from nothing to a very important factor in American agriculture today. We have met problems and solved them to the best of our ability, only to find to do more difficult problems coming up as the work progresses. We realize that a large part of the farmers' troubles today arise from the Annil enthusiasm of machinery. The comparatively small percent of farmers using modern methods and machinery, producing in large quantity at low cost, are making competition so keen that large numbers of inefficient farmers are being forced out of business. Our job is to so train the boys taking vocational agriculture that they are trained to make the keenest of competition and become community leaders, both socially and financially. We are now fairly well agreed as to the type of shop work which should be taught, but there is one phase of farm mechanics which has not received much attention because it is a new and very difficult problem. In my opinion by far the most important and urgent problem in farm mechanics today and for several years to come is how to teach these high school boys to select, operate and maintain modern farm machinery and use modern methods of production.

In 1928 there were 3,500 high school agricultural departments enrolling 97,000 pupils. In addition there were 1,000 farmers enrolled in evening schools. No concerted effort is being made to give these farmers of the present and future any training in the use of modern farm machinery, the greatest single factor affecting their welfare. There are several reasons for this situation. There is a problem new, and has not demanded solution. Schools cannot afford to buy high priced machinery for high school boys to use a few days each year. Neither will they buy land to grow up to the problem. In addition there is management of the plot of ground they might own. School demonstration or garden plots have been tried and they have failed. Sound business judgment will not permit school boards to make the necessary investment for proper teaching of farm machinery, so it is not taught. But the future welfare of our farmers depends on what we shall do about this problem. It will be solved, but it will take the combined efforts of all interested parties and several years of hard work to do it. The plan suggested here is not offered as a final solution. It is offered as a possible line of action, thus which we may get sufficient experience to enable us to accomplish something later. But it is high time we get something started, lest we be teaching our boys the history of farming instead of how to farm.

The plan is to have a co-operative project in which the school, the farmers and the commercial and implement dealer, and the implement manufacturer will be interested. The school board will rent or buy a tract of land to suit their needs, from ten acres up. The high school agriculture teacher and class will take all responsibility for management of the land. Here improved seed will be grown for distribution in the community. Fertilizer, disease treatment, and legume demonstrations will be given. The boys have real farm management problems. Opportunity is provided for application of the lessons they study. The implement dealer will agree to furnish all machinery needed and do all power machinery work. It is his demonstration farm, where he can demonstrate all new machines, instruct the boys in their use, and prove to prospective customers that his machines will work. He is relieved of all managerial and financial cares. In return, he does the work with his machinery as needed, and permits the agriculture teacher to use it for instruction purposes.

There are many arguments on both sides of this plan, and no attempt will be made to enumerate them. However, most of them are based on opinion, rather than on fact. As I see it, no definite plan can be worked out which will apply in every case. The size of the farm will be largely determined by the amount of work the implement dealer will agree to do. There are two or more dealers the land must be divided between them. A definite plan must be worked out in each case by the interested parties. The following points should be kept clearly in mind:

1. The primary and sole purpose of this farm is to furnish a practical and efficient device for teaching modern methods of farm machinery to the agri. class and farmers of the community.

2. The farm must be near the school and near the implement dealer. It must be typical of other farms in the community regarding soil, drainage, etc.

3. A definite written agreement must be worked out by all the interested parties.

4. No individual should profit directly from crops produced. Profits should go to the agriculture class for use as a group.

5. Projects should be initiated on a small scale, since there are no data to guide us.

6. Only a small percent of implement dealers and school boards will be able to work this definite plan. Do not start without complete agreement between all interested parties.

7. The school may use profits from the farm to buy machinery and expand their operations.

Will the idea work? What are its possibilities and dangers? I would be very glad to get your reaction.

Our New Department of Vocational Agriculture
By W. W. Adams, New Mexico State College

JUST moved in to our new Ag Department. Those are the words that our boys like to use. Why? Because no one knows better than the boys the mistakes made, the work salvaged, and the difficulties encountered in the recent building of our complete department which includes a classroom and farm shop.

The work was begun by the class about the time school started last fall, and became the class project in farm mechanics. Our problem was to build a combined classroom and shop addition on the end of the gym that at the end of the main school building constituted one side of our department. Our building was planned to be 50 feet long and 26 feet wide.

After pouring a strong concrete foundation in which bolts were sunk every 8 feet, we put up the studding and bolted it securely to the foundation. Then came the rafters and bracing which tested considerably the ability and patience of the boys. However, after considerable time this work was completed and the roofing started. We decided to use corrugated roofing as it could be secured a little cheaper than other materials. This work went rapidly and before the heavy winter snow set in our building was completely enclosed and we had started on finishing the interior.

We made our classroom 20'x25 feet and the shop 20'x25 feet. Double windows were placed in the partition between the classroom and shop, thus making it convenient for the instructor supervising the work being carried on in the two rooms at the same time. For the present we have no floor in the shop, but expect to add that next year. The classroom has been finished so that we are very proud of it. The walls are painted green and the wood "netrock" stripped with wood and painted a dark mahogany color. The ceiling is of metal with block decorations which gives a very pleasing effect.

Across the front of the building a large sign has been placed. Block letters were used to set off the words "Department of Vocational Agriculture."

It is needless to say that the boys are proud of their accomplishment. The building is a splendid addition to the school and houses the department of vocational agriculture adequately for the present. The community in turn is proud of the accomplishment of the boys and the department.

Dr. C. V. Williams, professor of agricultural education at the Kansas State Agricultural College has spent the last half of the school year just closed in locating and training teacher training in Pennsylvania.

Seniors in agricultural education at the University of Maryland are issuing a publication known as the "Ag-Ed Student."
Starting Farm Mechanics in An Agricultural Department

By N. D. McCoy, Ashley, Illinois

THIS year farm mechanics was offered to our pupils for the first time. Of course this meant that a place had to be provided and equipped with tools and a few pieces of machinery. Shops for high schools may be either built by members of the class or by contract. Either method is good, each having advantages and disadvantages. Ours was built by a contractor last summer. The building is a frame structure 20 x 26 feet with walls 8 feet high. It is covered with tar paper on a hip roof. There are two doors, one large enough to permit machinery or an automobile to be brought into the shed. There are eight windows in the walls.

The tools and equipment were purchased through a local hardware dealer. The purchases included tools for rough wood work, pipe fitting, gasoline engine and machinery repair, sheet metal work, bolt work, and blacksmith work. The quality of tools and equipment that we purchased does not allow more than two or three boys to work on any one type of job at the same time. The whole shop was planned to accommodate not more than two or three boys at any one time. More equipment may be added from year to year as necessitates.

Cost of building with one coat of paint, $200.00; portable forge, anvil, post drill vise anvil tools, $100.00; blacksmith supplies: iron, coal, etc., $15.00; other tools, $185.75; stove, $1.50; total, $554.15. The pupils constructed wooden benches and tool cabinets for the shop, the materials for which are not included in the above list.—Illinois Fan Mill.

Each New Hampshire department of vocational agriculture was visited an average of more than seven times by the state supervisor during the past year.
Looking Toward an Improved Agriculture

ELSEWHERE in this issue will be found the pictures of a number of high school boys. In some funny instances of the pictures of the men responsible for the agricultural training which these boys are receiving appear alongside the pictures of the boys. I wish to call your attention to these men at this time, altho they are, individually and as a group, doing wonderful work in the service of agriculture. We do wish, however, to call your attention to the boys they have been directing towards better farming.

Something of the thorough and general training that these boys receive can be gleaned from a review of the contests. In one form of competition team members were required to outline improved farm practices in such a manner as to coax the parade of a man and a woman towards their home.auctionary practice which they were advocating was practical and profitable. In another form of competition the teams were required to have a survey of their community and to outline a program for general community improvement, together with measures for putting this program into operation. In another of the contests the boys were required to show their skill in the various shop practices, such as work with rope, wood, concrete, harness and leather, soldering, and something in short all phases of general shop and repair work encountered on every one of the thousands of farms in the state. In other contests the boys were required to pass judgment on the crops of livestock and to grade,

Could training for better farming be more complete? One unacquainted with the work which has been done in vocational agriculture might answer with an emphatic "No," but those in close touch with the work would not rank these items of training as the most important on the vocational agricultural curriculum. We have much to learn from meeting one line of the training which these boys receive until last because it is that particular training which permeates the general educational effort for the future of agriculture. We are referring to training in "Co-operation."

Seven boys were recognized as outstanding students in vocational agriculture at the time of the meeting mentioned. Did they win this recognition on their ability to judge livestock or grain or repair harness? Partially—but only partly. Largely their recognition came to them because they knew how to co-operate with their fellow students; they knew how to organize and lead co-operative effort among their workmates.

Another co-operative venture which these high school boys undertook two weeks ago was the building up of a state organization for the support of high school vocational agriculture. This organization, known as the Future Farmers of Iowa, is under the direction of an executive board composed of high school students. This board meets once a month, and at their last meeting, in which two delegates from each local chapter are entitled to vote, at the organization meeting 28 high schools were represented.

What does the mean for agriculture?

It means that an organization, based on co-operation, is imbuing its members with the spirit of co-operation. Co-operation becomes a part of the lives of these students of vocational agriculture. In the future these organizations expect much in the future, in the way of co-operative leadership from the ranks of such an organization as this. They will receive it! Future Farmers, imbued with the spirit of co-operation, will give to farmer organizations and agricultural co-operatives a vigorous and active life. Agriculture expects their help and we all hope it may come soon.

Editorial in "The Iowa Homestead."

A High Tribute to Illinois Teachers

SINCE returning from my trip to Illinois I have been trying to count up the number of different men who represented one who had studied vocational agriculture in high school or the influence that a vocational agricultural teacher was having on the community. It seems as if nearly every other man in close touch with farming, as well as the farmers themselves made some reference to "Smith-Hughes" boys or men.

One manager of something over 30 farms in telling of his plan of getting the tenants on these farms to use "Hybrid" type seed corn tested for disease remarked: "There were six farmers in one community already growing utility corn tested for disease. Have a Smith-Hughes teacher in the nearby high school and 'Ag' boys led the way in growing better corn."

Another farm manager in talking about choosing new tenants for the farms he manages, said: "Our preference is a young man who took Smith-Hughes work in high school and has been farming at home for himself and the farmer family."

Another, in discussing the possibility of changing a certain farm under his supervision from a "cash grain" to livestock farm, said: "The father has been a grain farmer all his days. I wouldn't want to experiment with him, but he will be turning things over to one or both of his sons in a few years. They took vocational 'Ag' in high school and made good on livestock projects. They are continuing them in co-operation with their father and making money turning feed into milk and pork. They won't be satisfied until I intend to give them a chance to make good on livestock."

In talking over the keeping of cost accounts with men connected with the University of Illinois, county agents and farm managers, all referred to vocational "Ag" as among those furnishing some of the best keepers of records, followers of improved methods and operators of most profitable farms.

A former county agent in discussing the changes taking place among county agents in recent years said: In one year a few months ago 14 out of 15 new county agents of whose selection he heard were Smith-Hughes teachers.

I remarked to one farmer whom I visited about noticing more brooder houses out apart from the remainder of the buildings in that community than in any other community I have visited in Illinois.

He answered: "I expect so. I doubt if anyone in this community made any last interest in hens. Some of the boys took poultry as a project in high school. They and others copying after them have made some real money with chickens the last three or four years. I believe 15 or 16 raised 250 to 300 chickens on green ground in 1928. And it pays."—Jay Whitham in his "Visits in the Country" in Wallace' Farmer.

Railroad Takes Vocational Agriculture Movie

THE Southern Pacific Railway Company was responsible for filming a motion picture showing activities in vocational agriculture in Oregon, which was taken at the time of the spring training of students at Corvallis. James Neal of Silverton took the leading part, that of a farm boy who emerged from his difficulties thru attendance at a vocational school. The film was shown at the convention of the Future Farmers of America. Dr. George Barr, agricultural agent of the company, worked with O. I. Paulson, Oregon state supervisor, in preparing the scenario.

F. F. V. Boys Parade Before 100,000

Eight chapters of the Future Farmers of Virginia co-operated in depicting the purposes and accomplishments of the Future Farmer organization at the Apple Blossom Festival at Winchester, Virginia, last spring. More than 100,000 persons saw their section of the parade which consisted of seven floats.

Dr. E. C. Brooks, president of the North Carolina State College, gave a banquet to the Young Tar Heel Farmers, state branch of the F. F. A., in connection with their meeting at Raleigh on June 28 and 29. Dr. C. H. Lane and Governor O. Max Gardner of North Carolina were among the speakers.

The Carolina Farmer Degree was conferred this year upon 15 boys.

R. W. Heim, Delaware state director, J. D. Blackwell, state director for Maryland, H. O. Swope, state supervisor in New Jersey, and L. M. Roehl of Cornell University, were among the outside speakers at the Pennsylvania State Conference held June 27-29.

"Trainmen Teachers of Vocational Agriculture in Service," is the title of a new publication of the Federal Board for Vocational Education, in the series Agricultural Series 36. It was prepared by Lester C. Ivens with the direction of the staff of Peabody Institute.

Mr. Paul L. Rieker, who has spent the past year as assistant state supervisor and itinerant teacher trainer in West Virginia, will do graduate work at Iowa State College during the coming year while teaching half-time in a nearby vocational department.