Finch Beef Project—Tennessee
The Round-Up—New York
(See page 43)
Farm Census Furnishes Basis for New School Projects

Z. R. PETTE, Chief Statistician for Agriculture, Bureau of the Census, Department of Commerce

Part II

PART I of this article, which appeared in the August, 1937, issue, described briefly the process by which the Land Utilization project and the Allegheny County project were conducted, and explained the necessity for agricultural statistics.

Z. R. PETTE

Let us now turn from the general to the specific and make a concrete application of the acreage recording and mapping program to regular school work. The outline here presented will be regarded as merely suggestive, since the activities within the school could be entirely different, actual application of the ideas would develop many improvements, and changes may be necessary to adapt the plan to local conditions.

The first step is to write the Bureau of the Census of the Department of Commerce for a "Handbook on Tentative Title Sheets" showing the forms available on the small tract basis of the Agricultural Census of 1935. Using these forms, a list the various items which are available on the minor civil division basis consists of the number of farms growing each of the various crops, together with the acreage and production; the number of farms having the various classes of livestock; and totals of each kind of animals. (See separate leaflet which has been supplied by the Bureau of the Census.)

The second step is to secure a minor civil division map for the state prepared by the Bureau of the Census, and for each school district.

The third step is to secure the minor civil division maps for the state prepared by the Bureau of the Census, and for each school district.

The fourth step is to enlarge the minor civil division maps and duplicate them so that each school will have a field work for each school.

The fifth step, which may be helpful in training pupils and familiarizing them with mapping, is to copy upon these maps the most important figures, such as the number of farms, acres of crop land harvested, etc., for each minor civil division. Even without completion of the program this feature will make interesting school exercises. The Census experts are analyzing these data to do this for all items, as it furnishes the easiest means for detection of errors and for intensive study.

The sixth step is to apportion the minor civil division or the school districts among the pupils. If possible an enlarged minor civil division map should be given each, with territory allocated to each indicated. Within the territory assigned the pupil is to secure all farm records and make a new map showing the utilization of land, pasture, and the number of acres of the individual farms, as a part of his school work.

The pupil may obtain the information which is desired in several ways.

1. The first method is to use a multiple line of questions and record the answers in the same manner as on the census schedules. A sample of the 1935 farm schedule may be obtained from the Census Bureau without cost. (See Figure I.)

2. To prepare an examination booklet in which each line is given to a farm and records made in vertical columns which bear the appropriate questions on headings, for example: (See Table I.)

3. The third method, mentioned previously, is to cover an enlarged county or minor civil division map and locate the field boundaries and place the information directly upon the map. Various adaptations of combinations of these methods may be used.

If a schedule is used the pupils should be trained particularly in the proper explanation of what is desired, how the various crops are to be handled, the various classes of livestock, etc. Helpful directions will be given on the last page of the Census schedule.

It is thought that it may be a very simple manner to ask a question and get a reply which is in a form suitable for statistical use. Therefore, before each farm survey, however, our area to be covered, the official must be traded in the use of the schedule, with every difficulty brought up by the expert's training, conforming requirements concerning accuracy in wording the schedule, and offering suggestions for a better or easier way to get the answers, and that suggestions may be received. Teachers who desire to use methods of this type in their regular work will find it a little time when some advantage would be taken of the study.

The answers to questions in the schedule should be done under the supervision of the teacher, and a specialist not assigned by the county superintendent of schools.

After the material is recorded upon the schedule, or in the listing book, it should be compiled and organized. The next step, technically described as editing, is in nothing more or less than making sure that the information is recorded upon the proper line and that there has been no misunderstanding of the various units of measure, no patently unethical reports, and that the proper boundaries and farm limitations have been properly observed. The agricultural staff of the Bureau of the Census will give all possible aid to advisors in operations which may arise.

If this program is not satisfactory in an experimental way, an organization such as that used in Great Britain would probably be desirable, or it might be conducted by some of the educational organizations already functioning. The program outlined carried out on a large scale is a step rather than an experiment.

Many persons discussing this matter have questioned the practicability and possibility of mapping out in effect this country a program similar to that of the British Land Utilization project, because of the tremendous size of the United States, and diversity of American agriculture, when compared with the very compact, well organized, relatively homogeneous land of England. It may be that additional time and preliminary organization will be necessary before it will be possible to undertake anything on a large scale. However, great need for an organization of school students and, by the plan carried out for the rural farmers, and the educational divisions of the extension service, vocational training, and farm organizations, and the Office of Education of the Department of the Interior, the coördination upon which the project is based, provides the foundation an which to build a project.

The national association, the National Farmers Union, believes in preliminary educational work by supplying, free, to thousands of teachers, leaders of organizations, and others, a complete list of what can be done. Figure II shows the outline of the National Farmers Union, and the following three figures show the way the National Farmers Union plan can be carried out.

27,000 individuals have requested these outlines of which, roughly, one-seventh were identified as teachers.

Most of the teachers requesting these materials have speciﬁed that they wanted them for their classes. This use ranged from the grammar schools, utilizing the data for elementary arithmetics, to college seniors and graduate students, using them in economics and sociology. The great majority of teachers using these materials, however, appear to be among the teachers of vocational agriculture and home economics.

Before starting upon important programs of mapping the school districts intensively, preliminary work might be done with state and county supervisors and these released from their duties. Det, circulate, shaded images, or those based on other codes could be used. (See Figure II.)

Figure III shows the way the National Farmers Union plan can be carried out.

The individual county, states, and for each county the principal agricultural statistics of the 1935 and is shown.
Teaching Soil Conservation

G. P. DOYCE, State Teacher College, Plattsburg, Wisconsin
M. A. DOZER, High School, Chittenango, Wisconsin

"Herd of grizzlies now rival us. We should build our lands to stay. And keep the farms and fields that have not washed away."

A. M. FIELD

Methods

Teaching Soil Conservation

1. To develop an understanding of the stages of soil erosion.
2. To develop an understanding of the principles involved in soil conservation.
3. To develop an understanding of the importance of soil conservation and for helping to solve the problems of erosion on individual farms.
4. To develop an understanding of the principles of erosion and other current practices.
5. To develop an understanding of the principles of erosion and other current practices.
6. To develop an understanding of the principles of erosion and other current practices.

For the purpose of solving the problems of erosion on individual farms, the following methods are recommended for use:

1. Field trips to study soil types, detection of soil erosion, and establishment of criteria for soil conservation.
2. Use of soil conservation and erosion control techniques to control erosion.
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Supervised Practice

H. H. GIBSON

SUITING THE PROJECT SELECTION TO THE LOCAL HOME FARM

J. H. WILSON, Teacher, Winterville, Georgia

A GREAT many teachers within the school system are interested in new and more effective methods of teaching, particularly in the field of agriculture. Many of them have had experience in the past with successful projects, but some have been less fortunate. This problem presents a challenge to the agriculture teacher: how to suit the project selection to the local home farm.

Some teachers have developed projects that are too ambitious for the home farm. These projects require more equipment and labor than is available on the home farm. Other teachers have developed projects that are too simple. These projects do not provide enough of a challenge to keep the students interested.

The home farm is the most important source of information for agriculture. The home farm should be used as a teaching tool. The teacher should be able to use the home farm to teach the students about agriculture.

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SODA RESOURCES SURVEY

This survey was made by Horace under the supervision of his agriculture teacher. In this study, a map of the farm was made, locating areas of farm according to: (1) soil type; (2) degree of slope; (3) percent of cropland; (4) percent of land use; and (5) a planned land use program. By counting the number of map areas, one can see how well the farm is planned.

R. PRACTICES ON THE FARM OTHER THAN GRASS

Three acres of oat stalks were cut and then turned into the field for a green manure. The grass was grown and fed to the horse for a month. The horse is now grazing on grass.

I. FIRST YEAR'S PRACTICE PROGRAM

A. Project Program

For a one-week enterprise 3 acres of cotton were planted and 50 baby chicks were raised in the project. The cotton field included both work and a part of the poultry feed. The grains of A. O. S. (autumn winter peas) were planted on the land during the summer. The purpose of growing the grain is to add protein to the soil and supply the nitrogen for the cotton production. One acre of wheat was grown for chicken feed.

B. Practices on Farm Other Than Grass

(1) Three acres of cotton was cut and then turned into the field for a green manure. The horse is now grazing on grass.

C. Second Year's Practice Program

A. Project Program

(1) Three acres of cotton was cut and then turned into the field for a green manure. The horse is now grazing on grass.

(2) Three acres of cotton was cut and then turned into the field for a green manure. The horse is now grazing on grass.

TEN-YEAR STUDY OF MISSISSIPPI

These are 61 members in the club. Mr. Floyd B. Cotton, an outstanding president of the club, has been in the club for 15 years. The club has won several awards, including the 1975 State 4-H Club Award.

(3) The club has won several awards, including the 1975 State 4-H Club Award.
is used in their personal service for members of this evening class. Autom- atomusement is the result of various kinds of equipment available and who have a department store set up as a service department for the evening classes members. Forms are provided for receiving requests for special services, and a committee of the P.F.A. chapter is appointed to work out the details of the evening classes.

The first meeting was called a few days after the class was opened, and the attendance of the students was not as high as it was expected. The class was divided into sections, and each section was taught by a different instructor. The program was designed to be flexible, allowing students to adapt their learning pace. The instructors were experienced, and the classes were designed to be interactive, encouraging students to participate actively.

Evening schools in the Contra area for the past three years have been organized to assist the farmers in learning the management and control of the livestock. The students have been taught the principles of selection and breeding, and the techniques for maintaining and improving the herds. The classes have been conducted in the evenings, and the instructors have been available to answer questions and provide guidance.

During the two years of teaching in this shop, much has been accomplished. The farmers are learning how to do all of their work more efficiently. They have found that by using the shop, and the equipment available to them, they can do all of their work. Every farmer in a given county is being urged to build and equip a complete farm shop for himself. This is being urged because it will help to keep the farmers of the county in their own homes and enable them to take care of their own affairs. The shop will be a great help to the farmers, and it will be a great benefit to the county as a whole.

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The organization of the evening classes was one of the first and most important steps in getting the farmers started in the work of organizing evening schools. It was the first for the department of vocational education in the state of California to organize the course for the evening schools, and so it was an important step in the establishment of evening schools.

The methods used in teaching were carefully studied and the results of these studies were applied. The program was designed to be flexible, allowing students to adapt their learning pace. The instructors were experienced, and the classes were designed to be interactive, encouraging students to participate actively. The program was designed to be flexible, allowing students to adapt their learning pace. The instructors were experienced, and the classes were designed to be interactive, encouraging students to participate actively.

The results of the evening classes were very satisfactory. The students were interested and they learned a great deal. The classes were well attended, and the instructors were able to provide the students with the guidance they needed. The program was designed to be flexible, allowing students to adapt their learning pace. The instructors were experienced, and the classes were designed to be interactive, encouraging students to participate actively. The program was designed to be flexible, allowing students to adapt their learning pace. The instructors were experienced, and the classes were designed to be interactive, encouraging students to participate actively.
In training farmers for a phase of agricultural education. Mention in teacher-training for Farm Mechanics as agricultural education is necessarily in the field of vocational agriculture in that we are using and teaching the students to live on this farm life. The value of this experience and its application later.

In this farm mechanics program the definite skills should be stressed and their application later. The value of this experience and its application later. The value of this experience and its application later.

Farm Mechanics Now and Tomorrow

M. R. WILSON, Instructor in Farm Mechanics, Mound City, Ill.

1. Training in Farm Mechanics.
2. The Functions and Aims of Farm Mechanics.
3. History of Farm Mechanics.
4. Training in Farm Mechanics.
5. The Soil Conservation Program.

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Some Causes for Dropped Departments of Vocational Agriculture in Texas

J. C. Sowers, Teacher, Woodland, Texas

Why do so many schools drop their departments of vocational agriculture? Do the reasons vary so widely as the schools in the state? Do a very high percentage of students refuse to go on to the post of the departments dropped? Is it possible that the school administration might lead to a reconsideration of this as an important number of students from the number of departments lost? It was with these thoughts that the writer undertook to determine some of the causes for dropping departments of vocational agriculture in Texas for a period inclusive of the years 1921-22 to 1932-33. In the case of 132 departments of vocational agriculture were dropped in this state and 207 departments were lost during this period as a cause of establishing a basis for this study, a letter was sent to the principals in all the schools that dropped departments, requesting them to give the reasons for discontinuing each department.

In this study, as in most studies of this nature, the responses by the superintendents were gathered under handicap. It is possible that the 67 superintendents who replied may not represent all of the 132 schools. From these returns it is evident that of the 67 superintendents who lost departments in these years, 27 of the schools that dropped departments in the study, in 1921-22, were found to be located in the lower 10 years of the study.

Examples of the percentages of teachers in schools with dropped departments.

- **Average tenure of all teachers**: 8.14 years. This was higher than the average tenure of all teachers in schools retaining departments. The average tenure of all teachers who retired in these schools was 3.5 years. It was further found that these reasons could be divided into four main categories based on the financial and efficiency of teachers, as follows:

  1. Loss of student interest. A total of 52 percent of the dropped departments were in schools with high student enrollments, while 30 percent of the schools that retained departments were in schools with low student enrollments. The average enrollment of all schools that dropped departments was only 13.2 percent of the average enrollment of all schools that retained departments. The average enrollment of all schools in schools retaining departments was 24.3 percent higher than the average enrollment of all schools that dropped departments.

  2. Loss of teacher to teach. A total of 48 percent of the dropped departments were in schools with high student enrollments, while 38 percent of the schools that retained departments were in schools with low student enrollments. The average enrollment of all schools that dropped departments was only 12.5 percent of the average enrollment of all schools that retained departments.

  3. Other factors. A total of 12 percent of the dropped departments were in schools with high student enrollments, while 8 percent of the schools that retained departments were in schools with low student enrollments.

   - **Loss of interest**: A total of 52 percent of the dropped departments were in schools with high student enrollments, while 30 percent of the schools that retained departments were in schools with low student enrollments.

   - **Loss of teacher to teach**: A total of 48 percent of the dropped departments were in schools with high student enrollments, while 38 percent of the schools that retained departments were in schools with low student enrollments.

   - **Other factors**: A total of 12 percent of the dropped departments were in schools with high student enrollments, while 8 percent of the schools that retained departments were in schools with low student enrollments.

   - **Conclusion**: In conclusion, it is evident that the reasons for dropping departments of vocational agriculture in Texas are complex and varied. It is important for school administrators and teachers to continue to explore and analyze these reasons to better understand the factors that influence the continuation of these departments.
Lamb Cansons Contest

A special feature of the National Livestock and Meat Board's annual Lamb Cansons Contest is an award made to the best lamb carcass exhibited at the National Stockyards, June 3 and 4, following the annual pig and cattle sale. The contest, which may be described as a meat judging contest, is held concurrently with the Chicago World's Fair and the Illinois State Fair. In this contest the carcass of the best lamb is judged by a panel of judges consisting of meat buyers from the five largest cities in the United States. The carcass is graded on a scale of 100, with 100 being the highest possible score. The carcass with the highest score is declared the winner and is awarded a prize of $500. The carcass is then displayed at the World's Fair and is later sold at auction. The proceeds from the sale of the carcass are used to benefit the National Livestock and Meat Board.

Explanations of Score Card

1. Consistency: The quality of the meat inside the carcass is judged. It should have a uniform texture and color, with no visible blemishes or imperfections. The score ranges from 0 to 25.

2. Correctness: The carcass should be of the correct breed and age for the contest. The score ranges from 0 to 25.

3. Uniformity: The carcass should be uniform in size and shape. The score ranges from 0 to 25.

4. Expression: The carcass should be well-expressed with good muscling and definition. The score ranges from 0 to 25.

5. Fat: The carcass should have a good fat coverage, with no excess fat. The score ranges from 0 to 25.

6. Ribbing: The ribbing should be well-developed and evenly distributed. The score ranges from 0 to 25.

7. Hindquarter: The hindquarter should be well-developed and evenly distributed. The score ranges from 0 to 25.

8. Frontquarter: The frontquarter should be well-developed and evenly distributed. The score ranges from 0 to 25.

9. Overall: The carcass should be judged as a whole, taking into account all of the above factors. The score ranges from 0 to 100.

The carcass with the highest score is declared the winner and is awarded a prize of $500. The carcass is then displayed at the World's Fair and is later sold at auction. The proceeds from the sale of the carcass are used to benefit the National Livestock and Meat Board.