Active Campaign Begun for Keeping Farm Records

Z. E. Pettet, Chief Statistician for Agriculture, Bureau of the Census, Department of Commerce, Washington, D.C.

AGENCIES of the National Institute of Farm Economics, Administration, and the National Farmer's Union have been busy in the past year in the preparation and distribution of a nationwide campaign for the preservation of accurate farm records.

The campaign, which was launched in March, is aimed at ensuring that farmers keep accurate records of their operations, which are essential for the proper functioning of the agricultural statistics system. The campaign emphasizes the importance of keeping accurate records for planning, decision-making, and policy formulation.

Countless Rotating Prints Prepared

To help in this effort, a series of posters and flyers has been produced. These materials are designed to promote the importance of keeping accurate records and to provide guidance on how to do so.

County Fair Posters Prepared

The posters are being distributed to county fairs and other events, where they will be displayed to reach as many farmers as possible. The campaign team is also working on developing additional materials, such as brochures and videos, to further support the campaign.

Order of Education Articles

The campaign also includes educational articles and resources that will be provided to farmers and educators. These resources will help farmers understand the importance of accurate records and provide guidance on how to develop and maintain them.

Accurate Census in 1940 the Aim

While the broader aim of the campaign is to encourage farmers to keep accurate records, the specific goal is to ensure that the 1940 Census of Agriculture is as accurate as possible. This is critical because the data collected in this census will be used for a wide range of purposes, from policy formulation to resource allocation.

Trial Schedule Submitted Upon Request

The preliminary schedule of events for the campaign has been developed and is being implemented. The campaign team is committed to ensuring that the campaign is as effective as possible, and they are always looking for ways to improve it.

Whither Agricultural Education Booklet

The supply of this booklet has been increased to 600 copies. No reprinting of it is contemplated. Twenty-seven states have cooperated in its distribution. We believe that the remaining supply will soon be exhausted. Teachers of agriculture in these states which did not purchase a supply may want a copy of this booklet. Single copies may be secured from the editor at cost rates.

The Agricultural Education Magazine

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 Contributions of Leading Americans to Agriculture—William Arnon Henry—1850-1932

L. M. Saxton

A[K] GETMAN

Professional desks.

R. W. GREGORY

Assistant State Director and Supervisor of Vocational Agriculture, Madison, Wisconsin.

WILLIAM ARNON HENRY, one of the most distinguished agriculturists of the country, was born Oct. 11, 1850, in the county of Butler, Pennsylvania. He received his early education at the public schools of his native town, and after leaving school entered the lumber business, in which he was successful. In 1870 he went to California, where he continued in business until 1877, when he returned to Pennsylvania. He then entered the stockyards business in Philadelphia, and in 1880 he went to Chicago, where he became one of the largest stockyard operators in the city. He was a man of large business acumen and a keen politician, and was a member of the Republican party. He was a man of many interests, and was a leader in the Progressive movement. He was a man of great integrity, and was respected by all who knew him. He was a man of great ability, and was a leader in the Progressive movement. He was a man of great integrity, and was respected by all who knew him. He was a man of great ability, and was a leader in the Progressive movement. He was a man of great integrity, and was respected by all who knew him. He was a man of great ability, and was a leader in the Progressive movement. He was a man of great integrity, and was respected by all who knew him. He was a man of great ability, and was a leader in the Progressive movement.
Methods

Suggested Jobs in Organizing and Teaching the First-Year Agriculture Course

J. R. KIRKLAND, Teacher-Education, University of Tennessee, Knoxville

The interest and accomplishments of students enrolled in the first-year course of agricultural instruction will depend greatly upon the teacher’s recognition and persuasive ability to make the work of the group accessible. There are a number of jobs that are necessary to the success of the organization and teaching the first-year course that are not related to either the residential or the nonresidential group work.

The average student upon enrolling in vocational agriculture knows little about the facilties and objectives of the department of vocational agriculture, the teacher should familiarize each student with these. The teacher will likely find that the average student has a very general knowledge of the long years of work of the agriculture being done on the farms of the community. If the teaching of vocational agriculture is to interest the students in planning a comprehensive farming program, the writer believes that the teacher should familiarize the student with the factors in which the facilities for raising crops and livestock illustrate the principles in the structure of farming programs.

The following list of students’ jobs are suggested as a means of aiding the student enrolled in the first-year course, to agricultural and other related fields of work:

1. Preparing each student with the facilities and the program of the department, including use of facilities in the community, the facilities should become familiar with the facilities of the department, including use of facilities, equipment, libraries, and libraries, and laboratory equipment.

2. Teaching each student to understand the use and use and use and use of the facilities of the department, including use of facilities, equipment, libraries, and laboratory equipment.

3. Teaching each student to understand the use and use and use and use of the facilities of the department, including use of facilities, equipment, libraries, and laboratory equipment.

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Oregon Trainees Help Young Farmers Get Established in Farming

H. G. Gibson
Corvallis, Oregon

Two Young Farmer Clubs Organized

This year we decided it was high time to organize young-farmer clubs, as well as agriculture schools. The idea of organizing, launching, and maintaining an experiment for training young farmers, one young-farmer club was organized in a community 10 miles from Corvallis, which had been held for about 17 of the same age as the others, and for several years had been attended in that school of a few small communities ot three or four small neighborhoods.

Notes of Instruction

One was inaugurated upon the organizing the young-farmer classes, namely, that the trainees would stay close to home. This was the young-farmer club. The idea of organizing, launching, and maintaining an experiment for training young farmers, one young-farmer club was organized in a community 10 miles from Corvallis, which had been held for about 17 of the same age as the others, and for several years had been attended in that school of a few small communities ot three or four small neighborhoods.

Trained Conduct Field Trip

which was approximately $1,000. After deducting estimated cash operating costs of $200, the net income would have been approximately $800. The farm was too small and the soil not sufficiently productive to make it possible for the club to undertake any improvement work which would involve heavy investments in labor and capital. A new farm would be the only way to increase the farm's productive capacity. The boy was more than willing to furnish all the information necessary for the completion of this work.

In working out a program for the training of farm schools, it was estimated that the cost of outfitting the farm would be approximately $800. The farm was too small and the soil not sufficiently productive to make it possible to undertake any improvement work which would involve heavy investments in labor and capital. A new farm would be the only way to increase the farm's productive capacity. The boy was more than willing to furnish all the information necessary for the completion of this work.

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Agricultural and Business Loan for the Farmers

One is the Young Farmers' Bank and the other is the Farmers' Union

The young farmers were already fully aware that there were other kinds of financial assistance available to them, and they were aware of the various steps and procedures that had to be taken in order to obtain these loans. The young farmers were already fully aware that there were other kinds of financial assistance available to them, and they were aware of the various steps and procedures that had to be taken in order to obtain these loans. The young farmers were already fully aware that there were other kinds of financial assistance available to them, and they were aware of the various steps and procedures that had to be taken in order to obtain these loans. The young farmers were already fully aware that there were other kinds of financial assistance available to them, and they were aware of the various steps and procedures that had to be taken in order to obtain these loans. The young farmers were already fully aware that there were other kinds of financial assistance available to them, and they were aware of the various steps and procedures that had to be taken in order to obtain these loans. The young farmers were already fully aware that there were other kinds of financial assistance available to them, and they were aware of the various steps and procedures that had to be taken in order to obtain these loans. The young farmers were already fully aware that there were other kinds of financial assistance available to them, and they were aware of the various steps and procedures that had to be taken in order to obtain these loans. The young farmers were already fully aware that there were other kinds of financial assistance available to them, and they were aware of the various steps and procedures that had to be taken in order to obtain these loans.
Supervised Practice

H. H. GIBSON

Supervision Records

CARL G. HOWARD, Teacher-Economics, Moscow, Idaho

The measure of the success of the supervisor of super-
vised practice of vocational-agricultural students lies in the
success of the students. One way in which the success of
any vocational-agricultural course can be measured is
through an analysis of the supervision of the students.

The purpose of the present paper is to discuss the
mechanics of the supervision of a high-school agro
muralism laboratory. The mechanics of the super-
vision of the laboratory are described, and then the
results of a survey of the laboratory are presented.

The laboratory is a muralism laboratory. It is
located in the high school and is used by students
who are taking muralism as a course in their high
school education.

The laboratory is equipped with all the necessary
equipment for muralism, including brushes, paints,
and other materials. The students are divided into
groups, and each group is assigned a specific area
in the mural. The supervisors, who are members
of the high school faculty, are responsible for
keeping the students on schedule and for seeing
that the work is being done properly.

The supervisors meet with the students weekly,
and the students report to them on their progress.

The supervisors also meet with the department
head for a weekly planning session. During this
meeting, the supervisors discuss the progress of
the students and plan for the week ahead.

At the end of each semester, the supervisors
prepare a report on the students' progress. This
report includes information on the average number
of hours spent on mural work, the average number
of hours spent on independent study, and the
average number of hours spent on field work.

The supervisors also keep a record of the
students' work, including a record of the
materials used, the hours worked, and the
progress made.

These records are used to evaluate the
students' performance and to plan for future
sessions.

The summaries include the number of hours
spent on mural work, the number of hours spent on
independent study, and the number of hours spent
on field work. The summaries also include a
description of the work done, including the
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SUMMARY

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Teaching Wise Use of Credit

ALTON YOUNG, Teacher, Kearney, Nebraska

As TEACHERS of vocational agriculture we often overlook some opportunities all are building in the essential practices in the use of money. There is no training with a more valuable result and far-reaching application than that in which boys borrow money under self-imposed supervision to develop their individual programs. One of the essential factors of successful living is to understand the value of money and maintain a strong personal credit. In the first place, there is no more aggressive outlook on life when he finds that more can be accomplished on the farm when the farmer can obtain credit. In the second place they are taught to figure their financial estimates properly and to group their operations and meet their obligations promptly, thus getting a start in life which will be of great value. These are some of the many ways in which the 120 farmers, 20 teachers, 10 business instructors from 10 states in 1935 to determine the factors which inhibit students from establishing their grades and adequately financing their programs. The boys are asked, "Do they have a program and are they making intelligent use of their money?"

The Kearney, Nebraska, chapter of Future Farmers of America, with the cooperation of the Extension Service, gave a cooperative project in February, 1936. The first loan was for $60.00. The farm was obtained from the Grand Island National Credit Union. The boys loaned to be so helpful and profitable to the boys in getting them started on sound soil conservation practices programs that the amount was increased to $2,500 in 1937. This year the loan has increased to $3,500. It is required that all productive projects, unless otherwise stated, be done under the supervision of the instructor. The results of the loans of the individual groups up to 1937 range from $200 to $800. Par of the money is loaned to part-time farmers who are establishing their farming. The goal for a boy's four-year training program is to establish himself farmwise or pecuniary for his own livelihood.

The Farm Credit Administration has made provision for the advancement of Future Farmers with their Production Credit Associations to be found in every state. Instructive programs are interested in financing boys with cash in hand who are establishing their programs and advancing to the book. Credit is a matter of preparing for the future. The Farm Credit Administration in Washington, D.C., will bring a reply listing the amount of the loan. Supervise the work of the boys. This work is done during school time and in consideration of the amount of work the boys will do, it will average about one fifth of the time of the work day.

When raising the grain the boys are advised to get the maximum price for their grain whenever they can. The grain is harvested, which is usually about 15 bushels to the acre. They are paid an agreed rate per ton or crop. Each individual must make out a written agreement and have this signed by the instructor before it can be submitted to the FCA. The following are the sales made of the crops by the boys in the last year:

DUANE LOWEWEIN—giving the boy credit, "Safe and Sure." 450 turkey pouls and 106 ears of corn, home improvement. All houses and feeding are up to date.

GEORGE RAFFETY—A part of his job is to sell 900 Lumberchicks. George sells to the local merchants, barn builders, feeders, laying baby hens, Leghorns laying hens, corn, and every kind of livestock equipment is used in the livestock production, and shop-made equipment is used in the livestock.

The following procedures should be followed to avoid trouble in getting the money passed on:

1. A complete write-up on each individual borrower listing his assets, past record, home conditions, credit statement on parents, place of residence, and expected methods of improvement.

2. Duplicate records should be made and posted in both the Production Credit Association and the instructor, signed by the borrower and guarantor.

3. A plan of action should be prepared and approved by the parent or guardian.

4. The amount of the loan and the use to which the money was put should be filled out by the parent or guarantor.

5. All instructions as to vaccination, ear tagging, etc., must be complied with.

6. Applicants for a loan must make out a complete plan:

a) What the money is to be used for, and
b) How it is to be paid back.

7. The instructor should be made responsible for the project and an approved record is made out in duplicate. Each individual must sign the record and have the instructor before it can be submitted to the office. Sales made on the farm are expected to be produced and turned in to the instructor:

Hawaiian Group Projects

CLARENCE R. READING, Teacher

HAWAII's unusual agricultural set-up has made the question of projects and their supervision the most critical in Hawaii. It includes all of the States in the United States, and it is especially true of the sugar and pineapple plantations.

On the island of Oahu the boys get paid to work in the sugar plantations. The boys are paid according to the amount of cane produced, and they try to produce a good crop.

In the leather and pineapple set-up, the work can be very evenly distributed throughout the year. The boys are paid according to the amount of cane produced, and they try to produce a good crop.

In both types of group projects, the boys get paid for their work in the sugar and pineapple plantations. They are allowed to have a certain amount of land for their own use, and they are paid according to the amount of cane produced.

Some of the boys who are living in the plantation will make their living in the future on the plantation, the schools and the plantations have been so well managed, and the boys are being trained for these careers.

These boys have been selected in the Smith-Vanishing competition, and they are being paid according to the amount of cane produced, or the boys may be short-term or piece-work contracts.

Since most of those who are living in the plantation will make their living in the future on the plantation, the schools and the plantations have been so well managed, and the boys are being trained for these careers.

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Dare We Find the Fronts of Research?

H. G. KENESTOR & H. W. GREGORY

The Agricultural Education

The Ohio State University

February 1937

No. 41

Agricultural Education in Nine Years After Leaving School

Table 1: Number of Selected Farmers in Vocational Agriculture in Ohio Who Were Farming in 1929 (a)

<table>
<thead>
<tr>
<th>Group</th>
<th>Total Number</th>
<th>Number of Farmers on Farms</th>
<th>Number of Farmers Not on Farms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Group 1</td>
<td>103.4</td>
<td>103.4</td>
<td>0.0</td>
</tr>
<tr>
<td>Group 2</td>
<td>104.5</td>
<td>104.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Group 3</td>
<td>105.0</td>
<td>105.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

(a) Data from a study "Factors Influencing Establishment of Farmers in Vocational Agriculture," by H. W. Gregory, 1937.

Table 2: Number of Selected Farmers in Vocational Agriculture in Nine Years After Leaving School

<table>
<thead>
<tr>
<th>Group</th>
<th>Total Number</th>
<th>From Homestead</th>
<th>From Home</th>
<th>From Homestead and Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original</td>
<td>103.4</td>
<td>103.4</td>
<td>103.4</td>
<td>103.4</td>
</tr>
<tr>
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<td>104.5</td>
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<tr>
<td>Group 2</td>
<td>105.0</td>
<td>105.0</td>
<td>105.0</td>
<td>105.0</td>
</tr>
</tbody>
</table>

(a) Data from a study "Factors Influencing Establishment of Farmers in Vocational Agriculture," by H. W. Gregory, 1937.

This discrepancy and shortages existing between the statements in the article and the data in the study is the subject in which the article was based being strongly influenced by the need for more data in the study. This is especially true in the case of the author of the study. A study such as that made by Gregory may make a better indication of the value of vocational education in teaching young men to farm carefully and efficiently. The results of their efforts might not be fully explained by the way the data was handled. However, both studies show a similar relationship between the vocational education of young men and the number of farms that were established each year. In fact, the difference in results that was noted is negligible, and the principle of unbiased interpretation which is valid is violated. In order to bring out more systematically certain relationships of data which have been referred to fragmentarily, the following tables dealing with the Indiana and the Ohio studies respectively are appended.

The percentages in the two tables are not comparable since there are certain differences in the selection and classification of data which need not be fully explained here. However, both studies show similar relationships between the vocational and non-vocational farm populations for different years instead of for the same year, as was done in the analysis of the data from the farm boys leaving school and the farm non-farm group of data. In the study of the farm boys leaving school, the data was analyzed for the number of farm boys leaving school and the number of farm boys remaining on the farm. This analysis was done for the period of the study and included the results of the study for the period of 1918-1934. The farm boys leaving school were used to determine the percentage of farm boys leaving school who would give the results of the age of young men leaving school for the period of 1918-1934. This analysis was done for the period of the study and included the results of the study for the period of 1918-1934. The farm boys leaving school were used to determine the percentage of farm boys leaving school who would give the results of the age of young men leaving school for the period of the study.

A further investigation of the origin of these men does not show any other factors that might have been influencing the results of the study. The investigation of the origin of these men does not show any other factors that might have been influencing the results of the study. The investigation of the origin of these men does not show any other factors that might have been influencing the results of the study. The investigation of the origin of these men does not show any other factors that might have been influencing the results of the study.
FUTURE FARMERS OF AMERICA

L. R. HUMPHREYS

Elect to FFA Officers

LESLIE WILSON, President,
Binghamton, Ohio

One of the fun-damental units in the organization of the Future Farmers of America is the local chapter, made up of members present at the program. The purpose of this program is to provide the opportunity for young men and women to participate in a group activity in order to prepare them for future leadership roles. The program includes various activities such as farm work, community service, and leadership development.

Spring registration of farmers for the following semester will take place during the winter months and is open to all interested individuals. Farmers who are interested in joining should contact their local FFA chapter for more information.

The Election of Future Farmers Officers

LESLIE NELS, Secretary

The election of officers for the Future Farmers of America (FFA) is an important event in the chapter's calendar. It is a time when members have the opportunity to vote for the leaders who will guide their chapter for the coming year. The election process typically involves several key steps:

1. **Nomination Period:** During this period, members may privately submit names of candidates for various officer positions. The nomination period gives members the opportunity to consider who they believe would best serve the chapter.

2. **Ballot Distribution:** After the nomination period, ballots are distributed to all members. Ballots may be distributed electronically or in person, depending on the chapter's procedures.

3. **Voting:** Members cast their votes by marking their ballots with the names of their preferred candidates. Voting is usually done during a designated election meeting or through a voting system provided by the chapter.

4. **Counting and Announcement:** Once all ballots are collected, they are counted to determine the number of votes each candidate receives. The candidates with the highest number of votes are declared the elected officers of the chapter.

The election of officers is an essential part of the Future Farmers of America, as it ensures the effective leadership of the chapter and the continued growth and development of the organization.

F.A.A. Barn Dance

HAROLD C. KINDEEN,
President, Poland, New York

Most Future Farmer chapters are interested in how to raise money to support their chapter activities and have a good time. They know that having a successful barn dance held at the chapter is a great way to achieve both.

After the Ryeers, Texas, F. A. A. chapter was organized in September, they immediately set out to do something for their chapter. Early in the month they elected officers and had their entire chapter paid up and in good standing. This was the total school-schools and junior-senior high school. Next month the chapter plans on sending a group of officers to the national meeting at Birmingham which was the first place of 100 competitors at the annual meet. It was held at the Grand Central Hotel.

In December the farm students attended the Green River Fall Festival and won the poultry judging contest with a lot of entry and a little success. This was, incidentally, the 30th consecutive year of the Agriculture Department to win the contest.

The next part of the project was a fieldwork which was held in the summer by the Warsaw Kiwanis. The project was a real success as it provided a valuable field experience for the students and a real learning opportunity for the teachers.

Pertinent Questions

The State Reporter of the Maine State reporter was questioned with regard to the following:

1. How many FFA officers are there?
2. How many students are involved in FFA activities?
3. What are the main goals of the FFA organization?

The reporter was unable to provide precise numbers due to lack of available data. However, the FFA organization aims to provide leadership training, agricultural education, and community service opportunities for students interested in agriculture.
VOCATIONAL AGRICULTURE EDUCATION DIRECTORY

OFFICE OF EDUCATION, WASHINGTON, D. C.

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STATE SUPERVISORS-TEACHER-TRAINERS*


Hawaii's Group Projects

(Continued from page 332)

The opportunities for learning agriculture have been greatly increased through the establishment of group projects. They give the boys a better understanding of agriculture and an opportunity to see proper methods in practice. This could not be done if the boys had only individual projects.

Unit-Cost Studies in Agriculture

(Continued from page 352)

Nearly 500 delegates, visitors, and friends attended the Fourth National Annual Convention of the New England State College, Southington, Connecticut, for an educational program designed to give the farmer an understanding of the cost of production of various crops. The program will be expanded to include more than 5,000—the largest organisation of boys now held in the world.