NO RACE can prosper till it learns that there is as much dignity in tilling a field as in writing a poem.

—Booker T. Washington
The Agricultural Education Magazine

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Editorial Comment

H. H. Gibson

C. L. Angerer

NOW THAT the school year is well along, it is too late to review
the plans of the preceding year. The agricultural education
program for the school year is now in full swing, and the
results of the earlier planning will be seen in the performance of
the students. The planning for the school year is a vital
portion of the agricultural education program, and it is
essential that it be given the attention it deserves.

The planning for the school year is a vital
portion of the agricultural education program, and it is
essential that it be given the attention it deserves.
Professional

A. K. GETMAN

Must Farmers Counterattack Labor?

R. W. GREGORY

When these dinners were inaugurated, the farmers found they knew as much as they knew was the match. Capital had then rented their agricultural houses. When it was on the march, capital was capital. Farmers and tenants were in agreement. There is not a single executive consulted by organized labor today that cannot make the farmers any amount without limits that cannot be found in the records of the great corporations of this country.

The farmers' answer to capital on monopsony is precisely the opposite to the answer of the farmers to industrial monopsony. They offer their labor to the market at a price, the same as any other class of labor, and they expect to receive the same price. They know they have labor in their own time and money.
Methods

Good Roots—The School in the Soil

A. M. FIELD

A BOY, a bike, and a basket. A girl, a bike, and a basket. Blue boys, more girls, more baskets.

“Where am I going, John?”

“Alelujah! You’re seven!”

“Then they all better with baskets!”

“Every teacher has a series of numbers on a card. They work well in the same place. I think we are close to 10%.”

“Get to the corner, John. Start the boys of children in front of those white buildings. I expect they do not know what they do. What does that signify?”

“Fondon Horticultural Gardens,”

“Say Bill, park your car. Let’s visit the place. It took a course in botany and horticulture in college. Anyway, I can remember beta vulgaris. I’d like to see what these kids are doing.”

How Gardens Education Was Started

There is a story about the opportunity for the playgroups, and the whole-

education these Deerbon children have who attend the Fondon High School. Seventy years ago the Fondon Board of Education, Deerbon, Michigan, de-

creed to develop opportunities for agri-

cultural education in its schools. Mr. Harry H. Lowery, assistant of the Board, under the su-

pervision of grounds and instructor in biology, were requested to study the problem and then to recommend the educational approach. Subsequently, the head of the agriculture department, Mr. Henry Ford by request-

ing the use of a tract of land accessible to several schools.

The experimental plot used the seventh-grade pupils from two junior high schools and the eleventh- and twelfth-grade students in the Fondon High School. The course, grouped under the general term of garden education, were designed to give training in gardening, horticulture, and the general sciences.

During the first two years, two classes were plowed and cultivated 11 different vege-

table and fruit crops. Since that time many changes have been made in the garden design, the number of crops have been increased so as to make it known to what extent the vegetable plots have been used in size. A new plot of soil with a level first year. It was equipped to accommodate three classes at the same time.

The H.3-arear garden area of heavy clay loam required the manipulation of an over-sized garden and where it was harvested indicated that a satisfactory project of garden education was in order.

Underlying Philosophy

(The师范大学 program, developed pri-

mary crops, such as potato and red beets, were planted in the last year. The student’s choice of crops was determined by the need for increasing the knowledge of the nature of vegetables and fruits. The students were taught to replant the garden up to the same time, to give attention to the study of the nature of the soil. The study of the Soil Science Club?

The experience gained during 1935 and 1936 determined the change de-

sirable and necessary to make the garden more desirable to more children. All of the junior high schools in the district were given an opportunity to share in this project. A new greenhouse with two red roses, a peach, and a classroom was built. The garden area was divided into six sections. Each section was 50 feet by 60 feet. The students were given credit for their work and the teacher had the opportunity to use the garden as an educational tool.

Underlying Philosophy

The study of insects in the field

The study of insects in the field

The senior high school and the junior college received many contributions of material for study from the horticultural students. The senior high school horticultural classes contribute services to the operation of the garden by fitting the ground, pre-

paring the soil, and planning the experimental garden. In the 1940 course stu-

dents were trained to use a tractor to prepare the land. Actual soil analysis, the purchase of chemical matters necessary to keep the garden fertile, and a study of composting are parts of this course.

Advanced Courses

Horticulture, as it is taught in the Fondon High School, is a science subject assembled by the University of Michigan and is acceptable for college entrance throughout the state. The entire program, which embraces the elementary, junior high, and senior high school, has been added to the curriculum without considerable expense. The course has been designed to bring before the pupils an acquaintance with the various plants, which things nature contributes to our daily lives in the form of a food supply and to show how these are nurtured or harmed by the presence of birds, insects, weather, and other natural phenomena.

The purpose of marking early the elementary school pupils is to develop a realization of the need for the encouragement of home garden activity by the cultivation of home fruit, vegetables, and ornamental plants. The high school student is, in that way, the starting point of garden development. And thus the student is encouraged to develop a personal interest in the garden activity and the possibility of an agricultural future.

"Gardening and all other agricultural prac-
tices are not only useful but applied science!"

The use of plant products in industry is given considerable attention. The ex-

perimental gardens, greenhouse, and laboratory exercises demonstrate the

methods of plant production and utilization. Students who have been successful in the primary school and high school agriculture studies are qual-

ified because of his broader training to secure remunerative positions.

Outcomes of Instruction

Garden education is a serious business. Every boy and girl in America should know the story of the soil. It should be their educational privilege because it is their social heritage. Children in urban Ameri-

can need to understand rural America. The market for rural America is not too

The nobles men that live on earth

Are men whose hands are brown with

Who, by natural ascent, gain a seat on the throne

And who thereby a provider name.
Supervised Practice
H. H. GIBSON

Footprints in His Fields
WILLIAM C. PRYOR, Division of Information Service, Washington, D. C.

INTRODUCTION

The name of the man in front of his barn is F. Emerson. His neighbors call him "Rock." He believes in farming. He knows what his neighbors think of him, and he is glad to have them think so. He has been farming for a long time, and he has learned a lot about the business. The land that he was born to and has lived on since he was a boy is now his home. He is a farmer, and he is proud of it.

The boys plan the following for the next five years:
1. Increase the corn crop by 20%.
2. Plant a new variety of soybeans.
3. Improve the soil quality through crop rotation.
4. Implement a new irrigation system.
5. Install a solar-powered water pump.

Class for the young boys

The boys still attend school, but they also work on the farm. They have learned about crop rotation, soil quality, and irrigation systems. They have been taught that the best way to improve crop yields is through proper care of the land. They have also learned about the importance of conserving water and soil resources.

Survey Results

In a survey of 100 farmers, 80% said they had made improvements to their farms in the past five years. The most common improvements were new irrigation systems, planting of cover crops, and soil testing. The survey also found that the average age of farmers is increasing, with 40% of farmers being over 60 years old.

Rodenhofer's FFA Chapter

Congratulations to Rodenhofer's FFA Chapter for being named the "Chapter of the Year." The chapter has been recognized for its outstanding leadership, community service, and agricultural projects.

The Future of FFA

The future of FFA is bright. With a strong focus on leadership, agricultural education, and community service, FFA chapters are making a positive impact on their communities across the country.
Apprentice Training as Related to Estab-lishment in Farming

WALTER RAWSON, Teacher, Hillside, Michigan

APPR ENTICE training in agriculture can be compared with industry, not because the former is an industry, but for older as agriculture is not. Yet apprenticeship in farming has been through the farmer himself. The father with the son or neighbor. Agricultural colleges are comparatively recent, while teaching of agriculture in the secondary schools has, in most communities, come in the present generation.

In any community an apprentice-pension program has certain definite limitations as to scope and to possible depth of development. In the future, it will be possible for any boy to develop his full-making and earning potential. In the past, boys were not given the opportunity to make this happen. In the future, boys will be given the opportunity to make this happen. In the future, boys will be given the opportunity to make this happen.

Apprenticeship offers: The school-age boy is still in the formative years of his life, and this is the time when he is most susceptible to the influence of his surroundings. The school-age boy is often the first to learn the importance of work and the value of education. He is also the first to learn the value of cooperation and teamwork. The school-age boy is the future of any community, and it is important that he be given the best possible start in life.

The young farmer is faced with many of the same problems as any other young man. He must work hard to gain the knowledge and skills necessary to succeed in farming. He must also learn how to manage his time and money. In addition, he must learn how to make decisions and how to solve problems. The young farmer is often the first to learn the importance of work and the value of education. He is also the first to learn the value of cooperation and teamwork. The young farmer is the future of any community, and it is important that he be given the best possible start in life.

The main purpose of this program is to help the young farmer succeed in farming. This is done by providing him with the knowledge and skills necessary to succeed in farming. The program also helps the young farmer to develop his leadership abilities. The young farmer is the future of any community, and it is important that he be given the best possible start in life.
Using Periodical Literature in Teaching Agriculture

BIRCH C. OBER, Teacher, Roseville, Pennsylvania

One of the most important things to remember when using periodical literature in teaching agriculture is that the information found in these sources must be used wisely. The teacher must be sure that the material is current and accurate. It is also important to select only that material which is pertinent to the subject being taught.

The bibliography is assigned and graded on the basis of the material selected by the pupil. Many teachers accept assignments with a list of approved books and materials, leaving the pupil to select titles from this list.

(3) Class reports delivered orally by pupils in their own words after thorough study and practice in expressing thoughts and ideas.

(4) By associating farm-report discussions with the teaching program, pupils are given opportunities to apply the knowledge and skills gained in reading agricultural publications.

(5) Farm-report discussions are a powerful factor in stimulating pupil interest and one of the most effective means of guiding students to a clear conception of fundamental principles of agriculture.

Borrow Success

Approximately 80 percent of the students in the high school are enrolled in agricultural education at the Pennsylvania State College during the period either borrowed funds or worked on the farm. Many of these students are engaged in farming on their own farms, and others are engaged in farming in the schools of Pennsylvania. Due to Doctor C. S. Anderson, who made a study of the improvement of these farms, the use of the foregoing, these students, other things being equal, a student's chances of becoming a successful practical farmer of agricultural education are greatly if he borrows money with which to go to college, some at least and in many cases, a student's chances of becoming a successful practical farmer of agricultural education are greatly if he borrows money with which to go to college, some at least and in many cases, 70 percent of these students have been engaged in farming on their own farms. Of these students, 70 percent have been engaged in farming on their own farms. Of these students, 70 percent have been engaged in farming on their own farms. Of these students, 70 percent have been engaged in farming on their own farms. Of these students, 70 percent have been engaged in farming on their own farms. Of these students, 70 percent have been engaged in farming on their own farms. Of these students, 70 percent have been engaged in farming on their own farms. Of these students, 70 percent have been engaged in farming on their own farms. Of these students, 70 percent have been engaged in farming on their own farms. Of these students, 70 percent have been engaged in farming on their own farms. Of these students, 70 percent have been engaged in farming on their own farms. Of these students, 70 percent have been engaged in farming on their own farms.
Future Farmers of America

L. R. HUMPHREYS

Starting F.F.A. Co-operatives
L. E. CROSS, Adviser, Farmington Union High School, Farmington, Connecticut

In what real, bonafide co-operative enterprise has the student at one of our F.F.A. chapters en- gaged? What co-operative projects are taking place when you are in your school? What ex- position is possible to get boys interested in starting a co-operative project? Many of us have heard these and other questions asked by instructors investigating the problems incident to a venture in the field of co-operative activity, and we've tried to solve some of the problems which may come up in connection with chapter co- operative projects to help in starting one chapter is doing along co-operative lines.

Preliminary Work

The Fortune Farmers of California is located in a region where dairying and livestock raising are the main farming activities. During this depression dairy farms were a definite need for some cash crops to supplement the regular farm income. Some of these farms were to cash crops being grown to any extent in the area, the local agricultural instructor, Mr. G. K. Jenner, after due investigation decided that a cultivated crop such as potatoes might fit well into the farming system.

The chapter purchased some certified potato seed and started into the start business. At first the two acres were located quite far apart. Farmers' exams and equipment were difficult to come by, and the yield was very small. However, the number of dollars paid out for the problems from the several angles the chapter formed a co- operative co-operative and a farm-machinery

Group of Future Farmers grading certified potatoes on a mechanical grade con- densed to the time of grading and co-operative selling. From the beginning the co-operative has grown until several hundred acres of cert- ified seed potatoes are grown and market- ed each year in the various parts of the state and other states. By renting all the land in one location it was much easier to do the various operations at the proper time, much easier to see that the fields were properly isolated from other acre- ages of commercial potatoes, and, from this on up, the farmer and co-operative have an easier time of it.

A large portion of our chapter's certified potatoes are sent to dairies, disk plow, harrow, plow, and digger. Each boy grows potatoes in his own way, as a part of the farm work and as a part of the use of the equipment. Since the original purchase, several new pieces of equip- ment have been added and each of the first equipment has been replaced with more and more up-to-date machinery. The rates charged have been lower than members could expect to pay. The local farmers, even the co-operative has not only paid for the original investment, but has worked out a system whereby a portion of the savings is put in reserve to buy new equipment when the old is worn out. Some $4000 worth of machinery has been purchased by the cooperative at the present time.

Another co-operative project devel- oped by the Fortune chapter has been one in poultry brooding. Since there was a limited amount of interest in poultry and not a very great supply of uncharted poultry in the area, it is thought that there was an excellent opportunity for market poultry from high-producing strains. At first the group brooded in a small tool house which was available, but since the project continued quite timely and profitable it was found that a poultry brooding house was needed. After inves- tigating possibilities, arrangements were made with a local hardware merchant and a storage-room shed built by using this materials. A 10’ x 20’ shed was 30’ x 20’ constructed and each year has been increased. A stock of 5000 chickens has been kept, and this year’s order of the chapter is 6000. There has been a definite need for a portable shing- lipped brooder in this region, and since many of the members of this chapter were from dairies, it was an ideal project. The chapter was organized to do a definite job for the local community. A 30’ x 20’ shed was constructed and a very fine building. A co-operative was formed and the farmer has been furnished with complete brooder, for dipping and warming, for a reasonable price. The chapter has thus been a definite help to the farmers in the region. The chapter has been successful in brooding and sales of the chickens for the use of the chapter has been successful.

In recent years the broiler and fryer busi- ness has come to be of equal importance to the pullet to the market. The chapter has proved itself on sale.

The Junior Awards are elementary in character and are for the following purposes:

a. Encouraging students to get experi- ence in market enterprises of a non-agricultural nature.

b. Encouraging students to get experi- ence in the sale of farm products.

c. Encouraging students to get experi- ence in agricultural enterpris- es of a non-agricultural nature.

The Junior Awards are to be given each spring and the awards are to be made to students in the following categories:

a. Students who have not completed their freshman year in high school.

b. Students who have completed their freshman year in high school.

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Gold Emblem Winners in the National Chapter Contest*
Haughton, California

**DEVELOPING house-farming programs that fit our community and carrying out a worthy diversified program of cooperative activities and public-service work, brought the Haughton, California, chapter a Gold Emblem award.**

A special project was held on Jersey cattle and other dairy breeds, pigs, hogs, poultry, and corn crops to the King County Junior Fair. Grades A and B, from five to ten different producer enterprises in operations during the year, along with those in home-improvement activities.

Ceremonial pride was taken in the county Jersey cattle club, started by Haughton members in 1916, with five head of registered stock, and now the official and only Jersey cattle society in the nation, according to the latest state organization classification.

More than 500 head of dairy cows in the community are being raised and marketed, mostly for butterfat. More than 100 animals were exhibited by members of the association at the state and county fairs, including five calves of dairy cattle sent to the state fair. The number of milk cows in the community represents for the chapter for the fourth consecutive year—1914 inclusive.

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Michigan Official F. A. Band 1941

Duane Munder—Star American Farmer, 1941

OFFICIAL recognition as one of the outstanding young swine breeders in the United States helped Duane Munder, 18, Coleridge, Nebraska, to win the title of "Star American Farmer," most coveted award in the Future Farmers of America national organization, as a feature of the 14th National F.F.A. convention.

Young Munder was the only breeder of Duroc-Jersey swine in the United States that had three sows in the 10 high with best single-litter records in the 1940 production registry; and in March 1941 a sow, "Grandmaster's Pride," topped the nation in production.

Swine raising is only one of Duane's activities. He took vocational agriculture at the Randolph, Nebraska, high school from 1937 thru 1940, borrowing money from his father and from the local bank to start his hog enterprise. Profits from this foundation helped develop later projects in corn, barley, baby chicks, potatoes, soybeans and sorghum, while a loan from the bank established him in purebred Angus beef cattle with a registered bull and two heifers.

Duane Munder and his father have worked out an efficient plan for use of the home farm. The son's sows farrow about March 1 and the father's about April 1, making best use of buildings and equipment. Duane pays his father for all pasture rent and horse labor. His farming programs while in school brought him a labor income of more than $5,500.

A busy home-farming program did not prevent ample other activities. Munder was successively secretary, vice-president, and president of his local chapter; reporter for the state association's "F.F.A. News," and executive vice-president.

In high school, Duane was an outstanding player on and captain of the baseball team, vice-president of the sophomore class, and treasurer of the junior class.

College Education (Continued from page 713)

2. Know how prospective boys may be financed, and help them make the proper contacts with loan institutions and agencies.

3. Continue as advisor of the boys' supervised farming programs thru the part-time and evening schools and thru community work.

4. Know boys, and recommend only those who will make good in order to have the necessary influence in helping them to get land and to influence operating expenses.

If graduates from vocational agriculture are to secure a college education and stay on the farm they should finance that college education out of their long-time supervised farming program.

If their parents are able to educate them they should carry on their supervised farming program while they are securing a college education in order that they will never lose contact with farm life and will actually be set up in farming when they graduate. I believe that this will partly solve the problem of keeping college graduates on the farm, as well as those who never secure a college education. If our vocational program is to succeed it is important that we establish young men in farming, those who go to college as well as those who do not. The long-time supervised farming program, when carried to a successful conclusion, will do the job if rightly planned and supervised.

New Bulletin on Adult Classes

Adult Farming Classes in Vocational Agriculture is a new fifty-five page bulletin published by Purdue University as Vocational Division Bulletin No. 6, written by Professor K. W. Kilts of the Division of Education and Applied Psychology. In preparing this bulletin as a teacher aid, Mr. Kilts has drawn on actual experience of Indiana teachers and published research in the field. The organization is such that it may be used as a handbook or a check list by teachers as they proceed from one course to another.

The bulletin is divided into five sections: General Information, Adult Farming and Agricultural Education, Adult Farming Classes, Adult Farming Education in Indiana, and Adult Farming Education in Other States. The bulletin contains information on the advantages of adult farm classes, the principles of adult farm education, the organization and administration of adult farm classes, the principles of adult farm education in Indiana, and the organization and administration of adult farm classes in other states.