The AGRICULTURAL EDUCATION Magazine

TODAY there is not a single job on a farm concerned with the actual production of farm products which pays a farm or a member of his family as much per hour as they can earn doing their own carpentry, painting, paper-hanging, and even the repairing and rebuilding of their tractors—H. E. Babcock.
Evaluation of a Teacher from the Point of View of a Professional

L. J. HAYDEN, Supervising Principal and Teacher of Agriculture, Oshkosh Normal School, Oshkosh, Wisconsin

A teacher of agriculture is generally agreed to be one of the most difficult men at their command in their own state experiment station. In the selection of a capable, industrious, and admirable, and administrative. We have al- ready seen that the community judges each of its own people, and that it is impossible to please them. We therefore endeavor to please the community at all times. However, in any state we find a better teacher of agriculture in the state. State teachers are better. They are trained in the best agricultural practices and in the best agricultural principles. They are trained in the best agricultural practices and in the best agricultural principles.

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Supervised Practice

C. L. ANGERER

SUGGESTIONS FOR SELECTING AND PLANNING PRODUCTION PROJECTS

In the Alexandria community the major enterprise is dairying. Next in order of importance are poultry, hog, and beef cattle. The common practice of raising beef cattle has resulted in a lowered production of the dairy herd and in a decreased number of beef cattle being marketed. The quality of dairy cattle is not high, few being shipped to market in the fall. The demand for beef cattle is small as in the past few years. The market for dairy cattle has been good because of the high demand for this type of animal.

In the field of agriculture, there are many opportunities for students who are interested in this field. The Alexandria area is well supplied with agricultural extension workers, and the students who are interested in this field should be encouraged to take advantage of these opportunities.

In conclusion, it can be said that the students in the Alexandria community have many opportunities for taking part in agricultural activities. The major enterprises are dairying, poultry, hog, and beef cattle. The common practice of raising beef cattle has resulted in a lowered production of the dairy herd. The quality of dairy cattle is not high, few being shipped to market in the fall. The demand for beef cattle is small as in the past few years. The market for dairy cattle has been good because of the high demand for this type of animal.

1. Farm survey
2. Personal visits by the teacher
3. Field trips
4. Agricultural data on major enterprises
5. Market data on prices and sales
6. Soil and weather conditions of the area
7. Student market data
8. Visits to livestock facilities of operators and student's ideas and dislikes

Criteria for Selection of Projects

After these needs have been determined, the next step is the actual selection of the projects. Criteria which are useful in the selection of projects:

1. Type of farming in the community and on the home farm
2. Possibilities of home farm improvement
3. Attitude of the boy's parents
4. Financial status of the boy and his family
5. Boys' likes and dislikes
6. The profitability of the boy's farm
7. Probable financial returns
8. Available labor

10. Aid in establishing in farming projects

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Some Fundamental Considerations in the Placement of Young Men on Farms*

J. B. McCLELLAND

Farmer Classes O. C. ADERHOLD

The placement of 30,000 high school seniors who have just entered young manhood is an important problem of the immediate future, and one of the most attractive and challenging problems facing the new realpolitik of post-war educational and vocational guidance are the guidance and vocational teachers of high schools.

Responsibility for the guidance of the entering young men is, quite properly, being placed with the state and county agents, but this responsibility is being placed on the state and county agents because of the new age demands for training and preparation for living. The fundamental responsibility for this guidance of the entering young men rests upon the fathers and upon the schools.

*This paper is based on a series of reports on the subject of placement of young men on farms, and is published by the State College of Agriculture of Iowa. The work is supported by funds from the National Research Council.

The problem of agriculture should be concerned with the type of people who are to be farmers. No one can change the sex ratio, but one can change the type of people who are to be farmers. The type of people who are to be farmers should be concerned with the number of sons, and the relationship between the boys and the girls.

The immature age of the graduates of the high school is likely to make a handicap. They usually lack the manual ability needed to handle tools. Perhaps it would be well to arrange some kind of apprenticeship to give them the training and to give them the experience. To the average farm in Iowa, a 6-year-old capital equipment would be a larger amount than many of the small farms; it is too much to expect a boy to become the sole manager of a modern farm without any guidance.

The situation of the farm laborer, the hired hand, who found on 44.2 percent of all farms, such as it is, makes it a doubtful starting point for a farmer. A mismatch between the labor needs and the labor market is a matter for concern in agriculture. The wages are low, the tenures are short, and the chances for advancement are poor. Such employment may be good in the short term, but it is not a substitute for a full-time position on a farm.

The problems of young men getting established in farming are to be taken into account in planning school- and farm-part-time programs. Some of these problems are identified by young men in getting established in farming near completing college in the university. The study is being conducted by Messrs. Smith and Davis. The purpose of the study is to identify the problems and opportunities for young men who are planning to enter farming.

Points to Observe in Placing Young Men on Farms

The age and experience of the young man are important factors in any particular farm. He should provide as much information as he can, and give all decisions to the boy and his financial advisors.

The teacher of agriculture should encourage any young man in a search of a farm to think of himself as a representative of the farm and to think of himself as a real person.

The young man should make as much contact with other farmers as possible.

Summary

1. The placement of young men on farms is a problem of great importance in agriculture, and more resources should be given to it.
2. The need for a better understanding of agriculture and more attention should be given to it.
3. The problems that make placement difficult should be studied. Among these problems, the lack of skilled labor is far too great.
4. The method of getting started, and the immaturity of the young men do not enter into the placement of young men on farms.
5. In placing young men on farms, there is a need for more information about the farms and the farms in general that are likely to be successful.

Lease Importance

If a young man chooses to rent a farm, he should encourage him to start the lease very carefully. The present demand for land is such that the land will be used for many years. The lease should not be too long, but should provide for a lease period of at least 5 years.

Farmers and the Community

Farmers are in a position to influence the community in which they live. They should be concerned with the community and the community should be concerned with the farmer.

The placement program has definite implications for the day-school and parts of the farm education. The placement program may be successful by searing for a crop.

The placement of young men on farms is a responsibility that should be concerned with by the teachers of agriculture. This responsibility may be divided into two major parts: the better understanding of agriculture and the better understanding of the farmers.

The placement program offers many opportunities for the teacher of agriculture. The placement program can be used to help the farmer get started in farming. The placement program can be used to help the farmer get started in farming.
Farm Mechanics
LO L. POLLOM

A Farm-Shop Cleanup Plan
ROY A. OLNEY, Teacher, Extension Housing, Ithaca, New York

One phase of good farm-shop procedure in teaching high-school boys is to have a good shop cleanup plan, and especially leave the shop room and equipment in a neat and orderly arrangement. A cleanup plan is desirable, and organized leadership should not consume more than five minutes of time. Some plan for doing this work will teach the boys how to do work, or of the embarrassment in making explanations if winners should stop at the farm shop during the school day and disorderly. One effective plan for the routine of cleanup work is as follows.

At a given signal by the teacher, near the entrance to the shop, each individual boy is responsible for his own project space. He must collect and see that it is in the proper place before the cleanup of the shop is started. In the meantime, or before the teacher has adjourned the "main dial" on the "duty indicator" by which every boy is automatically assigned a certain duty to perform. From the point of view of each boy, the "main dial" is the "general farm" in charge of the whole cleanup job. Responsibility is placed directly upon the foreman to see that every detail of cleanup in the shop and proper care assigned for that particular day. With this responsibility, the foreman is given authority to hold the pupils until everything is ready to be prepared properly. The principal has, in this way, a definite assignment as the foreman. The foreman may assign or appoint boys to any job when another boy is absent, or when additional help is necessary.

How the Plan Works
Two things are essential to this farm-shop cleanup plan:

1. A duty chart that outlines the work which the teacher desires to have done in this shop so that it will be held in good order. Such a chart of activities will vary according to the situation and the teacher. This duty chart should be adjusted to or near the duty indicator. A sample schedule is as follows:

Farm-Shop Cleanup Activities

General Foreman: Responsible for the whole cleanup job. All boys work under him. May give or accept compliments when another boy is absent or additional help is needed. Assigns work of the following groups. Excuses class when all jobs have been completed satisfactorily.

Tools: Pick up all tools used in the shop and place in proper position in storage space.

General: Always keep the benches and working surfaces clean and in order. See that all tools and equipment in use are in satisfactory condition. Keep paint and paint brushes clean.

A circle eight inches in diameter and cut out the circle. With a protractor or the protractor card, lay out the divisions necessary to take care of the names of the boys in the class. This will make the main dial of the shop. As shown in Figure 1, there were 11 boys in the class, the names were provided for, leaving one blank, which does not hurt. The main dial should have it in, too. When one wishes to weigh one, 40 pounds, or any other weight, the animal is weighed in, weighted, and the

Livelivestock Weighing Crate for Students of Vocational Agriculture
JOYCE W. MILLER, Farm Shop Practice and Methods, Kansas State College, Manhattan, Kansas

Most students of vocational agriculture are growing the weight of livestock as soon as they learn to keep records. Many of these courses are far from the actual weights of stock. Boys may not be aware of the waste of time on the part of the owner of the barn to cut down each animal's weight as it is being weighed. The heaviest should be cut down to the first class of the class which weighs above the figure on the scale. Two or three weights should be used, one for all weights, and one for the heavier ones. The special job of the scale-room is to weigh the weight of each animal in the weight room and the weight of the animal outside the

1. How many male and female youth between the ages of 13 to 25 are there in the local community? Where are you from?

2. Are you interested in these types of training courses? Do you have any suggestions for future training courses?

3. What are the benefits of 4-H and FFA? How do these organizations provide opportunities for leadership, personal growth, and community service?

4. What are the responsibilities of the livestock department? How do these responsibilities contribute to the well-being of animals and the management of a farm?

5. What are the benefits of 4-H and FFA? How do these organizations provide opportunities for leadership, personal growth, and community service?

6. What additional equipment would be beneficial to the program? How could this equipment be used to enhance the learning experience for students and teachers?

A Check List on OSY Training Courses
ELMER BELNAP, State Supervision, Boise, Idaho

1. How many adult farmers would be interested in participating in a course of such a session at the local level?

2. How many high school students are expected to participate in this course?

3. Would you be willing to teach the course?

4. What type of organization and structure for the course would you recommend?

5. How will you evaluate the success of the course?

6. Would you recommend any changes to the course content or structure?

Wisconsin Plan for Bulletins
(Continued from page 222)

It should be noted that all teachers have opportunities to use the "A" class, "B" and "C" bulletins and each of the "Class A" samples can be obtained for a nominal price only of the "Class C" bulletins included for in a particular distribution group. Teachers in charge of bulletin distribution will be the only ones writing as instructors of vocational agriculture have been well placed for this work to follow the plan in the seven months since its inauguration. It is assuring the proper sharing of supply materials with new or needed bulletin in adequate numbers.

The well being of a people is a tree, agriculture is its root, manufacture its trunk and machinery its branches and its life; if the root is injured the tree withers, the branches break away, and the tree dies.
The young men were considered to be established farmers if they had a farm and were making a living on it. The writer did not consider the following young men as being established farmers.

1. Family member with definitely arranged remuneration from the farming enterprises.
2. Partner in farming enterprises.
3. Farmer with full responsibility of managing farming enterprises, with wages or share income.
4. Tenant.
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Problems Encountered by Young Men Trained in Vocational Agriculture in Becoming Established in Farming

C. S. ANDERSON

DURING the school year 1938-39 the writer in-

terviewed personally 304 young men who had

started farming for themselves since 1930, and

found and fifty- five other students had the

same vocational agriculture program.

The survey of the problems encountered in

becoming established in farming by the 157 young men who had

completed the course in vocational agriculture was made

for the purpose of this study.

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Personnel of Part-Time Mines in Minnesota

G. F. EKSTROM, Teacher Education, St. Paul.

In MINNESOTA we are becoming increasingly aware of the problems faced by the rural young men and women as they enter upon the secondary grades, and we are developing new methods of assisting them in making the transition. The training and education of the rural youth is a problem which requires careful consideration by parents, teachers, and public officials. The aim of this study is to determine the extent of part-time mining employment among rural young men and women, and to ascertain the factors which influence their decision to work in the mine.
State Associations Awarded Gold Emblems

Texas

90 percent had libraries with five or more FFA Farmer Books. A state recreational and leadership camp brought together 125 chapters with 15 chapters. More than 40 radio broadcasts were sponsored during the year. A state of 56 chapters had a state paper with 100 society accomplishments. Ninety-five percent of the chapters demonstrated a state commodity program. Twenty-two chapters contributed officers during the year, and reported more than $146,000 invested in farming last year.

Montana

Despite the state association having a budget of $1,060,000 for the year, and members showing increased investments in farming of nearly $400,000.

Oregon

A Conservation of Future Farmers of America and Oregon Chapter's new program, "Invest in Oregon" included plans to purchase and operate an additional 1,800 acres of land for educational purposes.

Wyoming

For the fourth consecutive year, Wyoming's state Future Farmers of America Association has ranked among the best in the nation, again placing 36th place among the 51 states as one of the top five groups in receive the "Gold Emblem" award at the biennial national convention in Kansas City. Every one of the 51 vocational agriculture departments in the state had an active FFA chapter, with the total of 1,015 members of the 1,944 vocational agriculture students representing an increase of more than two years. There were two new chapters created.

In leaving, Caruthersville as a result of the successful program, the writer wishes that he had taken the opportunity to visit the chapter fund loan with FFA, Inc. He has made the agricultural department in the state and the marketing is also up as part of the agreement. This agreement is signed by the chapter officers, and the state department is making the loan. This whole agreement consists of the details of how our chapter fund loan operates are described.

Chapter loans are made only for the period of time a boy is in school and any FFA member. Upon graduation or FFA member from school for other causes his loan becomes due and payable.

F.F.A. Livestock Medicine Kit

HAROLD L. KUGLER, Adviser, Manhattan, Kansas

The purchase of a kit for a "Farm Livestock medicine kit" was introduced as a new co-operative activity by members of the Manhattan chapter of Future Farmers of America during the past year. The purpose of the activity was to supply FFA members with information on the correct procedure to follow in handling common livestock ailments as well as to provide materials necessary for use in the treatment of these ailments. The livestock kit provides a place in the keep livestock medicinal supplies in a centrally located place. A kit is provided for by the state department and 515 students are in attendance. At the state convention, FFA members were present. State officers delivered the kit in the spring, and 58 students attended the national convention.

The state association had a budget of $1,060,000 for the year, and members showed increased investments in farming of nearly $400,000.

F.F.A. Livestock Medicine Kit

H. F. Pater, Adviser, Churubusco, California

Chapter loans are made only for the period of time a boy is in school and any FFA member. Upon graduation or FFA member from school for other causes his loan becomes due and payable.

The program is designed to determine the possibilities of the member at once. When a loan is requested by a member certain minimum requirements for the supervised farm program are first set by the member. The instructor, owner of the farm and parents, determines the possibilities of the member.
We have heard a great deal lately relative to the fact that the teacher of agriculture should know the farm people and the form conditions of the community with which he teaches. If all teachers are doing this to the same degree, this is true, some consideration should be given to the matter of improving each community. This would apply to all teachers because long tenancy in a school does not necessarily mean that the teacher knows his community. It is easy for the teacher who has lived in a community for several years to feel that he knows the needs of the community, but each teacher should ask himself detailed questions about his community and its development.

What activities of the teacher of vocational agriculture bring him the definite information needed relative to his community? Each teacher can name several activities that will help in learning about his community, but this article is directed at a criticism received from several teachers that the teacher does not help the farmer with farm problems on his farm even after meeting with the farmers in regular classes.

Evening class instruction is a means for carrying on organized instruction but cannot be as effective without farmer supervision and cooperation with it.

A Successful Chapter Loan Fund

The chapter advisor made an extra effort in checking all farming problems with every boy, whether financed through the loan fund or not, to see that there was every possible opportunity to make money in the projected agricultural venture. As a result of this the chapter's agricultural department during the past year has had the benefit of having the largest number of students in each farming program per section and also the largest number (more than one student per section) of all departments in California. It should be said that the wholehearted interest and support of the principal has done more than the teacher could have expected. The reader may ask the question, "How comes he interested in farming as a result of signing up this loan fund?" Yes, definitely so. During the last three years the writer has thought of 15 graduates who came into a considerable measure of their present gainful farming situation to the help received from this fund. It would be very desirable if more local chapters could organize a loan fund for the use of Farmer members.

The response of parents and others to the idea of organizing a loan fund was not only very favorable but was also overwhelming. The teachers of all the schools were enthusiastic.

The success of the loan fund depends on the steady production of the crops as well as the careful management of the loan fund. The teacher has to study the condition of his community and its possibilities in order to make money and to keep the loan fund in a safe condition.

The loan fund provides an opportunity for the student to gain valuable experience. The student is required to make a loan and to sell the crop. The student may also choose to sell the crop himself if he so desires. The teacher should be able to help the student in making a good judgment.

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